

Why Choose *Kampung Inggris*? Analysis of Factors Driving English Learners' Interest in Pare

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ABSTRACT

Kampung Inggris Pare has become the largest English-learning center in Indonesia, attracting thousands of learners from diverse regions and backgrounds. However, the main factors that drive them to choose English Village over other course institutions have not been studied. This study aims to analyze these factors and identify the dominant factors in learners' decisions. This study uses a qualitative descriptive method with a case study approach, involving 40 learners as research subjects. Data were collected through questionnaires, interviews, and observations, and then analyzed using quantitative and qualitative descriptive approaches. The study's results show that intensive learning methods, supportive environments, and affordable costs are the main factors that attract learners. The conclusion of this study confirms that the *Kampung Inggris* has unique advantages that are difficult to find in other course institutions.

Keywords: *Kampung Inggris Pare*; English Language Learning; Course Selection Factors

INTRODUCTION

Kampung Inggris Pare in Kediri has become the largest English-language learning center in Indonesia and continues to attract thousands of learners each year. Since its founding in 1977, the region has grown rapidly, with hundreds of educational institutions offering a wide range of English-language learning programs. In contrast to English courses in big cities, English Villages offer intensive, hands-on learning methods and environments that support the use of English in everyday life. This uniqueness makes *Kampung Anh* a top destination for those who want to improve their English language skills in a relatively short time. With a unique

learning system, an immersive learning atmosphere, and relatively more affordable costs, *Kampung Inggris Pare* has become a phenomenon in the world of English learning in Indonesia.

The attractiveness of *Kampung Inggris* is also increasing due to the diversity of learners' backgrounds from across Indonesia. The course participants come from various ages, ranging from students and college students to professional workers who want to improve their English skills (Hamonangan, 2021). Not only that, but they also have diverse educational backgrounds, ranging from high school graduates to undergraduates and professionals in various fields (Sari & Rozimela, 2021). This diversity reflects the significant need for English language learning in Indonesia and shows that *Kampung Inggris* has become the primary choice for many individuals with diverse learning goals (A. S. Putera, 2019). However, there is still little research that specifically examines how certain factors influence learners' decisions to choose English Villages as a place to learn English compared to other course institutions. Although many English course institutions are available in big cities such as Jakarta, Surabaya, and Bandung, Farih et al. (2019) explain that *Kampung Inggris* remains a more desirable destination. This phenomenon is interesting to study because it reveals unique factors that distinguish the English Village from other places where English is taught. Although previous studies have addressed the effectiveness of practice-based learning methods and immersive environments in language acquisition, few have examined in depth the main reasons for their popularity in *Kampung Inggris*.

Several previous studies have examined English language learning in supportive learning environments. Brown (2000) emphasized the importance of communicative language teaching (CLT) in improving speaking skills. Krashen (2005) also supports the input theory hypothesis, which states that language learners will develop more quickly when constantly exposed to language in a supportive environment. Saidah (2021) emphasizes that an immersive environment helps accelerate the acquisition of a second language. Several other studies have also highlighted the effectiveness of immersion programs in improving language skills (Ma et al., 2022; Saka & Merç, 2021). In addition, a study by Nunan (2006) shows that direct social interaction and practice with the target language are important factors in the success of English language learning. In Indonesia, practice-based learning methods have a significant impact on improving students' speaking skills (Purwanto, 2022; Ridayani & Purwanto, 2024). Another study by A. R. Putera et al. (2022) discussed the effectiveness of community-based courses in improving English language skills. However, no research has specifically addressed the factors influencing learners' decisions to choose *Kampung Inggris Pare*. Therefore, this research will fill in the gaps in the existing literature.

The novelty of this study lies in the analysis of the dominant factors influencing learners' decisions to choose *Kampung Inggris*, which have not been widely studied. This study offers a new perspective on how a combination of teaching methods,

learning environments, and social and economic factors can shape a successful English-learning ecosystem in Indonesia.

