COMMUNICATIVE INSTRUCTION BASED ON LISTENING APPROACH: A RESEARCH AT THE INDONESIAN IMMERSIVE ENVIRONMENT

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ABSTRACT

Creative Innovation in teaching significantly impacts EFL students' success. This research explored teachers' teaching methods in an Indonesian English immersive Environment. It was a qualitative study that involved eight participants. The research was conducted in a "Let's Speak class" at Mr. Pepsi Upgrade English Institution in Kampung Inggris Pare, Kediri. Data were collected from classroom observation, interviews, photos, and documents. Then, the data were analyzed in six steps, from preparing to interpreting the description of the data's meaning. Research findings presented that teacher in Indonesian immersive environments taught English, especially for communicative instruction, utilizing technology, such as communicative instruction based on a listening approach. It was called a Listening-based Communicative Instructional Approach model (L-CIA model). Six phases were trained, from giving ice-breaking preface and chitchat, listening to a song and filling in the blank, finding problematic words and translating, explaining the song using own words, and singing together. This method has been proven to stimulate the students' speaking skills. Finally, this research contributed to sharing information about teaching Innovation in Second Language Acquisition in the Indonesian Immersive Environment, which can be implemented in other contexts.

Keywords: Innovation, Kampung Inggris Pare, L-CIA Model, Mr. Pepsi Upgrade, Speaking Skills.

INTRODUCTION

English is a global language (McKay, 2018), which makes it vital for Indonesian students in this fourth industrial revolution (Purnama et al., 2019) According to (Jenkins, 2019), the number of people communicating in English with international speakers is steadily increasing compared to other language speakers. In addition, over one billion individuals speak English as a second (or additional) language. This assertion is supported by the fact that approximately 380 million people speak English as an international language, demonstrating that it is now utilized globally to communicate with other second

language users regardless of cultural and linguistic differences (Ayasreh et al., 2020). In conclusion, the control of international English usage has shifted from English-speaking countries to the larger global community.

Unfortunately, Indonesians are learning English as a second language. As a result, Indonesian English instruction has had mixed results. Students often come into contact with a limited amount of English both inside and outside of school because it is not used for language education in classrooms or as a communication tool during social interactions. Prior studies have shown that teaching English as a foreign language (EFL) in Indonesia has experienced substantial challenges, including low teacher competency, low student enthusiasm, and low English proficiency among students (Muslim et al., 2020). In actuality, English's position, status, and success in Indonesia as a foreign language are strongly influenced by how it is taught.

Due to this issue, English teachers are under much pressure to ensure that students study English in a friendly setting and promote effective language acquisition in the classroom. Therefore, the English Foreign Language (EFL) classroom needs teachers with strong language skills, innovative teaching methods, and various other complicated talents. Additionally, according to (Han & Xu, 2020), teachers must rely on their ability to boost students' enthusiasm and offer a variety of ways to help them improve their language skills. These quotes show the need for a supportive environment and innovative teaching methods for EFL learners.

Most researchers concur that creativity and innovation are essential to determining an organization's success or failure (Acar et al., 2019). Since it has been examined and discussed from various perspectives and communities, the term "innovation" has been used interchangeably in research with multiple definitions. Identifying a new market or service potential for technological innovation, a high level of novelty product is how (Al-Imarah & Shields, 2019) define innovation. People usually connect innovation with cutting-edge technologies, computers, or significant change (Tidd et al., n.d.). The idea of "newness" to improve organizational performance is commonly included in most definitions of innovation. Thus, simply, innovation is anything new or different.

Finding new ways to reach every student is what is meant by teaching innovation in the educational field. Teachers need to be aware that pupils need more than just the abilities needed to pass the state exams that are being delivered. Teachers should use a

variety of resources to assist students in developing their communication skills in order to help them become productive in their future employment. According to (Setiawan et al., (2020), teaching innovation has a considerable impact on how much students love learning, which has a direct and significant impact on how well they perform academically.

As part of various teaching innovations, Pratiwi et al., (2020) advocate for an immersive setting where students can successfully acquire knowledge through communicative instructional approaches. Immersion is a communicative method of teaching a second language in which all daily lessons are delivered in the target language. This approach meets the unique needs of second-language learners while simultaneously reflecting the fundamental aspects of first-language learning (Curtain, 1986). Compared to more conventional language training methods, language immersion is distinct. The emphasis is placed on the medium and tool of education as the language is taught as a subject to be learned. In other words, language learning and cognitive teaching are integrated, in which English is used as media of instruction to deliver the material.

