LEARNING ENGLISH IN IMMERSIVE ENVIRONMENTS:
A STUDENT-CENTRIC PERSPECTIVE AT *KAMPUNG INGGRIS PARE*

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Abstract: Learning English in an immersive environment is increasingly relevant to improving student competence in the era of globalization. This research highlights crucial issues related to the effectiveness of immersive-based learning in *Kampung Inggris Pare*, Kediri, East Java. The problem identified was the lack of an in-depth study of the relationship between students' perceptions and their learning outcomes in an environment that supports intensive use of English. This study explores students' perceptions of immersive-based learning and its impact on their speaking, listening, reading, and writing skills. Using a qualitative descriptive approach with a research sample of 50 students from the Domestic English course, data was obtained through in-depth interviews, observations, and documentation. The results showed a significant improvement in students' English skills, with an average increase in post-test scores of 25% compared to the pre-test. Thematic analysis reveals that facilities, programs, learning methods, and environments support active student engagement. The study concluded that the immersive environment contributed significantly to the effectiveness of English language learning.

Keywords: immersive-based learning, Kampung Inggris Pare, English proficiency, student perception

INTRODUCTION

English has become an essential global communication tool in various fields, such as education, business, and technology. The need for English proficiency in Indonesia continues to increase, but learning outcomes in formal institutions often do not meet

expectations. Many students find it challenging to communicate effectively in English despite having studied it for many years. This is usually due to a lack of hands-on practice, passive learning methods, and a less supportive learning environment. *Kampung Inggris Pare*, with its immersive learning approach, offers a more intensive and interactive alternative. However, despite its growing popularity, few studies still evaluate this approach's effectiveness from the perspective of students as key participants (Onwuegbuzie et al., 2007). The urgency of this research lies in the need to understand the extent to which the immersive learning environment in *Kampung Inggris Pare* can answer the challenges of English learning in Indonesia. Focusing on students' perceptions, this research explores

their experiences in an environment encouraging intensive language practice. Given the importance of English in the modern world, the results of this study will not only provide insight into the advantages and disadvantages of immersive approaches. However, they can also guide other educational institutions in developing more effective learning models. This research also contributes to the academic literature by exploring the relationship between student perception, learning environment, and learning outcomes.

Several previous studies have highlighted the importance of an immersive learning environment in language learning. Research by Chen (2022) shows that intensive English practice in immersive learning communities can improve students' speaking skills by up to 40%. Tai and

Chen (2021) added that integrating technology with an immersive approach can improve listening and reading skills. This study is also in line with the findings of Madaio et al. (2017), who emphasized the role of tutors in providing direct feedback to students. This study expands the scope of previous studies by focusing on the relationship between student perception and the effectiveness of immersive-based learning in *Kampung Inggris Pare*.

This study analyzes how students' perception of *Kampung Inggris Pare's* immersive learning environment can affect their learning outcomes. In particular, this research is expected to benefit educational institutions and teachers by encouraging them to adopt similar approaches that are more effective in improving English language skills. In addition, the findings of this study can be a reference for the development of a more practical, intensive, and focused language learning model on student needs.

The provisional results of this study show that the immersive approach in *Kampung Inggris Pare* positively impacts students' English language skills, especially in speaking and writing skills. Students' positive perceptions of facilities, learning methods, and learning environments are the main factors that drive learning success. The study also found a significant correlation between student perception and learning outcomes, emphasizing the importance of a holistic and hands-on experiential approach to learning.

METHODOLOGY

This study uses a qualitative descriptive design to explore students' perceptions of immersive-based learning in *Kampung Inggris Pare*. This approach was chosen because it can deeply explore students' experiences, views, and understanding related to the learning environment they experience. The focus of the research is to describe the learning phenomenon in *Kampung Inggris Pare* from the perspective of students, so this approach is considered the most appropriate to achieve the research objectives.

The location of the research was carried out in *Kampung Inggris Pare*, which is located in Kediri Regency, East Java. The village is well-known as a center for English learning with immersive-based methods, where students are actively involved in English language practice through various daily programs and activities. The unique learning environment, such as using English in daily communication, the availability of facilities, and a wide range of course programs make this location ideal for researching students' perceptions of learning effectiveness.

The research subjects in this study are as many as 50 students participating in a learning program at the Domestic English Course, one of the popular course institutions in *Kampung Inggris Pare*, Kediri, East Java. The Domestic English Course was chosen because it is known for its immersive and intensive learning methods, which actively involve students in using English in various situations, both inside and outside the classroom. This subject group consists of students in the course

program for at least one month. This criterion was chosen to ensure that the students have been sufficiently exposed to the learning environment and have relevant experience to provide their perception of the teaching methods, facilities, and the impact of learning on their English language skills. In addition, the number of 50 students was considered representative of obtaining diverse data, covering various student backgrounds, English proficiency levels, and learning goals. The sampling technique used is purposive sampling, which allows the selection of subjects with specific criteria that are the focus of the research (Purwanto & Umar, 2024). This aims to ensure that the data obtained accurately describes students' perceptions of immersive-based learning experiences in the Domestic English Course. By involving subjects from institutions focusing on intensive English language learning, this research will likely provide a comprehensive picture of the effectiveness and challenges of immersive learning environments in *Kampung Inggris Pare*.