This study aims to identify the factors that encourage learners to choose *Kampung Inggris Pare* as a place to learn English. In addition, this study aims to analyze the dominant factors that most influence learners' decisions. Using qualitative and quantitative methods, this study collected data through interviews and questionnaires administered to 40 learners enrolled in courses at *Kampung Inggris*. The findings of this study are expected to provide deeper insight into the attractiveness of the English Village and to offer recommendations for language education institutions on developing more effective and applicable learning models. The results of the study show that the main factors that encourage learners to choose *Kampung Inggris* are an intensive and effective learning method, an environment that supports everyday English practice, and its affordability compared to courses in a big city. In addition, recommendations from alumni, a fun learning community, and the flexibility of course times are important considerations. The analysis of dominant factors found that intensive learning methods have the greatest influence on learners' decisions. Thus, this study provides new insights into how a supportive learning environment and effective teaching methods can increase interest in and learning outcomes in English in Indonesia

LITERATURE REVIEW

English Language Learning and Communicative Teaching Approaches

English language learning has become an essential skill in the modern, globalized world, where communication across cultures, education, and professional fields increasingly requires proficiency in English. Effective language learning is not only influenced by learners' motivation but also by the teaching approaches used in the learning process. Brown (2000) explains that communicative language teaching (CLT) is one of the most effective approaches in developing learners' speaking skills because it emphasizes real communication and interaction rather than memorization of grammatical rules. Through communicative activities such as discussions, role plays, and problem-solving tasks, learners are encouraged to actively use the language in meaningful contexts, which ultimately enhances their communicative competence. In addition, Nunan (2006) highlights that successful language learning occurs when learners are actively involved in interactive learning activities that simulate real-life communication situations. Learning methods that emphasize active participation and practical use of language help learners build confidence and fluency in speaking English. This concept aligns with the intensive learning model implemented in many language learning centers, where learners are required to practice English regularly through structured, interactive activities.

Immersion Learning Environment in Second Language Acquisition

The learning environment plays a crucial role in accelerating second language acquisition. Krashen's Input Hypothesis suggests that language learners acquire language more effectively when they are exposed to comprehensible input in a supportive environment (Krashen, 2005). When learners frequently encounter the target language in natural communication situations, they gradually internalize vocabulary, grammar structures, and pronunciation patterns. Therefore, immersive learning environments that encourage continuous exposure to English can significantly enhance language acquisition. Several studies also confirm the effectiveness of immersion learning environments in improving language proficiency. Ma et al. (2022) and Saka and Merç (2021) emphasize that immersion programs provide learners with opportunities to practice language skills both in and out of the classroom, thereby increasing their fluency and confidence. In such environments, learners are encouraged to communicate using the target language in everyday interactions, which accelerates the development of communicative competence and reduces language anxiety.

Community-Based Learning and Social Interaction in Language Learning

Social interaction and collaborative learning communities also contribute significantly to language learning success. Saidah (2021) argues that learning communities provide a supportive social environment that encourages learners to continuously practice the target language. Through interaction with peers who share similar learning goals, learners can develop confidence, exchange knowledge, and reinforce their language skills through daily communication. Similarly, research on community-based learning highlights that collaborative learning environments help learners improve their language abilities through shared learning experiences (Putera et al., 2022). In such environments, learners are not only exposed to formal instruction but also engage in informal conversations, group discussions, and peer feedback. These interactions create authentic communication opportunities that strengthen language competence and motivate learners to continue improving their skills.

Economic and Social Factors in Choosing Language Learning Institutions

Economic considerations are often a major factor in learners' decisions when choosing language-learning institutions. Sukarni (2018) explains that affordability plays an important role in expanding access to education, especially in developing countries, where the cost of learning can be a significant barrier. Educational institutions that provide quality learning programs at affordable prices tend to attract learners from diverse socio-economic backgrounds. In addition to economic factors, social recommendations also influence learners' choices. Nasar et al. (2023) and Novia et al. (2024) state that recommendations from alumni, friends, or social networks significantly affect learners' perceptions of a learning institution. Positive testimonials from previous learners often build trust and encourage new participants

to enroll in similar programs. In many cases, word-of-mouth promotion becomes one of the strongest factors influencing learners' decisions when selecting a learning environment.

METHOD

Design and Samples

This study uses a qualitative descriptive approach with a case study method to understand in depth the factors that encourage learners to choose *Kampung Inggris Pare* as a place to learn English. This approach was chosen because it allows researchers to explore learners' experiences, perceptions, and motivations in their natural contexts. This case study focuses on specific phenomena in *Kampung Inggris Pare* and analyzes various factors that influence learners' decisions based on their experiences during the course. Data was collected through in-depth interviews, observations, and questionnaires designed to uncover various aspects that affect learning interest in *Kampung Inggris*.