The immersion program has benefited many countries (Lightbown & Spada, 2020). In contrast to attending international schools, registering language institutes, joining private tutoring, or studying abroad, all of which frequently fall short of producing the desired level of linguistic proficiency and are quite a time- and resource-intensive, this strategy encourages the acceleration of Second Language Acquisition (SLA), particularly in EFL countries. The program aims for additive bilingualism. Eight essential characteristics of immersion programs as follows; a) the L2 is used as the primary language of instruction; b) the immersion curriculum parallels the local L1 curriculum; c) there is overt support for the L1; d) exposure to the L2 is primarily limited to the classroom; e) the teachers are bilinguals; f) the classroom culture is that of the local L1 community; and g) the students enter with comparable (and limited) levels of L2 proficiency. The researchers looked into the teaching innovations and learning process in the Indonesian Gigantic Immersive Environment in light of these benefits.

METHODS

Through participant observation, the descriptive qualitative design of this study was investigated. Without the aid of numbers, qualitative research seeks to understand the nature of phenomena. While participant observation is One way to

collect information to comprehend this natural environment without alteration (Lofland et al., 2022).

This research setting was *Kampung Inggris Pare.* It was an Indonesian Gigantic Immersive Environment in the form of an English Village, Kediri Regency, Indonesia. Eight participants cionfirmed their agreement to participated in this research, involving two teachers and six students who registered in a "Let Speak Class" at Mr. Pepsi Upgrade English Institution. Mr. Pepsi Upgrade was one of the institutions among more than a hundred English institutions in this immersive environment. Based on the initial survey from reading literature and casually talking with students who have studied English in this immersive environment, Mr. Pepsi Upgrade was one of the excellent institutions specializing in speaking programs.

Moreover, it was familiar with its attractive teaching innovations. Thus, this research was addressed to investigate how the English subject was delivered to achieve the communicative purposes. This research result was started by describing the nature of *Kampung Inggris Pare* as an Indonesian gigantic immersive environment. It was followed promoting Mr. Pepsi Upgrade as one of excellent English Institution with its speaking program to understand some contributing factors to the success of the students' English-communicative proficiency.

Observational research is preferable for investigating and surveying non-verbal behavior (Anas & Ishaq, 2022). It is the best appropriate method of qualitative data collection to communicate and interact closely with research participants. Conducting participant observation was aimed at catching the natural environment as lived by participants. In this current research, the researchers gained data by directly paying attention to participants' actions and activities. The researchers also conducted semi-structured interviews with two teachers about practical teachers' teaching innovation in communicative instruction with students who enrolled in Mr. Pepsi Upgrade English Institution, especially in "Let Speak Class."

Semi-structured interviews were also conducted with participants to follow up on data that required special attention from participant observation and confirmed data obtained from teacher interviews. The researcher allocated around 20 minutes of semi-structured interviews for one person. Nonetheless, Hamouda (2020) states that appropriateness denotes that both respondents and the researcher are comfortable speaking, and availability denotes the limit of time the participants allowed to interviewed. Therefore, semi-structured interviews were done situationally based on conformity with the negotiation and conditions. Then, to strengthen the results of observation and interviews, the researchers collected and read public documents such as website sources, booklets, material, etc. Simultaneously, visual data or photographs were aimed to capture teachers' teaching innovations in the learning process. Visual data allowed the researchers to conduct a thorough analysis and evaluate participant data to make linkages between the themes that emerged (Pratiwi, 2021).

This research adopted Cresswell's data analysis (Creswell, 2014). It consisted of six steps, starting from preparing the raw data, such as field notes, transcripts, visual data, etc., in the first step. Next, it continued with organizing and designing data for analysis, reviewing and reading all data, coding data, connecting themes and descriptions, and then the final step was interpreting the meaning of themes and descriptions to be a qualitative report.

RESULT AND DISCUSSION

The findings discuss three essential elements for constructing a unity of ideas and building a novelty. The findings are started by introducing *Kampung Inggris Pare* and are followed by promoting Mr. Pepsi Upgrades. Then, the core findings describe the Communicative Instructional Approach implemented in an immersion-based environment to answer the research question.

