

## Stimulating EFL Students' Motivation and Eagerness to Speak through an English Village

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**Abstract.** Most Indonesian researchers prove that learning English is considered difficult and tedious. However, the English Village differs from learning English in formal schools. English Village is designed as a place for students to learn English by directly practicing their speaking skills in an authentic environment and communicating with fun activities. English Village is held in collaboration with the Widyasatya Learning Centrum team, Bulukumba English Meeting Club, and Yayasan Pendidikan Umboh. This study was designed as a qualitative descriptive with a participant observation approach to describe the process of implementing English Village at PKBM Nadya, Kel. Ballasaraja, Kab. Bulukumba. 21 students and five instructors were involved in this activity. Data collection was observation and photos. Then the data is analyzed in six steps, from preparing raw data to drawing conclusions. This study found that English Village consists of fun activities; pre-test, self-introduction, sharing materials, art performance, games, discussion, gymnastic and outbound, and post-test. This English village enhances the students' cognitive and metacognitive domains that impact the improvement of students' motivation and eagerness to speak English. Therefore, this study promotes the English Village as an activity that can be used as a solution for teaching English in Indonesia.



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## INTRODUCTION

Currently, English plays an essential role because it is an international lingua franca (Jenkins, 2019). According to Ahmad et al., (2022), language learning is one of the decisive requirements in today's global competition, especially in mastering English as an international language. English is in control of all aspects, whether it is used in spoken or written communication. Data shows that the spread of English globally is taking place quickly (Rao, 2019).

According to Yadav (2021), English connects people from all corners of the world, whether they meet in person or on the internet. By mastering English, people from various countries can exchange and share information to update world developments and respond to phenomena that occur quickly (Dwivedi et al., 2020). In addition, Wright (2020) argues that learning English can establish cooperation to improve diplomatic relations between various countries. In conclusion, English facilitates world communication and interaction in all sectors of life.

Unfortunately, English is developing as a foreign language in Indonesia (Susiaty & Mufidati, 2020). As a result, English has never been widely used in Indonesian society. Pratiwi et al. (2020) find that the effect most felt by adopting English as a foreign language is the implementation of teaching English in formal schools. Many problems were found even though English had been established as a compulsory subject and taught for years in Indonesian schools. As a result, the motivation to be able to speak English is also shallow.

Fu et al. (2019) and Albiladi & Alshareef (2019) emphasize that traditional classroom cultures do not provide opportunities for students to produce and develop English learning strategies. In this approach, students have few opportunities to discuss their learning processes and experiences. So, they are very passive and dependent on the teacher.

A similar case occurred with a Vocational High School of Information and Technology (SMK TI) students in Bulukumba, South Sulawesi under the auspices of "Yayasan Pendidikan Umboh

(YPU)". Based on an initial study of document analysis results on the website <https://www.smktibulukumba.sch.id/prestasi> and various mass media reports as contained in <https://exposetimur.com> launched at 18 September 2019, Vocational High Schools of Information Technology (SMK TI) often win several competitions at the district, provincial and national levels. In contrast, the head of Yayasan Pendidikan Umboh (YPU) and the principal of Vocational High School of Information and Technology (SMK TI) stated that

*"Kecakapan bahasa Inggris siswa di sekolah rendah, bahkan berbicara tentang kegiatan sehari-hari. Itu perlu ditingkatkan. Akibatnya, meski menjuarai kompetisi nasional, peluang untuk berpartisipasi di tingkat internasional sangat kecil. Selain itu, meskipun berbagai upaya telah dilakukan, seperti memberikan pembelajaran bahasa Inggris tambahan sebagai kegiatan ekstrakurikuler, siswa masih terlihat bosan dan tidak bersemangat di kelas. Para siswa merasa bahwa bahasa Inggris sulit dipelajari dan tidak ada lingkungan yang mendukung untuk merangsang motivasi mereka untuk menguasai mata pelajaran ini."*

[Students' English proficiency is low, even talking about their daily activities. It needs to improve. As a result, even though they won the national competition, the opportunity to participate at the international level is tiny. Moreover, although various efforts have been made, such as providing additional English learning as an extracurricular activity, students still look bored and unenthusiastic in class. The students feel that English is difficult to learn and no supportive environment to stimulate their motivation to master this subject]. (Interview, 22 June 2021).

Based on the above issue, the stakeholders emphasized "it needs special attention". Human resources are potentials that need to be explored and developed. One effort that can be made to achieve this goal is through education. Therefore, following Prabowo et al.'s point of view (2022), it is necessary to raise public awareness of the importance of education. So, after having a casual talk and negotiating the problem with the stakeholders, a unique and exciting English learning activity was initiated as a

form of community service or *Pengabdian kepada Masyarakat* (PkM). It was designing an English Village.