This research was conducted in *Kampung Inggris Pare*, Kediri, the largest English-learning center in Indonesia. The research subjects were 40 learners enrolled in courses at various institutions in *Kampung Inggris Pare*. This study uses purposive sampling, a deliberate sampling technique based on criteria aligned with the research objectives. The main criterion for sample selection is learners who have had learning experience in *Kampung Inggris* for at least 2 weeks, so they can provide sufficient perspective on the learning methods, learning environment, and factors that motivate them to choose *Kampung Inggris*. In addition, samples were selected from diverse age groups, regional origins, and learning objectives to provide a more comprehensive picture of learner diversity. The selection process is carried out through a hands-on approach at the course site and through recommendations from instructors and course institution managers. This technique allows researchers to obtain more in-depth, relevant data aligned with the research's focus.

Instruments and Procedures

The data collection process in this study was carried out through three main techniques, namely questionnaires, interviews, and observations, in order to obtain comprehensive data on the factors that encourage learners to choose *Kampung Inggris Pare*. The first stage was the collection of quantitative data through questionnaires administered to 40 learners enrolled in courses at the English Village. This questionnaire is designed to identify the main factors that influence their decision in choosing an English Village, such as learning methods, cost, recommendations, and other factors. The data obtained were analyzed descriptively to see the choice tendencies and motivations of the majority of learners. The second stage was an in-depth interview with several learners selected based on age, educational background, and reasons for studying.

This interview aims to delve deeper into their personal experiences, including the specific reasons for choosing English Village over other course institutions and the impact they felt while studying there. The results of this interview complement the questionnaire data by offering a more in-depth, narrative perspective. The last stage is direct observation, which examines the learning environment in the English Village, including teaching methods, interactions between learners and tutors, and the use of English in daily life. These observations were conducted across several course institutions and common areas in the English Village to provide a clear picture of the unique learning atmosphere there. Data from these observations were used to confirm and enrich the findings from questionnaires and interviews.

Data Analysis

In this study, data analysis is conducted descriptively using simple qualitative and quantitative approaches to understand the factors that encourage learners to choose *Kampung Inggris Pare*. This analysis is carried out in several stages to present the research results systematically and accurately. The first stage is the processing of quantitative data from the questionnaire. The data from 40 respondents were categorized according to the identified factors, including learning methods, learning environment, cost, recommendations, community, time flexibility, and economic factors. Each factor was analyzed using percentages to determine the most dominant factors in the learner's decision to choose *Kampung Inggris*. These results are then presented in tables and diagrams to provide a visual overview of the data patterns. The second stage is the analysis of qualitative interview data. Data from interviews with multiple learners were classified into relevant themes, such as learning motivation, course experience, and comparisons between *Kampung Inggris* and other course institutions.

The results of the interviews were then analyzed descriptively by summarizing response patterns, identifying main findings, and comparing them with the quantitative data from the questionnaire. The last stage is the analysis of observational data, in which the results of direct observation of the learning environment, teaching methods, and the use of English in the *Kampung Inggris* are compiled and linked to findings from questionnaires and interviews. This observation aims to validate the study's results by ensuring that the factors reported by the respondents are indeed reflected in daily practice in the *Kampung Inggris*. By combining simple quantitative analysis (percentages) and descriptive qualitative analysis, this study provided a more holistic understanding of the main reasons learners choose *Kampung Inggris* and how these factors contribute to improving the effectiveness of English learning in this place.

RESULTS AND DISCUSSION

Kampung Anh Pare, Kediri, has developed into an English learning center in demand by thousands of learners from various regions of Indonesia. This phenomenon is interesting to research, given the large number of English courses

available in different regions, but English Villages remain the top choice. This study aims to understand the characteristics of learners who come to *Kampung Inggris*, the factors that drive them to choose this location for study, and the dominant factors that influence their decisions. There are three important points in this study: 1) Profile of English Village Learners, 2) Factors That Encourage Learners to Choose English Villages, and 3) Dominant Factor Analysis, which will be described in detail.

English Village Learner Profile

This study involved 40 learners who served as respondents, with their demographics, motivations, and experiences while studying at English Village taken into account. The results of this study are expected to provide insight into the attractiveness of Kampung Anh as a center for English language learning and its implications for the development of language teaching methods in Indonesia. Based on data collected from 40 respondents, the profile of learners in *Kampung Inggris Pare* shows diversity in regional origin, age, educational background, study objectives, length of stay, and reasons for choosing *Kampung Inggris*.