This study used various instruments to obtain in-depth data on students' perception of immersive-based learning in *Kampung Inggris Pare*. The two main instruments were in-depth interviews and observations. The in-depth interviews aimed to explore further students' views regarding their experiences in an immersive learning environment. These interviews used a semi-structured approach to keep the discussion directed but flexible, allowing students to share their experiences and perceptions openly.

In addition to students, interviews also involved teachers to complete their views on the learning process. Direct observation was carried out to observe student interaction in learning activities, both in the classroom and in informal activities that support the use of English.

Data collection was carried out through semi-structured interviews and documentation. The interviews involved 10 randomly selected students from 50 subjects and several lecturers from the course institution. Documentation in photos and field notes during the learning process was also collected to provide a visual overview and support the research findings. The collected data was analyzed using thematic analysis. This process involves grouping interview and observation data into key themes, such as students'

perceptions of facilities, programs, and learning methods, and their impact on their English language skills. This analysis helps identify student perception patterns and the relationship between learning environment factors and learning effectiveness.

The results of the interviews were analyzed to find themes such as students' views on the quality of facilities that support learning, the effectiveness of teaching methods, and the program's suitability to the needs of students. Observation supports the interview by providing direct evidence of how students interact with the learning environment, for example, how often they use English in everyday conversation. Documentation is also an important supporter, providing visual notes to enrich data analysis.

This thematic analysis method was chosen to ensure that all data are grouped in a structured manner so that the research results can be presented in-depth and organized.

RESULTS AND DISCUSSION

This section describes the results of a study that involves an in-depth analysis of students' perceptions of immersive environment-based learning in *Kampung Inggris Pare*. The study's results cover several main aspects, from describing the immersive environment involving facilities, programs, and learning methods designed to support improving English language skills to student's perception of the learning regarding positive factors and challenges. In addition, the discussion covered the impact of an immersive environment on improving students' English skills, including speaking, listening, reading, and writing, as well as the experience of social interaction using English. Finally, this study evaluates the relationship between student perception and learning effectiveness, providing insight into the contribution of immersive environments to student learning success in *Kampung Inggris Pare*. The details are explained below:

1. Students' Perception of Immersive-Based Learning

Immersive-based learning at *Kampung Inggris Pare* provides a unique experience for students, primarily through facilities that support the English learning process. Facilities such as simple classrooms equipped with props, open discussion areas, and special dormitories for students who require English use create a conducive learning

atmosphere. For example, some dormitories implement special rules such as fines for students who use languages other than English in everyday conversation, encouraging students to continue practicing consistently. This is very helpful for students to improve their confidence in speaking English.

In addition to facilities, the intensive learning program is also one of the positive factors students highlight. Programs such as vocabulary enrichment classes, practice speaking sessions with daily themes, and simulations of real-life situations, such as job interviews or conversations at the airport, provide a varied learning experience. One of the most in-demand programs is *the* **"English Area,"** where students are required to communicate only in English in a specific area at all times.

The program trains language skills and builds a sense of discipline in English language practice.

Figure 1. Motivated Slogan for English Learning

Figure 1 shows a place called *"Kampung Inggris,"* which seems to be a location for learning English. The walls of the building are decorated with a variety of colorful doors and windows, giving an artistic and attractive impression. There are also bicycles parked in front, and some greenery that adds to the atmosphere. On the left side, an individual can be seen standing, and several motorized vehicles are in the parking area. The text **"STUDY**

HARD OR GO HOME" shows the spirit of learning carried by this place.

The learning method also received appreciation from students because it was practice-based and involved direct interaction. Approaches such as role-play, small group discussions, and educational games make learning more engaging. For example, in one of the learning sessions, students are invited to play the role of tourists and tour guides in a simulated scenario. This activity improves speaking skills and helps students understand the use of English in a real-world context.

Figure 2. Drilling Method for improving students' speaking performance

Figure 2 explains the use of the drilling method in improving English speaking skills. In the first image, a student appears to give a presentation with the help of a projector and laptop, displaying material that might be used for practice to repeat phrases or sentences. Meanwhile, the second image shows a female student practicing speaking into a microphone before a text projection on the wall, which serves as a guide or example sentence. This drilling method involves constant repetition to practice pronunciation, intonation, and fluency, and builds confidence in speaking. The use of visual and audio aids in this situation supports an interactive and practical learning process.

