



The Acquisition and Learning of EFL in A Non-formal English Education in Indonesia

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Abstract

The acquisition and learning of English as a Foreign Language differs from that of English as a Second Language. In the EFL setting, it is not sufficient if the teaching and learning processes only depend on formal institution. Because of that, the non-formal education plays an important role to support the processes. This research aims at exploring (1) how *Kampung Inggris Kebumen* – as one of non-formal educations in Indonesia – was built; (2) what the teaching method used to make the learners in *Kampung Inggris Kebumen* speak English without any reluctance; and (3) how the learners in *Kampung Inggris Kebumen* acquire and learn English. This research applies qualitative method that is a descriptive case study by means of observation and interviews. The result shows that (1) as one of non-formal institution, *Kampung Inggris Kebumen* plays a significant important role in the success of English teaching and learning in Kebumen Regency, in terms of their collaboration with *MGMP Sekolah*; (2) *Kampung Inggris Kebumen* applies the combination of direct method and audio lingual method which are confirmed supportive in the process of acquiring and learning English as a Foreign Language; (3) The students feel that they can reduce their affective filter since the instructors of *Kampung Inggris Kebumen* use many fun learning activities, provide rich exposures, and intensive time to apply the English in students' real life.

Keywords: acquisition, learning, EFL, non-formal education

A. Introduction

In Indonesia, English is taught as a foreign language (EFL). In EFL atmosphere, people learn English in order to be able to make use of it in communicating with other English speakers around the world (Harmer, 2007: 19). In this setting also, the target language exposures beyond the classroom are insufficient. The learners are also rarely able to practice the language they learn in their daily life (Brown, 2007: 134). These conditions of course have impacts in learners' language acquisition.

There is basic difference between *acquisition* and *learning*. *Acquisition* is a subconscious process that is identical to the process used in first language acquisition in all important ways while *learning* is conscious knowledge, or "knowing about" language (Krashen, 2002: 2). It can be inferred that while acquisition is occurring, the acquirer is not always aware of it, and he or she is not usually also aware of its results. In contrast to that, when we talk about grammars or rules, we are referring to learning, not acquiring.

In general, there are two main theories on language acquisitions and learning, i.e. behaviourism theory and nativism theory. In behaviourism by (Skinner, 1957), the respondent's behaviour is the behaviour appeared as a result of certain stimulus. This stimulus will produce automatic responses. The process of stimulus-respondent goes along with systematic stages. The operant behaviour will occur in certain conditions. If there are reinforcement, either it is in the form of reward or punishment, there will be a subsequently responses. In his theory, it is also stated that all human beings who live in a verbal learners are a group of people who have the language and be able to 'formulate' their own language so that they can decide which one is correct and which one is incorrect. It can be seen in children; they acquire or learn language from the very simple one to the more complex until they reach their adults. Lexical items are used step by step, again, start from the simplest to the most complicated ones. In conclusion, it is the environment which plays a big part on someone's language acquisition and learning. The nativism theory (Chomsky, 1975) is based on assumptions about language faculty of human. According to this theory, the language faculty is genetic. It is a component in human's brain. Intelligence plays the main role in determining the success on acquiring and learning language. Chomsky then defined what we call as Language Acquisition Devices (LAD). It is believed that this device is owned by every normal baby-born, and has almost the same functions in the first stages of acquisition. This device is very effective in acquisition, yet it is less effective in learning a language.

Education, especially the English Education, plays an important role in development, especially in a developing country as Indonesia. The main objective of teaching and learning English in Indonesia is to make the Indonesian youth be ready to compete globally. According to the Indonesian Act number 20, year 2013, education in Indonesia are divided into formal education, non-formal education, and informal education. So, it can be concluded that teaching and learning English in Indonesia is not only through formal education but also non-formal education.

Formal education is considered to have its own limit (Dib, 1988, Elshaw, 2011, Vartolomei, 2017). It can provoke negative educational effects like generating undesirable conflicts to students' personality. Two of the negative aspects of formal education are the focus on performance and the tendency to subjectivity in evaluation. Furthermore, formal education is insufficient, related to time allocations and the learning materials. Plus, there are many educational institutions and educational environments which may be complementary or competitive to schools. Formal education cannot take over all the educational functions of our society. Taking into consideration the principle of lifelong learning, formal education is complementary to the other forms of education: non-formal and informal. The development of formal education occurs in the context of overcoming the classical interpretation according to which the role of formal education is a priority. The education that students get in formal institutions is extremely important. It helps them acquire knowledge and shapes their cognitive, affective, and psychomotor skills. However, formal education by itself cannot cope with the needs of the students. It needs to work together with non-formal and informal education. It is supported by postmodernist theories that emphasize the expansion of non-formal education

which takes over some tasks of formal education, diversifying activities and stimulating the motivation of the participants to a greater extent.