Table 1. Demographics of English learners in Kampung Inggris Pare

No	Main Category	Sub Category	Total
1	Regional Origin	East Java	10
		Central Java	8
		West Java	6
		Sumatera	5
		Kalimantan	4
		Sulawesi & others	7
2	Age	16–18 years old	8
		19–22 years old	15
		23–26 years old	10
		27–30 years old	5
		Over 30 years old	2
3	Educational Background	High School/Vocational School	10
		Students	18
		Fresh graduate	6
		Employee/professional	6
4	Learning Objectives	TOEFL/IELTS Preparation	12
		Improve speaking	15
		Work preparation	6
		Preparation for study abroad	5
		Hobbies and self-development	2
5	Length of Stay	2 weeks	10
		1 month	15

		2–3 months	8
		More than 3 months	7
6	Reasons to Choose a British Village	Recommendations from friends/alumni	12
		Affordable costs	10
		Effective learning methods	8
		Supportive learning environment	7
		Program flexibility	3

Table 1 explains the demographic data of learners in *Kampung Inggris Pare*. The majority of students come from the island of Java, especially East Java (25%), Central Java (20%), and West Java (15%). This shows that *Kampung Inggris Pare*, located in Kediri, East Java, provides accessibility advantages for learners from the surrounding area. However, the diversity of regional origins is also evident in the presence of learners from Sumatra (12.5%), Kalimantan (10%), and Sulawesi and other regions (17.5%), indicating the *Kampung Inggris's* national appeal. This factor reinforces *Kampung Inggris'* role as a center for English language learning, widely known across various regions of Indonesia.

In terms of age, the majority of learners are in the 19–22-year-old age group (37.5%), followed by the 23–26-year-old age group (25%). This shows that most participants are students or recent graduates who want to improve their English skills for academic purposes and job preparation. In addition, the dominance of educational backgrounds among students (45%) and high school/vocational school graduates (25%) indicates that English Village is the main choice for those in transition to the world of work or higher education. Meanwhile, the main learning objectives were focused on improving speaking skills (37.5%) and TOEFL/IELTS preparation (30%), confirming that the *Kampung Inggris* is a favorite place for those seeking to intensively improve their English fluency in a short period of time.

In addition, the most common length of stay was 1 month (37.5%), indicating that most learners are seeking a fairly intensive yet flexible program. The most influential factors in choosing a *Kampung Inggris* are recommendations from friends or alumni (30%) and lower costs than in big cities (25%). This shows that alumni's success in improving their English skills also influences prospective learners' decision to attend *Kampung Inggris*. Thus, the main attraction of *Kampung Inggris Pare* lies not only in the effectiveness of the learning method but also in the supportive community of learners and the lower cost.

Factors That Encourage Learners to Choose *Kampung Inggris*

Based on questionnaires and interviews with 40 learners in *Kampung Inggris Pare*, several main factors were identified that motivated them to choose this location for English learning. The following is an explanation of each of the factors that have been identified, supplemented by excerpts from interviews with several informants:

Intensive and Effective Learning Methods

Intensive and effective learning methods at *Kampung Inggris Pare* are among the main factors that attract many learners. The dense learning schedule, English-based environment, focus on speaking skills, a tiered classroom system, and a communicative approach make this place a superior English language learning center in Indonesia. One of the main attractions of the *Kampung Inggris* is its intensive learning methods. Learners have a busy schedule with various classes, ranging from grammar, speaking, and pronunciation to listening. This system allows participants to progress faster than in regular courses elsewhere.

"I feel like I understand English faster because every day I speak in English with friends and tutors. The class is not only theory, but more practice," (A, 21 years old, student).

The interview results show that high learning intensity helps participants improve their English language skills quickly. Practice-based methods also accelerate the language adaptation process.

An Environment that Supports Everyday English Practice

One of the main advantages of *Kampung Inggris Pare* is the environment that supports learners to use English in daily life. In almost every corner of the village, from classrooms, food stalls, to dormitories, learners are required or at least encouraged to communicate in English. The course institutions in Pare implement this policy in a disciplined manner, creating an immersive atmosphere that helps participants learn naturally. In addition, there are various special zones where English is the main language, such as the English Area, where anyone who violates the rule and speaks Indonesian will be given light punishments, such as push-ups or singing English songs in front of their friends. With this system, participants are encouraged to continue thinking and speaking in English, thereby improving their skills more quickly. In addition to the language policy, the social environment in the

Kampung Inggris is also very supportive of learning. Many learners come from different regions with the same goal: to improve their English language skills. This creates a community that supports each other in the learning process. Activities outside the classroom, such as group discussions, debates, and the English Club, further strengthen participants' language skills. Not only that, but the number of tutors and native speakers who often interact with learners also provides learners with opportunities to hear and imitate more natural pronunciation. In an environment that consistently encourages the use of English across a variety of situations, participants not only learn in theory but also build habits that they will continue to carry with them even after completing the *Kampung Inggris* course.