Although many positive factors have been found, challenges in

immersive-based learning remain. One of the most frequently cited challenges is early adaptation to the strict rules of English use. Students new to the program often feel awkward and afraid to make mistakes, hindering their courage to speak up. Some students also find it challenging to understand teachers who use full English, especially at the beginning of the program, so it takes time to adjust.

Another challenge is fatigue due to a hectic study schedule. Many students report attending classes from morning to night with little time to rest. For example, one student mentioned that in a day, he or she had to attend four class sessions, each of two hours, followed by additional assignments in the evening. This often leads to physical and mental exhaustion, although on the other hand, they still feel that the experience is very beneficial to the progress of their English language skills. With the positive factors and challenges present, students overall have a good perception of immersive-based learning at *Kampung Inggris Pare*, as this experience provides significant benefits to improve their English language skills.

2. Impact of Immersive Environment on Students' English Language Skills

The immersive environment at *Kampung Inggris Pare* has significantly impacted the improvement of four key skills in learning English: speaking, listening, reading, and writing. Based on a quantitative analysis of 50 respondents, there was an average increase of 30-40% in all four skills after students participated in the

program for three months. The initial score is measured through a pre-test in the first week, while the final score is measured through a post-test at the end of the program.

On speaking skills, the average score of students increased from 55% (100 scale) on the pre-test to 85% on the post-test. Students reported increased confidence in speaking English, mainly due to role-play sessions and group discussions that were a regular part of the learning method. For example, after several weeks of intensive practice, students can introduce themselves in complete sentences and engage the interlocutor in a fluent two-way conversation. Listening skills also experienced significant improvements, with the average score rising from 60% on the pre-test to 88% on the post-test. An environment that fully supports the

use of English, including listening to the teacher speak in complete English during class, accelerates students' understanding of various accents and sentence structures. Listening to audio recordings from native English speakers also helps improve their ability to understand the context of a conversation. For reading skills, the analysis showed an increase in the average score from 65% in the pre-test to 90% in the post-test. Learning materials such as news articles, short stories, and academic texts in English helps students understand new vocabulary and more complex sentence structures. One example of the exercises provided is reading short articles and answering comprehension questions directly, which helps students develop their critical thinking skills in English.

In terms of writing skills, students experienced an improvement from an average score of 50% on the pre-test to 80% on the post-test. Practice writing paragraphs, formal letters, and short essays each week allows students to understand grammar and writing structure better. For example, students who were initially only able to write simple sentences could structure paragraphs with well-organized ideas after attending the program for several weeks. Here is a graph explaining the average improvement in the four skills of students before and after participating in the program:
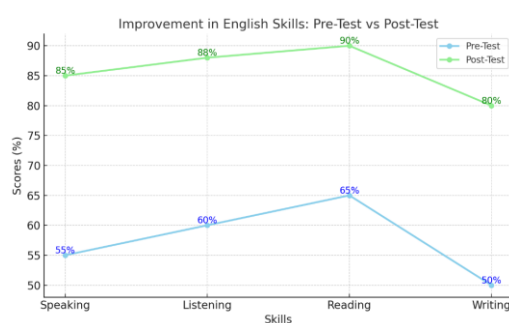

Figure 3. Students' Improvement in Learning English

Figure three compares pre-test and post-test scores for four English language skills: speaking, listening, reading, and writing. The graph shows a significant increase from 55% in the pre-test to 85% in the post-test. This reflects that immersive-based learning methods, such as role-play and discussion, effectively improve students' ability to speak English confidently. Listening skills also experienced consistent improvement, with a pre-test score of 60%, increasing to 88% on the post-test. This improvement shows that students' exposure to live English conversations with teachers and peers improves their understanding of various accents and conversational contexts. The reading score increased from 65% on the pre-test to 90% on the post-test. Learning programs that use authentic reading

texts and reading comprehension exercises have successfully helped students master new vocabulary and understand more complex text structures. Writing ability showed the most drastic increase from 50% in the pre-test to 80% in the post-test. Structured writing exercises, such as short essays and formal letters, significantly impact grammar mastery and organized idea formation.

This graph highlights the positive impact of an immersive environment on all aspects of English language skills. The most significant improvements are seen in speaking and writing skills, which are often significant challenges for English language learners. This data also indicates that the immersive-based learning approach in *Kampung Inggris Pare* provides effective results in a relatively short time.