As, English Village was offered as a solution, of course, it is different from learning English at class. Pratiwi (2021) claims that an English village is learning English that combines learning in and outside the classroom. The activities vary, including self-introduction, giving material, discussing and debating, telling stories, games, singing, presentation sessions, question and answer sessions, outbound, etc. Learning English through the English village does not limit students in terms of time, space, and opportunities to speak. Finally, Mardiyah (2019) confirms the English village offers an interactive and communicative learning atmosphere.

Several studies say that English Village can stimulate the motivation and speaking skills of students who are learning English (Mardiyah (2019); Pratiwi et al., 2021; Ilmudinulloh et al., 2022). The English village concept is one of the growing immersion programs in EFL and ESL countries that aim to offer students an immersive experience in a second language or foreign language habitat (Lee, 2011). This immersive environment of the English village provides excellent opportunities for transactional authenticity after acquiring knowledge in the classroom. In addition, students can interact in English outside of the classroom in the broader community.

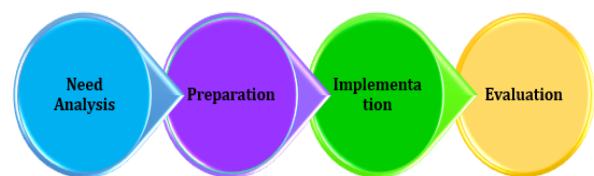
According to Trottier (2006), English villages combine content-based language immersion and non-formal and experiential learning in a multicultural amusement park. The English Village concept shifts in educational theory, policy, and practice towards a more global, progressive, and constructivist view of learning in general and English language learning in particular. Therefore, this study aims to: (1) observe what activities are carried out in the English Village at PKBM Nadya, Kel. Ballasaraja, Kab. Bulukumba, (2) observed students' motivation and eagerness to speak by participating in English Village activities at PKBM Nadya, Kel. Ballasaraja, Kab. Bulukumba

## METHOD

English Village is a Community Service. It is named as *Pengabdian kepada Masyarakat* (PkM). Lecturer of Universitas Terbuka and Muhammadiyah University, in collaboration with the team of Widyasatya Learning Centrum, Bulukumba English Meeting Club, and Yayasan Pendidikan Umboh (YPU) carried out this activity. The English village was done two days and a night of January 9-10, 2022. 21 students of Vocational High School of Information Technology (SMK TI) consisting 12 men and 9 women. While five instructors were involved in this English village. Some committees also arranged this activity.

The special theme in this English Village was about "Simple Present tense". Therefore, all activities given were directed to understand the use of simple present tense. This study was reported in a qualitative description using a participant observation approach to describe the process of implementing English Village at Pusat Kegiatan Belajar Mengajar (PKBM) Nadya, Kel. Ballasaraja, Kab. Bulukumba. The data collection was observations and photos as documentation.

The methods and procedures of doing this community service activity (PkM) consisted of four action stages: needs analysis, preparation, implementation, and evaluation. The chart as follows.



**Figure 1.** The Procedures of Community Service Activity (PkM)

As explained in the background, the initiation of this community service (PkM) was based on the need analysis. Finding some literature reviews and several previous research and seeing the phenomena of Indonesian students' condition by adopting English as a foreign language, the authors initiated to do services community. First, the authors tried to visit one school that often wins several districts, provincial and national competitions (source: <https://exposetimur.com> and

<https://www.smktibulukumba.sch.id/prestasi> ).

Then, the authors visited the school and met the head of Yayasan Pendidikan Umbo (YPU) and the principal of Vocatiohe nal High School of Information and Technology (SMK TI). They stated that students' English proficiency was low due to their unstimulated to learn English. In fact, English is needed to participate in international competitions. Therefore, the authors suggested English village as a unique and exciting learning activity that might stimulate students' motivation and eagerness to speak English. This need analysis was done in three phases. They were observation, negotiation and discussion, and initiation and solution.



**Figure 2.** The Phases of Need Analysis

After agreeing to design an English village, some preparation was done. The authors and community service team arranged some activities, procedures, and accommodations and made sure of the availability location as a suitable place to learn English. The chart is as follows:



**Figure 3.** The Phases of Preparation

Because this current English village adapted the English village of "Kampung Inggris Pare in Kediri, some criteria were required. The village was fresh, far away from the city. The society supported the implementation of English Village. If possible, they can also try to learn English when interacting with the participants. The activities were not only about distributing materials but also combining them with the game, discussion, performance, gymnastics, outbound, etc. There was also a punishment.