"It was difficult at first because I wasn't used to speaking in English every day. But after a few weeks, I started to feel confident because everyone here also speaks English," (ZB, 23 years old, fresh graduate).

From these interviews, it can be concluded that an environment that supports English practice plays a big role in boosting learners' confidence. Constant interaction naturally speeds up the process of language mastery.

Relatively More Affordable Costs Than Courses in Big Cities

One of the main reasons many learners choose *Kampung Inggris Pare* is that the cost is much lower than that of English courses in major cities. In *Kampung Inggris*, there are various study programs available at varying prices, ranging from hundreds of thousands to several million rupiah, depending on the program's duration and intensity. For example, an intensive two-week course can cost around IDR 500,000–IDR 1,500,000, including classes and accommodation. Compared to English courses in Jakarta, Surabaya, or Bandung, which can cost millions of rupiah per month, the cost in *Kampung Inggris* is clearly more affordable for many people, especially students. In addition, many course institutions in the *Kampung Inggris Pare* offer complete packages that cover course fees, board, and meals at prices that remain affordable, so participants don't have to spend a lot of extra money during their stay.

In addition to the affordable course fees, the cost of living in *Kampung Inggris* is also relatively cheap. The price of food, shelter, and daily necessities is much lower than in big cities. For example, the price of food at stalls around *Kampung Inggris Pare* ranges from IDR 10,000 to IDR 20,000 per serving, while the price of renting a dormitory or boarding house starts at IDR 200,000 – IDR 500,000 per month. Supporting facilities such as bicycle rental, laundry, and internet access are also available at relatively low prices. With this lower cost, many people feel that studying in the *Kampung Inggris* is a very effective way to improve English language skills without spending a lot of money, thereby attracting more learners from diverse economic backgrounds.

"I want to learn English, but courses in big cities are very expensive. Here, I can get an intensive study program at a more affordable price," (RC, 19 years old, high school graduate).

Lower costs are an important factor for many learners. This allows more people from diverse economic backgrounds to access quality English-language education.

Recommendations From Friends or Alumni

One of the strongest factors encouraging learners to choose *Kampung Inggris Pare* is recommendations from friends or alumni who have experienced the benefits of studying there. Many learners initially learn about the *Kampung Inggris* from the stories of friends, relatives, or co-workers who have taken the course and

experienced improvement in their English language skills. These direct testimonials from people they know build trust and motivate prospective learners to try the learning experience at Pare. In addition, many English Village alumni share their experiences through social media, blogs, and YouTube videos, which further reinforces the positive image of this place as an effective and fun center for English language learning. In addition to personal recommendations, there are many learning communities or online forums that discuss the learning experience in *Kampung Inggris*. In social media groups such as Facebook or WhatsApp, alumni often share information about the best programs, tips for choosing a course institution, and experiences during their stay in Pare. Some course institutions even have a strong alumni network, which helps prospective participants choose a program that suits their needs. The existence of this alumni community creates a domino effect: the more people who benefit from the *Kampung Inggris*, the more they recommend it to others. Thus, recommendations from friends or alumni are among the significant factors in attracting new learners to study in *Kampung Inggris*.

"My brother used to study here, and he said the learning was very effective. After taking the course, he could get a better TOEFL score. That's what convinced me to come here," (DS, 22 years old, student).

Alumni's positive experiences contributed to the increase in participants. The success of *Kampung Inggris* graduates in improving their English language skills is a strong promotional factor through word-of-mouth marketing.