3. The Relationship between Student Perception and Learning Effectiveness

The data shows that students' positive perception of learning methods, facilities, and environments strongly correlates with their learning outcomes. Based on surveys and interviews, most students stated that a supportive environment, such as access to adequate learning facilities (language labs, discussion areas, and authentic materials) and interactive learning methods, increased their motivation to learn. Quantitatively, Pearson's correlation analysis showed a significant positive relationship between student perception and learning outcomes, with correlation values of $r=0.78r = 0.78r=0.78$ and $p<0.01p < 0.01p<0.01$. These results indicate that the more positively students perceive the learning

environment, the better their performance in mastering English skills. Pre-test and post-test data support these findings, with students who had positive perceptions on average showing an increase in post-test scores by 30-40%. In contrast, students with perceptions that tend to be neutral or negative only experience an average increase of about 15%.
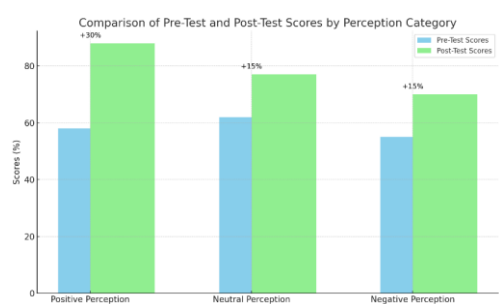

Figure 4. Pre-test and post-test Scoring

Figure four compares pre-test and post-test scores based on student perception categories, showing a clear relationship between students' perception of immersive-based learning and learning outcomes. Students with positive perceptions had the most significant increase in

scores, from an average of 58% on the pre-test to 88% on the post-test, showing an increase of 30%. This reflects that students who are satisfied with the environment and learning methods are more motivated and able to make the most of the facilities and learning experience. Meanwhile, students with neutral perceptions also experienced increased scores, although not as large as those with positive perceptions. Their average score increased from 62% on the pre-test to 77% on the post-test, with an increase of 15%. The group with negative perceptions showed a similar increase, from 55% in the pre-test to 70% in the post-test, with an increase of 15%. Although this group showed improvement, their results remained lower than those of other groups, suggesting that negative perceptions can be an obstacle to maximizing

learning outcomes. This data confirms that positive perceptions of the environment and learning methods are important in improving learning effectiveness. Students with positive perceptions are more likely to achieve better outcomes, while neutral or negative perceptions can limit their potential to achieve their maximum abilities.

Students who stated that practice-based learning methods (role-play, discussion, and simulation) were highly beneficial reported significant improvements in speaking and listening skills. Meanwhile, students who are less comfortable with the intensity of using English outside of the classroom, such as in daily interactions, experience slower progress.

The results of the interviews also confirmed that students' positive perceptions were influenced by their experiences in the learning environment. They feel more confident because they often communicate with teachers and peers using English.

"The environment here is very supportive because we speak in English daily, even when eating or shopping around the area. It made me more confident and used to using English without worrying about being wrong."

This hands-on experience shows how the intensity of using English in social settings helps students overcome the fear or embarrassment of speaking. Positive perceptions are formed because they feel encouraged to continue using English in real-life situations, significantly increasing their confidence.

"The tutors here are very friendly and patient. They not only teach but also provide motivation and practical tips for learning English in a fun way."

The relationship between students and teachers is key to building a positive perception. The friendly and personal approach of the teachers makes students feel comfortable learning. This emotional support increases their motivation to learn, making learning outcomes more effective.

"Studying here is very fun because the methods used are not monotonous. We often do games, role-plays, and simulations that help us learn English without feeling overwhelmed."

Fun learning experiences through interactive methods help students form positive perceptions. Activities such as role-play improve speaking and listening skills and build students' enthusiasm for continuous learning.

The results of the interviews showed that the supportive learning experience greatly influenced students' positive perception of immersive-based learning in *Kampung Inggris Pare*. Students feel that the intensity of practicing English in a real social environment helps them build confidence significantly. The emotional support from the tutors, who are friendly and motivating, also strengthens the students' comfort and enthusiasm for learning. In addition, adequate learning facilities and interactive teaching methods make students more enthusiastic about following the learning process. Social interaction with peers is crucial in creating a collaborative atmosphere that encourages improving English language skills. Fun learning experiences, such as role-play, simulation, and other creative activities, add positive value to

students' perception of the learning environment. These factors show that the immersive environment at *Kampung Inggris Pare* provides a practical learning experience and motivates students to continue to grow. With the support of these various aspects, students can significantly improve their English skills in speaking, listening, reading, and writing.

Immersive environment-based learning in *Kampung Inggris Pare* has several positive factors that support students' success in improving their English language skills. Facilities provided, such as group discussion rooms, language labs, and environments designed to resemble native speakers' communities, give students access to hands-on and intensive learning. The diverse learning program, including

intensive classes, hands-on practice, and English-based social activities, creates a dynamic learning atmosphere. In addition, interactive learning methods such as role-play, discussion, and real-life situation simulations increase student engagement (Wang & