

# **CHAPTER I**

## **INTRODUCTION**

In this section, the researcher presents the context of the study, statement of research problems, objectives of the research, significance of the research, scope and limitations, and definition of key terms.

### **A. Background of the Research**

In the current digital era, changes and developments in education are becoming more advanced, especially in all learning activities. One of the factors supporting the success of education development is the existence of learners and learning resources. In the current development of education, learning resources can be obtained not only from formal schools but also non-formal because learning resources are broad knowledge centers that can be obtained from teachers who teach in schools. A learning resource or teaching material that is used also needs to be adequately considered to support a good course of learning as well (Nurhayati & Agustina, 2022). All sources in the form of data, people, and certain conditions that students can use in learning, either separately or in combination, to make it easier for students to achieve learning goals or specific competencies are referred to as learning resources (Sudrajat, 2020).

The following explains the grouping of learning resources: 1) The message is information conveyed from other components in the form of ideas, meanings, and facts. ; 2) People, meaning someone who is a distributor of messages or

who stores information. ; 3) Material is everything from written text, print, electronic recording, web, and others, to support learning. ; 4) Tools are objects commonly called hardware to present learning materials. ; 5) Techniques are procedures used in delivery to realize learning objectives. ; 6) Background (environment) has meaning as a place where someone can learn or change behavior. One of the groupings of these learning resources, learning resources from the environment, can be optimal for creating quality educational processes and outcomes (Muhammad, 2018). An example of an environment that can be used as a learning resource is Kampung Inggris.

Kampung Inggris is another designation or term attached to a village in Pare sub-district, namely Tulungrejo village, because of its potential to develop and become a concrete manifestation of the non-formal implementation of English education. The founder of Kampung Inggris is someone from Kutai Kartanegara named Mohammad Kalend from 1979 until now. The Basic English Course (BEC) is the first-course institute founded by Mohammad Kalend, which was then successfully developed by his students. This success has made the English village have unique characteristics as a center for English language education in Indonesia (Lathifah et al., 2020).

Kampung Inggris is suitable as a learning resource. It is the largest center for learning English because it has the most significant number of Course and Training Institutions in Indonesia, with currently 129 active LKPs recorded in the MURI record received on November 26, 2022 ([kampunginggris.co](http://kampunginggris.co)). Each course institution offers Various English learning programs that international

students need. It is undeniable that having good English skills can benefit someone in bridging thousands of languages in the world (Pratiwi et al., 2020). Not only that, language learning in English Village is a form of non-formal education that has fulfilled the requirements of education reform as well as language learning (Saraka, 2020).

Kampung Inggris has a learning system that is mostly the same between one institution and another, including basic programs provided at each course institution (Rahman, 2018). One of the programs that attract many newcomers to the English village is the holiday package program, and the program is a combination of studying during school holidays. Meanwhile, the package program from the basics is a learning program starting from the basics within a certain period. There are also pre-tests and specific programs; the pre-test program conducts tests on students before the program begins. Specific programs are where students can choose the program as needed, for example: speaking, grammar, job interviews, etc. There are generally two programs, among others: learning with a camp program and learning without the camp program. For students who choose the camp program, they will live with tutors and other fellow students where there are rules that require them to use the language they are studying, namely English. Students with the camp program apply to communicate in English, from getting up in the morning to going to bed. If someone violates it, they will receive sanctions according to the regulations. Unlike students who have a camp program, they don't live in a camp

with rules such as a camp program; they only come during class, then return to the boarding house close to the course institution (Hamonangan, 2021).

In its development, it is undeniable that English Village, which many course institutions support, can become an Educational Tourism Village. Tourism is an influential aspect of why people stop at Kampung Inggris, especially millennials who choose Kampung Inggris as a destination for spending their vacation time (Hermawan & Mulia, 2018). Apart from that, as an educational tour, the English village can also play a role in knowing how to increase interest in learning English and the background of immigrants or someone to learn the language in the English village.