A Fun Learning Community and System

One of the main attractions of *Kampung Inggris Pare* is its strong learning community and engaging learning system. In contrast to English courses in big cities which are often formal and rigid, the English Village offers a more relaxed yet still effective atmosphere. Learners not only learn in the classroom, but also engage in various interactive activities such as group discussions, educational games, debates, and real-life conversation simulations. This varied learning method makes the learning process more fun and less boring. In addition, many course institutions implement a hands-on, hands-on learning system, where participants are invited to communicate in English from their first day of study. In addition to engaging methods, a strong community is also an important factor that makes learning in *Kampung Inggris* more effective. The learners come from different regions of Indonesia, but they share the same goal: to improve their English skills. This creates a supportive environment where participants can learn together, share experiences, and motivate each other. This community is also strengthened by various social and cultural activities, such as motivational sessions, community events, and outdoor activities that integrate English use in real-world situations. With a fun learning system and a supportive community, learners not only improve their English language skills but also build an extensive network of friends and enrich their experience while studying in the *Kampung Inggris*.

"I like studying here because it doesn't feel like school. There are many interesting activities such as debates, discussions, and games that make learning more exciting," (ME, 20 years old, student).

The comfort factor and the non-boring learning method are among the main attractions. Learning in a fun atmosphere motivates participants to continue improving their abilities.

Flexibility of Study Time (Can Choose the Duration of the Course)

The advantage of *Kampung Inggris Pare* that attracts many learners is the flexibility in choosing the course duration. Unlike English course programs in big cities, which usually have a fixed schedule and a long duration, *Kampung Inggris* offers a wide selection of programs with durations tailored to learners' needs. Ranging from a one-week super intensive program, a regular two-week course, to a long-term program that lasts three to six months, all are available according to the level of need and time availability of the participant. This flexibility is very beneficial for various groups, such as students on school holidays, students looking to fill their time before college, and employees who want to improve their English skills without having to leave work for long. In addition, this flexibility allows participants to set their own learning rhythm. For those who want quick results, there are intensive programs with a study schedule from morning to night, while for those who want to study at a more relaxed tempo, there are classes with lighter frequencies. Some course institutions also offer a tiered package system, where learners can follow the basic program first, then progress to the advanced program as they advance. With this flexibility, *Kampung Inggris Pare* becomes a learning place that can adapt to learners' various needs and preferences, so more and more people are interested in learning there without being constrained by time.

"I only have one month before I start working. At Kampung Inggris Pare, I can choose an intensive program that suits my time." (FX, 24 years old, prospective worker).

The flexibility in choosing the course duration makes *Kampung Inggris* attractive to a wide range of groups, including those with limited time to study. *Kampung Inggris* offers a wide range of course durations, from 2 weeks to 6 months. This provides flexibility for learners with different schedules.

Economic Factor (Kampung Inggris Offers Cheap Course and Boarding Packages)

One of the main factors that makes *Kampung Inggris Pare* so popular is its affordability, especially for course packages and accommodation. Many course institutions in *Kampung Inggris* offer learning packages that already cover the cost of courses and dormitories at a much lower price than similar courses in big cities. For example, the cost of a two-week course can start from IDR 500,000 to IDR

1,500,000, depending on the intensity and facilities provided. Compared to courses in Jakarta or Surabaya, which can cost millions of rupiah per month without additional facilities, Kampung Inggris offers a more affordable option for learners from diverse economic backgrounds. Many course packages offer comprehensive programs, including speaking, grammar, and pronunciation classes, as well as supporting features such as certificates and learning modules, all at no additional cost. In addition to the low course fees, accommodation prices in *Kampung Inggris* are also very affordable. There are various housing options, ranging from simple dormitories costing around IDR 200,000 to IDR 500,000 per month to more comfortable boarding houses at competitive prices. Some dormitories even implement an English Area system, requiring residents to speak English to create a more optimal learning environment. In addition, daily necessities such as food, transportation, and laundry are relatively inexpensive compared to big cities. With a combination of course fees and affordable accommodation, *Kampung Inggris Pare* is an ideal destination for those who want to learn English intensively without spending a lot of money, making the opportunity to improve language skills more inclusive for all groups.

"I can get a course package as well as a place to stay at a cheaper price than if I studied in a big city," (GR, 21 years old, student).

Many participants choose English Village because of its lower course packages and accommodation costs compared to those in major cities. The combination of courses and affordable accommodation makes the English Village a more economical option for many learners. This factor is very influential in attracting participants from various regions.