There are some definitions of the term non-formal education proposed by some experts. Coombs in Joesoef (1992: 50) states that non-formal education is every educational activities which is well-organized, is carried out of formal systems, which is aimed to give service to certain learners in achieving learning goals. On the other hand, Joesoef (1992: 51) defines non-formal education as all opportunities in which structured communications outside schools exists, and in which someone get information, knowledge, training, or guidance according to their age and needs. The aim of non-formal education is to develop skills, attitudes, and values. Hence, it can be concluded that non-formal education is teaching and learning activities that is carried out of school context, to meet the educational needs of certain learners, to get information, knowledge, training, and guidance.

Abdulhak and Suprayogi (2012: 25) suggest some characteristics of non-formal education as follows.

- a. It is focus on functional learning that based on learners' needs.
- b. It is learner-centered.
- c. The time allocation is relatively short.
- d. The curriculum used is flexible, again, based on learners' needs.
- e. The method and approach used are participative, which focus on inquiry learning.
- f. The relationship between learners and teachers is horizontal, informal, and intimate. Teachers or instructors act as facilitator.
- g. Local learning sources are used. Everything that is close to learners' life is optimally brought to the class in order to help the learners to get a better comprehension.
- h. Then, the target of non-formal education is everyone who needs educational service to improve the cognitive, affective, psychomotor, and other skills (Ishak Abdulhak & Ugi Suprayogi, 2012: 45).

In 2003, Indonesian government issued the Act about National Educational System. Referring to that Act, non-formal education can be classified into some groups that are courses, training centers, learning groups, centers of residents' learning activities, and other non-formal institution such as day-care, scouting, etc. The roles of non-formal education are as a complementary, addition, or substitution of formal educations (Sudjana, 2001). All of these roles support the idea of lifelong education.

To develop the English skills and knowledge of the large percentage of the people outside the reach of formal education, and to offer education programs which can easily adapt and respond to the specific and immediate needs of a developing learners, out-of-school programs should be considered. There are some previous studies related to the acquisition and learning of English as a foreign language in non-formal English education in Indonesia (Putri, 2010; Nurhayati and Angkarini, 2013; Prastiwi and Nugroho, 2015). This study will only focus on a non-formal English Education in Indonesia, English Kampong of Kebumen (*Kampung Inggris Kebumen*). English Kampong of Kebumen is preferred because it provides two options of curriculum such as curriculum in formal classrooms to support the students from the formal education and free learning materials without following the English curriculum for the people who are not students in the formal school. Thus, this article will investigate more on the following questions.

- (1) How English Kampong of Kebumen, as a type of non-formal education, was built?
- (2) What are the teaching methods applied to make the learners in English Kampong of Kebumen speak English without any reluctance?
- (3) How the learners' perception of acquiring and learning English in English Kampong of Kebumen?

B. Methodology

1. Research Design

This research used qualitative case study. Qualitative research is a research that uses the natural background. A qualitative study does not use the statistical analysis procedures. The study is based on an effort to build their views are examined in detail, formed with words,

holistic and complex pictures. Therefore, it is a descriptive one. The data is collected by means of observation and in-depth interviews.

2. *Participants*

This study is conducted in *English Kampong of Kebumen*, Central Java, as one of non-formal English education in Indonesia. It is taken as the research setting under consideration that this place is a branch of Indonesia most popular and success English Kampong, Pare, Kediri. There are many research related to English Kampong of Pare, yet there has not been a research related to its branches, whether it will adapt exactly the same techniques and/or whether it will be as success as the Pare's in making communities acquires and learns English as a foreign language. The sampling method applied is the simple random sampling, eight out of ten students that participate in the community and two English formal school teachers are randomly selected to be interviewed.

3. *Technique of Data Collection*

The research is conducted by observation on the process of English teaching and learning process in English Kampong of Kebumen that involving the teachers, the students, the activities, and the media. To gain deeper understanding on the data, in-depth interviews are done. The interviewees are the teachers and the students.