## RESULT AND DISCUSSIONS

Motivation has long piqued the interest of researchers and educators due to its direct relationship to students' achievement and intended goals. Motivation is essential in the teaching-learning process. Esra & Sevilen (2021) argue that motivation is one of the key domains that affect students' success and performance in EFL learning process. According to Dörnyei (2015), it is a critical component of the complicated process of learning a second language. Its absence will cause people to fail even if they possess the most exceptional ability, and strong motivation will make up for significant deficits.

The initial prerequisite for beginning a learning task is motivation, which also serves as the process's driving force. According to Dörnyei (2020), motivation and engagement are closely related concepts, and in order to engage students, motivation must be maintained. He suggests that instructional design should try to keep students interested.

This session describes the activities the implementation of the English Village at PKBM Nadya, Kel. Ballasaraja, Kab. Bulukumba. It is also performing students' responses to the activities provided to know the students' motivation and eagerness to speak English. The data were gained through observations and photos to strengthen the findings.

### a. Pre-test

The English village started by distributing a pre-test to measure the participant's initial ability level. They were basic English questions such as the simple present tense sentences, which often use in daily life. It was done once during a series of activity. According to Sari et al. (2020), some EFL assessment tools can be used, such as multiple choice, short answer, paragraph, etc. In this pre-test, the participants were faced with multiple choices of around 25 numbers for 45 minutes. So, the students were allowed to answer one question for less than 2 minutes. The example of the question is as follows:

- I \_\_\_ breakfast every day at 7 AM
- Eat
  - To eat
  - Ate
  - Eaten



Figure 4. Pre-test Activity

### b. Self-Introduction

The second agenda was self-introduction or self-disclosure. Lu and Farzan (2015) state that the act of opening up to and communicating with another individual or group is known as self-disclosure or self-introduction. In this English village, the participants came from the same school. However, self-introduction is essential to encourage their motivation to speak. Two activities in this session: delivering self-introduction and questions and answers. Therefore, the speakers were not only the students who introduced themselves. However, the participants could ask questions.

Based on the observation, even though the students know well each other, but the class was busy due to their enthusiasm in asking questions. They asked about family, school, hobby, idea, how to get idea, etc.



Figure 5. Self-Introduction Activity

### c. Sharing Materials

Acquire materials were the main point in this session. However, the way to distribute material was designed differently. The instructors did not only write the materials on the whiteboard, and the students copied them to their books. However, the materials were distributed by giving some activities and examples, then taking the conclusion together. Thus, participants would understand the function of the material in daily life. For example, the material is about simple present tense. At that time, the instructors asked the participants, “where do you live? what is your favorite food? how do you go to school every day, etc.” By answering those questions correctly, the instructors were easy to explain those the example of simple present tense.

The exciting and unique thing about using this method is that one instructor did not give material to the whole participants in front of the class. However, the class was divided into small groups of five participants and would be handled by each instructor. This method was very effective in providing long-term effects to students.

Through this method, material delivery could be more in-depth, project-based learning could be more implemented, and learning instructions could be more easily understood and digested. In addition, debriefing was more active, in which students were not ashamed to ask questions that needed to be understood with a smaller number of group members. And finally, the instructor can better know the level of understanding of students and the psychology of students being taught.



Figure 6. Sharing Material Activity in Small Groups

### d. Art Performance

In performing the art, most students chose to sing western songs than other kinds of performance. Singing a song is one way to learn English with fun. According to Luo (2019), one of the situations that can be introduced in practical English teaching is singing English songs. Based on the initial interview with the school stakeholders, the student's level of English competence was basic. However, observations during this session yielded different findings. The students' motivation and English performance were good, even though their pronunciations need to be trained. They were confident and enthusiastic in singing familiar songs such as "Memories and Girls Like You by Maroon 5, Someone You Loved by Lewis Capaldi, You Are the Reason by Calum Scott, etc." The students felt happy to sing without burden while the audience was entertained.