Analysis of Dominant Factors

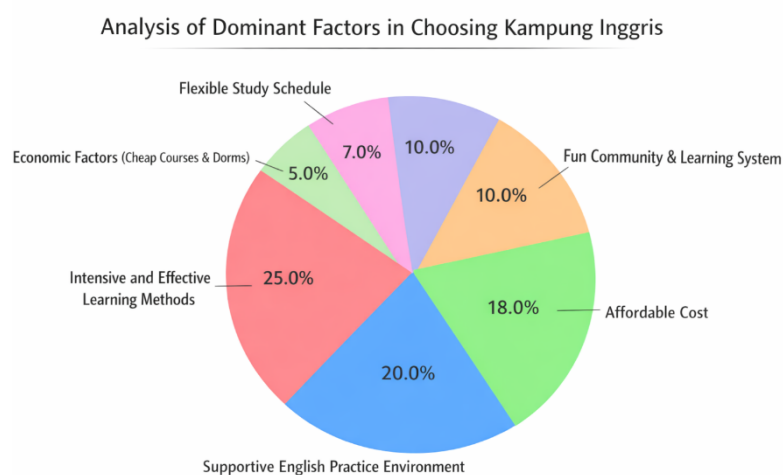


Figure 1. Dominant Factors of Learning English at Kampung Inggris Pare

Based on the analysis diagram of the dominant factors in choosing *Kampung Inggris Pare*, the main factor influencing learners' decisions is Intensive and Effective Learning Methods (25%). This shows that many learners are attracted to the English Village because of its teaching methods, which differ from those of typical English courses. Learning at *Kampung Inggris* is known to be more interactive, hands-on, and immersion-based, helping participants master English more quickly. In addition, the environment that supports everyday English (20%) is a highly influential factor. Learners find it helpful to be in a learning atmosphere that requires them to speak in English, both inside and outside the classroom, so that their language skills develop more naturally.

Economic factors, including course fees and affordable accommodation (18%), are another reason many people choose *Kampung Inggris* over courses in big cities, which tend to be more expensive. Recommendations from friends or alumni (15%) also have a significant influence, as many learners choose to study there based on positive experiences from others who have studied there. In addition, the existence of a fun learning community and system (10%) makes learners feel more comfortable and motivated to continue learning. Flexibility in course duration (7%) and attractive economic packages (5%) are also considered, albeit with lower percentages. Overall, this diagram illustrates that learners' decisions to choose *Kampung Inggris* are based on a combination of learning methods, a conducive environment, and supportive economic factors.

This study aims to analyze the factors that encourage learners to choose *Pare Kampung Inggris Pare* as their main destination for improving their English skills. This study used qualitative and quantitative approaches and involved 40 respondents from various regions of Indonesia. Based on the demographic analysis, the majority of learners are students and recent graduates seeking to improve their English skills for academic and professional purposes. In addition, respondents also came from various educational backgrounds, with the dominance of high school and college levels. Quantitative data shows that more than 70% of participants choose *Kampung Inggris* because of the effectiveness of the learning methods, a supportive learning environment, and lower costs than in big cities.

The in-depth interview revealed that the immersion-based learning method in *Kampung Inggris* was the primary factor in improving participants' communication skills. An intensive learning system, active interaction with tutors and fellow participants, and rules for the use of English in daily life create an environment conducive to improving speaking skills (Putri et al., 2024). In addition, the existence of a solid learning community and a dormitory system that supports English practice is a particular attraction for participants (Thahira et al., 2023). Zenny Oktamia Rachman et al. (2022) explained that economic factors are also the main considerations, where the cost of courses in *Kampung Inggris* is relatively cheaper than conventional courses in big cities, so that more people have access to quality English learning.

Overall, the study found that a combination of intensive learning methods, a supportive environment, flexible learning schedules, and economic factors was the main reason learners chose *Kampung Inggris*. The results of this study confirm that success in learning English is not only determined by the material taught but also by the practical experience gained in a supportive environment. These findings can be a reference for other language education centers in developing more effective and applicable learning systems.

The results of this study have significant implications for language learning, especially for the development of effective learning methods and environments. The success of *Kampung Inggris Pare* shows that the immersion learning approach and intensive learning method can improve English language skills faster and more efficiently compared to conventional methods (Pratiwi et al., 2020). This indicates that other language education institutions, both formal and non-formal, can adapt similar concepts by creating a learning environment that encourages active English language practice in daily life (Dewi et al., 2021; Khoiriyah & Mujiyanto, 2022; Pratiwi et al., 2020). In addition, flexibility in the selection of course programs is also an important point that can be applied in various educational institutions to adjust individual needs in language learning (Nurhayati et al., 2013; Yusuf Rehan, 2022).