4. *Technique of Data Analysis*

According to Hartley (2004: 329), in a qualitative case study, data collection and analysis are "developed together in an iterative process," which can be a strength as it allows for theory development which is grounded in empirical evidence. Besides, a careful description of the data and the development of categories in which to place behaviours or process have proven to be important steps in the process of analyzing the data. The data may then be organized around certain topics, key themes or central questions, and finally the data need to be examined to see how far they fit or fail to fit the expected categories. Neuman (1997: 426) states that once a pattern is identified, it is interpreted in terms of a social theory or the setting in which it occurred and that the qualitative researcher moves from the description of a historical event or social setting to a more general interpretation of its meaning. In fact, "the ultimate goal of the case study is to uncover patterns, determine meanings, construct conclusions and build theory" (Patton & Appelbaum, 2003: 67). Finally, checking the findings with the participants can be a valuable part of the analysis and can enhance validity (Hartley, 2004: 330). Besides, the analyzing of data is enhanced by reference to the existing literature and using this to raise questions about whether the researcher's findings are consistent with or different from extant research.

C. **Findings and Discussion**

1. *How English Kampong of Kebumen as One of Non-formal English Education was Built?*

English Kampong of Kebumen (later will be termed as EKK) or *Kampung Inggris Kebumen*, which motto is "The Real Kampong of English" is an English Kampong that came from the former regent of Kebumen's idea in 2016. This kampong adopts the idea of English Kampong of Pare, Kediri. The regent wants the Kebumen human resources to be ready to face global era which will be started soon by ASEAN Economic Learners. EKK is a joint cooperation program between the government of Kebumen regency and Future English Education (FEE) Center Pare. EKK's visions is becoming a center of world class learning English speaking that based on faithfulness and holiness to God, social and culture. The vision is elaborated more in the mission of EKK, i.e. serve people from Kebumen and other areas in training English speaking or conversation in a relatively short time as well as strengthen the faithfulness and holiness to God and without forgetting the identity of Indonesia which are represented in the social and cultural norms. EKK is located in Jalan Jatijajar Km2, Ayah, Kebumen, Central Java. It is about 34 Km to the west from the Kebumen city center. This location is the same with that of Jatijajar Cave which has many astonishing tourist destinations.

The roadmap of EKK started from a comparative study to English Kampong of Pare which is led by the former vice regent of Kebumen at that time. It is followed by concept formulations, surveys on some locations, initiations of founders' team, management team, and secretariat team. Then, the socialization to the society and schools was done. Finally, the EKK was launched in August 9th, 2016 by the Kebumen regent. All of these processes are supported by the Kebumen government and the *Musyawarah Guru Mata Pelajaran Bahasa Inggris* as the forum of Kebumen English Teachers.

2. *Teaching Methods Applied to Make the Learners in English Kampong of Kebumen Speak English without any Reluctance.*

As mentioned earlier, one of the mission of English Kampong of Kebumen is serving people from Kebumen and other areas in training English speaking or conversation in a relatively short time. So, the main focus of English learning in English Kampong of Kebumen is on the speaking skill. In this part of the article, the teaching method used to make the learners in English Kampong of Kebumen speak English without any reluctance will be elaborated more. The data were collected through observation and interviews.

Among many methods in language teaching, EKK adapt the Direct Method as well as Audio Lingual Method. Brown (2007: 380) defines Direct Method as a language teaching method that emphasized direct target language use, oral communication skills, and inductive grammar, without recourse to translation from the first language. The basic premise of the Direct Method was that second language learning should be more like first language learning – lots of oral interaction, spontaneous use of the language, no translation between first and second languages, and little or no analysis of grammatical rules (Brown, 2007: 21). On the other hand, the characteristics of the Audio Lingual Method is the great deal of oral activity – pronunciation and pattern drills and conversation practice – with virtually none of the grammar and translation found in more traditional classes (Brown, 2007: 22). Thus, as a consequence of combining these two methods, the teaching method used in EKK has the characteristics as emphasizing English use; lots of oral and spontaneous interaction practices; pronunciation and patterns drilling; and none of the grammar and translation in the class. The role of teacher (in EKK the teacher is called as 'tutor') is then as the main center of learning and as a facilitator. It is teacher-centered, not either learner-centered or learning-centered.

English Kampong of Kebumen design curriculum and textbooks themselves. It is in line with the characteristics of non-formal education as mentioned by Abdulhak and Suprayogi (2012).