1. **The Nature of *Kampung Inggris Pare* as an Indonesian Immersive Environment**

Kampung Inggris Pare is the name of the enormous immersive environment of the gigantic Indonesian English Village. At first look, Kampung Inggris' buildings share the same architecture as other Indonesian community buildings. The presence of multiple English institutions is the only difference with some people speaking English to learn. Students can learn English at one of the village's 160 English-language institutes (Pratiwi et al., 2020). These educational institutions compete to offer the finest support for enhancing students' English proficiency. To accomplish this, they compete while cooperating. They also attempt to establish an English-only zone outside their schools or institutions. Therefore, it appears that students, teachers, and the local community are encouraged to use English when interacting and communicating.

For the daily needs of students from all over Indonesia, the village also has a large number of neighborhood businesses, including cafes, restaurants, boarding houses, dorms, bicycle rentals, and food stalls. Kampung Inggris Pare is unique from other communities because of its environment.

Figure 1 The Gate of Kampung Inggris Pare as an Indonesian Immersive Environment

Three communication circumstances of students were seen in this immersive environment as a result of the observation. First, they were students who only used English, especially with their classmates. Some students communicated by mixing languages between English and Bahasa Indonesia. Third, students often fulfill the second need when speaking with locals because not all communities who spoke English. The number of fluent English speakers was small, in which most local people could only express a few sentences. The majority of the native population conversed in Java or, sporadically, Bahasa Indonesia.

The usage of English by the locals revealed three different situations based on the observation. First, those who spoke English well. Despite slipping in a few Indonesian words, these people were able to carry on a discussion in English the entire time. Second, people could use English in both their daily lives and careers. The third category included people who could only combine a few words to form a phrase. Students must therefore modify their communication style to fit the personalities of those they engage with. However, these Javanese and Bahasa-speaking communities constantly promote a multilingual environment by working to offer the students as many facilities and services in English as they can.

According to Fahri (2018), the village was served by small businesses and commercial firms. The condition necessitated that English be the primary communication medium between students and the local community. For instance, some cafes created areas where only English was spoken. To provide a fully immersive experience, there are some restrictions. While some residents speak English fluently, others only spoke short lines for work-related objectives (Ilmudinulloh et al., 2022).

Figure 2. Students' interaction and conversation with Native people in Kampung Inggris Pare

2. Understanding "Mr. Pepsi Upgrade" Institution

Mr. Pepsi Uprade English Course Kampung English is one of the English Institutions famous and excellent for its speaking program. It was established in 2018 in Kampung Inggris Pare, Kediri, Indonesia. This institution offers programs for individuals, schools, communities, and groups. It is a semi-private class with five to ten students in each classroom. Learning will be more focused and participatory with this strategy because of the small class size.

Figure 3. Mr. Pepsi Upgrade as one of Institutions in an Indonesian Immersive Environment

Additionally, Mr. Pepsi Upgrade's teaching and learning philosophy is built on information technology and digital platforms. The training method entails using additional smartphone programs that can be downloaded from the Google Play store, as well as the English learning website, Zoom, WhatsApp groups, and other English-language communication channels. Participant 8 (P8), as a teacher, made the following claim in support of his tutoring position: "The use of digital media aims to stimulate the students' motivation and activity to be interactive in practicing their communication skills." This claim clarifies that studying English is done so one can communicate. It is supported by Kim (2020), who reveals that the people involved comprehend one another because language is a tool for communication.

It is noted that learning English at Mr. Pepsi Upgrade of Kampung English Pare has several benefits, including (1) the tutors are experienced in upgrading skills, (2) the cost is affordable, (3) the material is exciting and comes with a handbook, and (4) the teacher's teaching methods are enjoyable. This is based on interviews with six students in Mr. Pepsi Upgrade's "Let's Speak" class. Additionally, one of the participating teachers (P7) mentioned no age restriction for students in Mr. Pepsi Upgrade. Both traditional classroom instruction and online learning are open to all students. For group or private sessions, the material can also be modified to meet the needs and preferences of the students. They might request materials in this case. A certificate of completion is available to students who have finished the course. The extract is followed.

> "Mr. Pepsi Upgrade of *Kampung English Pare* offers various educational programs ranging from English speaking skill courses for elementary, junior high, high school students, fresh graduates, and executives/professionals. They can register in groups or individually. Here, we do not limit the age of students because all have the opportunity to learn, both young and old. Students can also choose to study onsite or online without having to come to the English village of Pare. So our system is flexible. Oh yeahhh, for groups or private, students can request the desired material according to their needs. And all students will get a certificate after passing the exam." (Interview with P7).