Previous research was carried out in Kampung Inggris by (Yuliningtyas, 2021). This study discussed Kampung Inggris's contribution as an educational tour in increasing the economic empowerment of local communities. Meanwhile, in this study, in terms of its role in attracting newcomers to learn English.

Research by (Saputra et al., 2021) regarding the Implementation of English Village and its Benefits for High School students in Sikur District. This study aims to determine the role of community service in assisting the establishment of Kampung Inggris so that it has yielded results in the form of a large number of people and students who say they want to study directly at the source of Kampung Inggris, namely in Sikur District. Meanwhile, this research determines the role of English Village as an educational tour that can attract and

attract newcomers to make English Village a destination for traveling as well as studying.

Research by (Hamonangan, 2021) on the Attractiveness of the English Village of Pare as a Language Learning Destination aims to discover that the factors that attract immigrants to the English village are the existence of English courses and other language course institutions. Meanwhile, in this study, knowing its role as an educational tourism in attracting newcomers' interest in studying at the English Village is a supportive environment for people who have one goal and the experience of someone who has previously studied there.

A study by Hermawan & Mulia (2018) on English Education Village Tourism "English Village Pare-Kediri": An Ethnography Study. This study aims to determine the process that occurs in the development of a traditional village into Kampung Inggris as an educational tourism village. Meanwhile, this study examines its role as educational tourism by raising a phenomenon from the presence of many immigrants from various regions who make Kampung Inggris a tourist destination and spend vacation time.

Based on the previous research described above, the similarities found were in the English Village research location as educational tourism. However, there has yet to be any discussion about why an English Village as educational tourism can attract interest in learning English, especially for many visitors from various regions. Therefore, in this study, the researcher wanted to examine something different from previous research regarding "The Roles of Kampung Inggris as Educational Tourism To Attract The Interest of Learning English."

## **B. Statement of Research Problems**

Based on the context study above, the researcher can make a formulation of research question as follows :

1. What is the role of English Village as educational tourism in increasing visitor interest?
2. How do the owners of language courses in English village create language environment to attract visitors in learning English?

## **C. Objectives of the Research**

Based on the formulation of research question, the research objectives can be formulated as follows :

1. To know and understand the role of English Village as educational tourism in increasing visitor interest;ss
2. To find out how do the owner of language courses create language environment to attract visitors in learning English.

## **D. Significance of the Research**

The results of this study expect to provide good benefits theoretically and practically, as follows :

### **1. Theoretically**

Theoretically, this research expects to contribute to showing the role of the English village as an educational tourism and can increase knowledge about increasing interest in learning English.

### **2. Practically**

a. For The Government

It can use as constructive input to improve and pay more attention to the development of the English Village, which also acts as an educational tourism.

b. For The Course Managers

It can use as input in managing the course institution to create a language environment that always attracts visitors' attention.

c. For Researchers

It can add experience and insight into understanding and knowing the role of the English village as an educational tour to discover the increase in interest in learning English.

**E. Scope and Limitation of the Research**

To prevent misunderstanding and clarify the research, the researcher has determined the scope and limitations of the study. The researcher made the scope of this research in English Village located in Tulungrejo Village, which later the visitors to English Village would be the research subjects of the researchers. The limitation of researchers who use a qualitative descriptive research design with a phenomenological approach in their research is in determining the reliability and validity of their research so that there will be a tendency for subjective research, which will be a challenge for researcher.

**F. Definitions of Key Terms**

To avoid misunderstandings in terms and content of the topics in this research, the researcher must define the key terms used in this research:

## **1. English village**

English Village is a well-known nickname for one place, namely Tulungrejo Village, Pare District, and Kediri Regency, which has more than 100 English language course institutions.

## **2. Educational Tourism**

Educational tourism is a field visit related to an activity or trip whose purpose is not only for recreation or entertainment but also contains elements of an educational activity (Ekasani et al., 2020).

So based on this statement, educational tourism is an activity carried out by someone in a place who wants to learn science and get a direct learning experience at the location visited.