- a. It is focus on functional learning that based on learners' needs.
- b. It is learner-centered.
- c. The time allocation is relatively short.
- d. The curriculum used is flexible, again, based on learners' needs.
- e. The method and approach used are participative, which focus on inquiry learning.
- f. The relationship between learners and teachers is horizontal, informal, and intimate. Teachers or instructors act as facilitator.
- g. Local learning sources are used. Everything that is close to learners' life is optimally brought to the class in order to help the learners to get a better comprehension.
- h. Then, the target of non-formal education is everyone who needs educational service to improve the cognitive, affective, psychomotor, and other skills (Ishak Abdulhak & Ugi Suprayogi, 2012: 45)

The EKK combines *pesantren* and English courses curriculum, most of the materials are related to speaking skills. As a result of the combination of the two methods and the two curricula, various classroom activities are done. While the learners are joining the EKK, they are staying in a kind of dorm for 20 days. It means they have more time to learn English. After the learners wake up, they do a prayer and praising Prophet Mohammad (*sholawatan*). Then, they take a bath and have breakfast. Around 7 a.m., they start the English class. The class is ended around 12 in the afternoon. From then until 7 p.m., the students have their private free time. They should still use English as much as they can during that time. The class starts again from 7 p.m to 9 p.m.

In teaching speaking, teachers should keep in mind that oral communication in fact is a two-way process between speaker and listener(s). In this form of communication, both the productive skill of speaking and receptive skill of comprehending or listening are involved. Spoken language has different characteristics from the written one. Oral discourse is usually unplanned; unstructured or fragmented; involved (interactive with listeners) and clustered. It also consists of reduced forms; reflects the processes of construction such as hesitations, reduced forms, fillers, repeats etc. and has different accents i.e. standard/ non-standard, regional or native (Brown, 2007: 269-271; Richards, 2008: 3-4). These all theories are adapted by the EKK in designing their teaching materials.

The teaching and learning activities is not always be done in a classroom. Sometimes they are carried out in the dorm terrace, in the field, or even in a nearer public place such as tourist destination (since its location is near to many tourism objects). Drilling are most activities done in the class, but sometimes the tutor also uses role-play and some communicative games. The teaching media is so traditional; the tutor only uses books, whiteboard, markers, and realia or real objects around the students. It is considered the easiest way to bring the material into the students' real life context.

As a complete teaching procedure, evaluation on what have been learned should be done. The evaluation is done to check whether the teaching objectives have been reached or not. In English Kampong of Kebumen, the tutors do the evaluation during the process as well as in the final of the course. The evaluation during the process is based on daily learners' performance in speaking. Every day, there is announcement about who the most active and best students are. It is then supported by the evaluation in the final of the course. There is a performance show at the end of the course called "Spectacular Show". At this show, the learners have to apply what they have learned and perform on a stage. They may perform role-play, MC-ing, singing, etc. All these achievements are then reported in a kind of certificate that will be given at the end of the program.

3. How the Learners in English Kampong of Kebumen Acquire and Learn English?

Based on the result of data analysis, the learners in English Kampong of Kebumen view language as a means of communication. Thus, they follow behaviorism, one of the three famous schools of thought. For behaviorism, learning process consisted of the formation of associations between stimuli and reflexive responses. In its simplest way, learning is a habit formation. As mentioned previously, most of teaching and learning processes in EKK are carried out through drillings with minimum translation allowed. It is an effort to make the language as a 'habit' for the learners.

In fact, it is not a bad technique. Even Krashen (2002) has suggested that acquiring and learning language can occur at the same time by use of routines and patterns. Routines are whole sentences or phrases, such as "How are you?", and patterns are sentence frames with open slots, such as "That's a ...". A performer can use routines and patterns without learned or acquired knowledge of its internal parts. Routines and patterns may be quite helpful, however, in establishing and maintaining social relations, and managing conversations. Supported by longer learning time allocation that is provided in EKK, it can be more beneficiary.

The technique used is also in line with principles of teaching and learning English as a foreign language. The main problem of teaching and learning English as a foreign language is the limitation of exposures target language in the real life context. So, it is teachers' responsibility to provide as much exposures as possible. In a formal education, it is rather difficult to be achieved; limited time allocation can be the most influencing factors. Based on the result of observation, the learners of English Kampong of Kebumen can have more time to practice their English speaking skills, use the skill in practical communication in real life context, and can get more input and exposures. It is in line with the roles of non-formal education, which are as a complementary, addition, or substitution of formal educations.

Moreover, based on the interviews on testimony of English Kampong of Kebumen, the students feel that the technique used is supporting their acquisition and learning of English. Students feel that they can reduce their affective filters for the teachers use varieties joyful activities, can meet lots of exposures, and can have sufficient intensive time to apply the learning

materials in a daily life context. The respondents show positive response regarding this technique. The responses are summarized as follow.