For face-to-face programs, the duration of learning for a single program is two weeks, with weekly meetings. Let's Talk 1, Impromptu, Let's Talk 2, Grammar For Speaking 1, Hack Speech, Vocabulary Swap, Listen To Speak, Job Interview, etc., are

offline programs. Similarly to online classes, the learning duration is two weeks, with a total of ten meetings. The programs offered are Speaking Basic, Speaking Next, Speaking Perfect, and Grammar For Speaking.
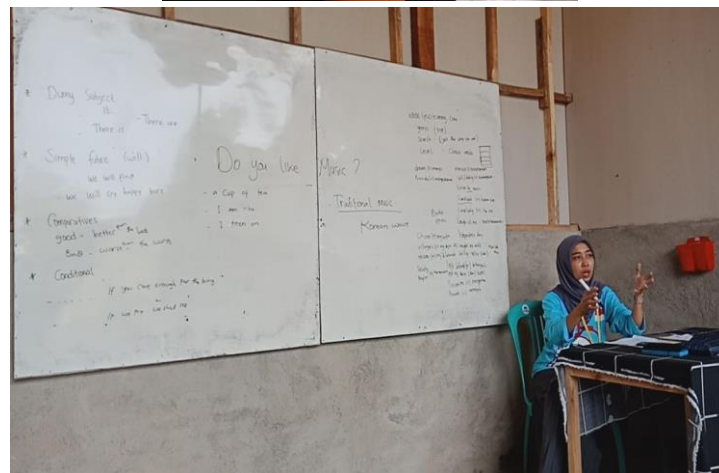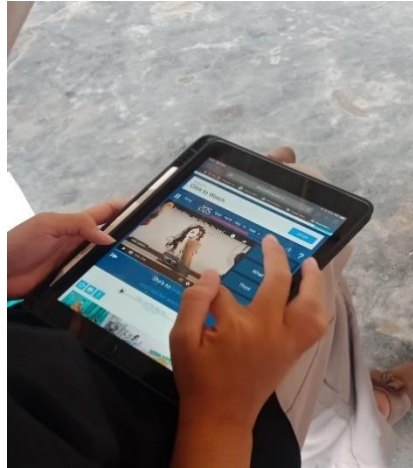
3. Communicative Instructional based on Listening Approach

Giving students a topic to talk about or present that corresponds to their perceptions, experiences, and knowledge was not usually the first step in teaching speaking. However, due to the interdependence, students could not avoid learning a particular skill when learning English. Those who signed up for speaking classes would learn to listen, read, and write just like in this immersive setting since the tutor would use these skills to motivate them to advance students' communicative competence. The researchers' observations made confirmed this conviction. In general, the "Let's Speak" tutor at Mr. Pepsi Upgrade instructed students through reading from texts, listening to Western music, writing reports by students, and other sources, like visual media. These resources were all employed to aid in the teaching of speaking.

The most recent discovery extends and supports the earlier discovery (Wibowo & Khairunas, 2019). It demonstrates how the speaking skills improvement method of listening practice works. Speaking lessons that include listening practice may be playing audio files, podcasts, recording interviews, sharing motivational stories, etc. As previously said, Mr. Pepsi Upgrade adopted a digital platform-based information technology strategy. Accessing resources from reputable English learning websites like BBC, Cambridge, British Council, Effortless English Language, and others was one technique. Teaching speaking can be done through a number of sequential steps that lead from hearing as input to the speaking activity stage in order to develop communicative competence.

The eighth meeting of the "Let's Speak" class at Mr. Pepsi Upgrade was concerned with a Western song entitled "Just the way you are" by Bruno Mars. This activity began with ice breaking, where the tutor asked general questions regarding the theme of songs and music. Preface and chitchat were the two parts of this icebreaker activity. The tutor asked all of the students general questions at the introduction. Three pairs of students were conversing simultaneously since chitchat activities were done in pairs concurrently. This activity aimed to improve speaking skills, social interaction, and train concentration

because students must speak in a crowded atmosphere in class. In the preface session, common questions related to the theme: "What kind of music do you like? What is the meaning of music for you? Can you play a music tool? Explain your favorite singer! etc."