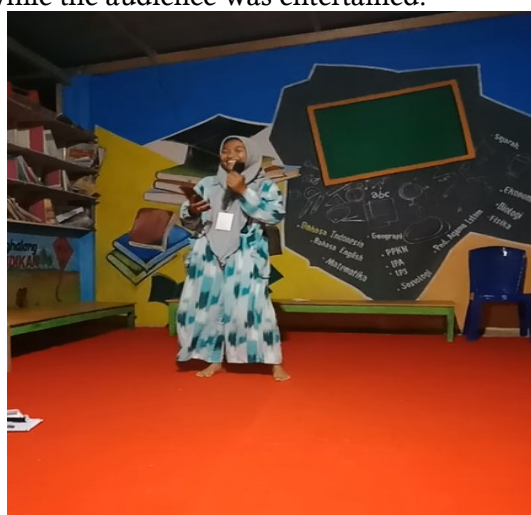


Figure 7. Art Performance Activity  
(Singing Western Song)

#### e. Games

In the process of teaching and learning languages, games provide both students and the teacher with various advantages. Maulida (2022) finds that using games in English classes can aid in prompting students' interest and motivating them to learn the language. A game is also the most engaging method that the students readily embrace because it can help them unwind and enjoy utilizing the language. The teacher also benefits from the games, so it's not just the pupils. The teacher can produce the language to be more valuable and meaningful. It can also be used to gauge how well pupils understand and perform on subjects that have been taught in class.

In this English village, the example of games given by the instructors were scrabble games. The scrabble could be design as competition games. Scrabble game is a very good medium for teaching English in the classroom because it makes challenging student ability to remember vocabulary more enjoyable. Scrabble games can be an alternative approach to engaging English language learners in the classroom (Onasanya, 2021). Rosidi and Falianti (2017) explain that scrabble is a branded board game involving the structure of words to score points for two or more players (or teams).

Based on the observation, not only improving the students' cognitive domains, such as vocabulary, scrabble could enhance the participants' cooperativeness. They supported the team to complete the game and compete with rivals. They supported each other, though, and laughed together. They looked enjoyed the activity.



Figure 8. Scrabble Competition

#### f. Discussion

In this session, the instructors gave one hot issue to discuss. It was about "Online learning is the best method in all eras." The class was divided into two groups. One group consisted of 11 students, and the other was ten students. Then, instructors used coins (money) to select positive and negative teams. The positive should agree with the theme, while the negative would disagree.

No intimidation and no special attention in selecting the team. Everyone should be ready with the team. Based on the observation, the discussion stimulated the students' willingness to speak due to their disagreement with the opposite team. They looked ambitious to rebut the rival even

though most of the speakers mix English and Bahasa. Namaziandost, et al. (2019) support this finding. They argue that teachers often use cooperative learning techniques like group discussions, role-playing, and debate to help students speak and practice the expressions they have acquired in class after having each student produce some ideas through individual learning.



**Figure 8.** Discussion Activity

**g. Gymnastic and Outbound**

It is unique and rarely implemented in other English Villages. Authors and instructors tried to design this English village as a learning activity that can be meaningful and contextual so that English can be used in all areas of daily activities, such as carrying out hobbies, singing, exercising, playing, and so on.



**Figure 9.** Gymnastic Activity

Some activities offered in outbound, such as putting pens in bottles, filling water in basins, blowing ping pong balls, etc. Same to scrabble games, outbound was aimed to improve the students' teamwork. Actually, there would not be a winner or loser team. In

this activity, the participants should build rapport and cooperativeness to compete with their opposite team.

Of course, this activity improved the students' cognitive domain, such as English vocabulary, fluency, and pronunciation because the team member should give instruction and direction with English to complete the games. It also enhanced the students' metacognitive domains because conscious or subconscious, students who previously rarely or never spoke English, currently they are brave and stimulated to speak English to gain their team's mission.



**Figure 10.** Outbound Activity

**h. Post-test**

The English village ended by distributing a post-test to measure the participant's ability after joining this series of activity. It was also done once. The questions were same with the pre-test, the participants were faced with multiple choices of around 25 numbers for 45 minutes. So, the students were allowed to answer one question for less than 2 minutes

**CONCLUSION AND SUGGESTION**

Learning English at formal schools and English Village is different. English village is learning English that combines learning in and outside the classroom. The activities of the English village in PKBM Nadya, Ballasaraja varied, including pre-test, self-introduction, sharing materials, art performance, games, discussion, gymnastic and outbound, and post-test. While sharing the materials and providing activities, the instructors never stop and give up on encouraging students to speak English. Of course, learning English through the English village does not limit students in terms of time, space, and speaking opportunities. The students of Vocational High School of

Information and Technology (SMK TI) can practice English daily in their interactions with friends. Participants enjoyed the activities and they looked enthusiastic and happy to learn. In conclusion, This English village enhances the students' cognitive and metacognitive domains that impact the improvement of students' motivation and eagerness to speak English. Therefore, this study promotes the English Village as an activity that can be used as a solution for teaching English in Indonesia.

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