Table 1. The Perceptions of Respondents Regarding the Teaching Technique in EKK

Respondent Number	Statement
Student_1	<i>"I think EKK is a real cool program. We can learn many things there, for example the correct pronunciation and how to speak English well. We also have the opportunity to use what we have learned in the real life situation. I'm really excited when I can practice my English in a tourist destination. The learning games are also effective to boost my mood in learning. English Kampong of Kebumen is my paradise".</i>
Student_2	<i>"EKK is a suitable place for learning English because we can enjoy the process of learning. The learning atmosphere is not as serious as what I usually face in the formal school learning atmosphere. The method, such as sholawat tenses, jurus, and in-pair-recalling are very useful to help us understand the materials. Those methods can also be applied when I have to prepare for my school exam. And I don't have to go far away to learn English, that's such fortunate!"</i>
Student_3	<i>"English is actually a language which is easy to be learned as long as we always practice and use it in our daily life. Here, in EKK, we are encouraged to always use our English. It's in line with the EKK jargon: English without practice is nothing. If you want to learn English in fun ways, I think EKK is the best place."</i>
Student_4	<i>"I've learned many things in EKK. The methods are really fun. For example, we learn English while we playing games and walking around the neighborhood. I've never experienced that before. After joining EKK, I can speak English more confidently without any hesitation".</i>
Student_5	<i>"In EKK, we can enjoy to speak English without feeling afraid of make mistake. It was very fun. I can also apply what I have learned here in my school."</i>
Student_6	<i>"I feel very happy and enjoy studying in EKK. I get new friends, new family, and new good habits. I can always speak English with my friends in my real life. After joining EKK, I got many improvements related to my English skills. I even got better mark in English subject at school."</i>
Student_7	<i>"I enjoy learning English in EKK. Now, I am brave to speak English with my friends and teachers. It changed my attitude in English. My English skills are improved."</i>
Student_8	<i>"By learning English in EKK, I can enlarge my knowledge and my skill. I also got many experiences in practicing English. I can practice my English with my friends every day since I wake up till I go to bed. I'm more confident in speaking English and I'm not afraid of doing mistakes."</i>
Teacher_1	<i>"I watched and observed my students when they learn English in EKK. They learn really well. It's a good place to practice their English skills. The activities are meaningful and enjoyable. The students feel comfortable and they find it challenging to speak English. It's an excellent place to acquire and learn English at the same time."</i>
Teacher_2	<i>"EKK is one solution for a fun English learn. In EKK, students can acquire English and practice their English in a fun way. They even learn how to do public speaking. They also can relate their culture with English culture. It's a real-life English learning. English is a difficult subject no more. "</i>

Since the main goal of English Kampong of Kebumen is making the learners able to speak or have conversation in a relatively short time, the technique used is quite effective and efficient. Nevertheless, if the learning objectives are more on reading and writing skills, this technique might not be reliable.

4. Conclusion

This study investigates and finds out how English Kampong of Kebumen, as a type of non-formal education, is built; what the teaching method used to make the learners in English

Kampong of Kebumen speak English without any reluctance; and how the learners in English Kampong of Kebumen acquire and learn English. As a type of non-formal education, English Kampong of Kebumen was built as a joint cooperation between the government of Kebumen regency and the Future English Education (FEE) Center Pare. Because of that, the government gives full support to the program. The English Kampong of Kebumen plays a significant role in English teaching and learning in Kebumen; as a non-formal education that act as a complementary, addition, or substitution of formal educations.

The methods used in English teaching and learning process in EKK are the combination between Direct Method and Audio Lingual Method. The main purposes is to make the learners be able to speak and have conversation in English in a relatively short time. Most of the techniques are drillings but the teachers also provide many exposures and combine it with various joyful activities. The language is viewed as a habit (behaviorism); so the teachers always give the learners routines and patterns. The language is also viewed as a means of communication; so the learners are encouraged to use the language as much as they can during the program. The evaluation then is carried out based on the learners' progress and achievement day by day. In addition, at the end of the program, the learners have to show their speaking skill in a performance of 'spectacular show' in which they can perform role-play, MC-ing, singing, etc. All these achievements are then reported in a kind of certificate that will be given at the end of the program.

Finally, based on the interviews on testimony of English Kampong of Kebumen, the students feel that the technique used is supporting their acquisition and learning of English as their foreign language. Students feel that they can reduce their affective filters for the teachers use varieties joyful activities, can meet lots of exposures, and can have sufficient intensive time to apply the learning materials in a daily life context. Students acquire the materials 'unconsciously'. Since the main goal of English Kampong of Kebumen is making the learners able to speak or have conversation in a relatively short time, the technique used is quite effective and efficient. Nevertheless, if the learning objectives are more on reading and writing skills, this technique cannot be reliable.

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