Figure 4. Communicative Instructional based on Listening Approach at Mr Pepsi Upgrade

As the activity continued, a piece of paper with incomplete song lyrics was distributed. The teacher requested that the students visit lyricstraining.com to create the exercise. The teacher guides the students to find Bruno Mars, and searching for the title will be learned. The students were then instructed to carefully listen to the music while focusing on the blank words. The students must pay close attention to finding the missing words in the music.

The students should apply their neuro-cognitive learning approach to understand the concept, as promoted by (Pratiwi, 2021). The song was played five times so the students could hone their listening comprehension while filling in the words. It was first presented as a "review process" built on a neuro-cognitive learning approach. Five times through the song review, the tutor examined the students' responses as they matched their work.

Afterward, the exercises were continued by asking the students about the new words to be covered. Students were then asked to describe the song's substance based on their impressions. Additionally, the students ended their activity by singing the song together. Students looked enthusiastic and excited because of the various class activities.
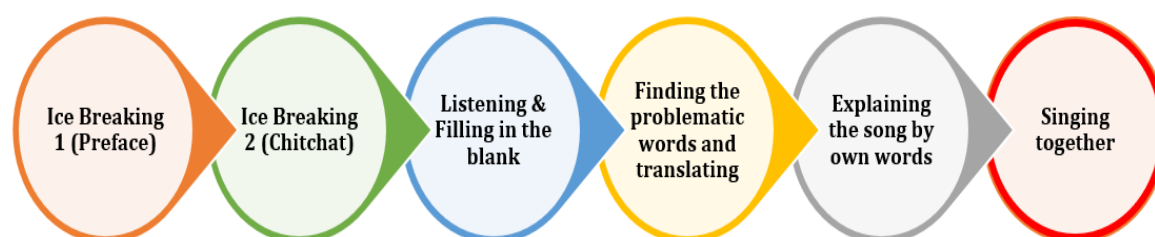

Figure 5. The flow of Communicative Instructional based on Listening Approach

Based on observations, this series of activities starting from ice breaking, listening and filling in the blank, finding the problematic words and translating the song, explaining the song using own words, and singing together, can activate the class and liven up the class atmosphere, where students are very enthusiastic. When they cannot locate and comprehend the gap in the term, they will become intrigued. Furthermore, without realizing it, this activity encourages them to review the input given by the teacher. The class atmosphere became noisy because all students discussed, although some still used Indonesian. This activity's series of communicative instruction based on the listening approach was then promoted as the Listening-based Communicative Instructional Approach Model, which was shortened to L-CIA Model. This model is a development of the Centrum Learning Strategy proposed by (Pratiwi, 2021). Finally, this research contributed to sharing information about teaching Innovation in Second Language

Acquisition in the Indonesian Immersive Environment, which can be implemented in other contexts.

CONCLUSION

Communicative instruction based on a listening approach is part of numerous teaching innovations where students can successfully acquire knowledge in an immersive setting. Students can learn English at one of the village's 160 English-language institutes. These educational institutions compete to offer the finest support for enhancing students' English proficiency. To accomplish this, they compete while cooperating. They also attempt to establish an English-only zone outside of their schools or institutions. Therefore, it appears that students, teachers, and the local community are encouraged to use English when interacting and communicating.

Mr. Pepsi Upgrade, located in this immersive English environment, is promoted as the English institution that could stimulate the students' motivation and activity to be interactive in practicing their communication skills. The concept of teaching and learning at Mr. Pepsi Upgrade is an information technology-based approach utilizing digital platforms. The method of instruction includes accessing materials on the English learning website, conducting virtual meetings via Zoom, using WhatsApp groups as an English-language communication medium, and utilizing other applications that can be downloaded from the play store on smartphones. One of the methods was accessing materials on well-known English learning websites, such as BBC, Cambridge, British Council, Effortless English Language, and others.

In teaching a listening-based communicative Instructional Approach, for instance, the teacher instructed accessed lyricstraining.com to aid her in creating a digital media-based innovative teaching. The series of activities started with ice breaking, listening and filling in the blank, finding the problematic words and translating the song, explaining the song using their own word, and singing together. This method shows us how teaching speaking can be started from several sequential processes, starting with listening as input and leading to the speaking activity stage. Furthermore, the study found that this series of activities can activate the class and liven up the atmosphere where students are enthusiastic. Finally, this series of activities was later promoted as a Listening-based Communicative Instructional Approach Mode (L-CIA Mode) is proposed to imitate in teaching EFL.

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