Based on the study's results, it can be concluded that the learner's decision to choose *Kampung Inggris* is influenced by both academic and economic and social factors. Intensive learning yields better outcomes because course participants are directly involved in everyday English practice, both inside and outside the classroom. In addition, constant social interaction in English creates an environment conducive to improving communication skills (Malik et al., 2020). The cost factor is also a major consideration, because *Kampung Inggris* offers more affordable course prices than language education institutions in big cities, thus opening up opportunities for more people to obtain quality language education (Sukarni, 2018).

Furthermore, this study revealed that recommendations from alumni and fun learning communities also influenced learners' interest in coming to *Kampung Inggris*. This shows that positive learning experiences and social support from fellow learners have a large role in increasing a person's motivation to learn (Nasar et al., 2023; Novia et al., 2024). Thus, this study confirms that a holistic approach combining effective learning methods, a supportive social environment, and affordable economic factors can be the main strategy for developing English learning centers in Indonesia.

The results of this study align with previous studies that have examined the effectiveness of the immersion learning method in language learning. One relevant study is S. Krashen's (2001) work on Second Language Acquisition Theory, which emphasizes the importance of meaningful language input and a supportive environment in accelerating second language acquisition. This concept is particularly evident in the learning system in the *Kampung Inggris Pare*, where

course participants are intensively exposed to English in daily interactions, thereby accelerating their speaking skills and comprehension. In addition, research by Nurhayati et al. (2013) examining the effectiveness of learning methods in *Kampung Inggris Pare* found that active, communication-based methods, such as the direct method and total physical response (TPR), significantly improved the speaking skills of course participants. This reinforces the findings of this study, which show that intensive, hands-on teaching methods are more effective than theory-based methods in conventional classrooms.

However, when compared to the research conducted by Hidayat et al. (2024) in English language learning in formal institutions such as universities, there are significant differences in approaches and results. The study showed that language learning at universities tends to be more theory-based, with fewer practice sessions, so improvements in speaking skills are not as rapid as in the *Kampung Inggris*. This confirms that an interactive and practice-intensive learning environment, such as the one implemented in *Kampung Inggris Pare*, has the advantage of accelerating the achievement of English competencies more effectively than conventional learning methods (Adawiyah et al., 2022; Hamidah et al., 2023; Ilmudinulloh et al., 2022). For future study development, this study recommends further exploration of the long-term effectiveness of learning methods in the *Kampung Inggris*. Advanced studies can also compare the success of learners who take courses in *Kampung Inggris* with those who study in conventional or digital course environments. In addition, research on the sustainability impact of the *Kampung Inggris* learning experience on careers and the use of English in the world of work can be an interesting topic for further research.

CONCLUSION

The results of this study show that *Kampung Inggris Pare* is an English learning center in demand due to several main factors: intensive and effective learning methods, an environment that supports daily English practice, and more affordable course fees than at institutions in big cities. In addition, recommendations from alumni, the presence of a fun learning community, and the flexibility of course times are important factors in learners' decisions to choose *Kampung Inggris*. From the analysis of dominant factors, it was found that intensive learning methods were the main factor influencing learners' decisions, followed by a supportive learning environment. This research provides a scientific contribution by strengthening the concept of immersion learning in the context of English language learning in Indonesia. These findings align with second language acquisition theory, which emphasizes the importance of an interactive and intensive environment for improving language skills. In addition, this research can serve as a reference for language education institutions to develop hands-on, practice-based learning methods and create a learning environment that better supports English language mastery. The learning model in *Kampung Inggris Pare* can serve as an inspiration for other educational institutions in designing curricula that are more applicable and better aligned with learners' needs.

While this research provides valuable insights, there are some limitations to be aware of. One limitation is the small sample size: only 40 learners, which may not be fully representative of the entire population of course participants in *Kampung Inggris*. In addition, this study relies more on qualitative data from interviews and questionnaires, so it does not fully describe the long-term impact of learning methods in *Kampung Inggris* on improving English language skills. This study has also not explored in greater depth the variation in course programs and the differences in effectiveness between course institutions in the *Kampung Inggris*. For further research, it is recommended that studies be conducted with a wider scope and a larger sample count to make the results more representative. In addition, further research can focus on a comparative analysis of learning effectiveness in the *Kampung Inggris* and in formal institutions, as well as its impact on the career development of course participants. Longitudinal research can also be conducted to assess the extent of learning impact in *Kampung Inggris* on long-term improvement in English language skills. Thus, this research can serve as a basis for developing more effective and applicable learning models across various language education institutions in Indonesia.

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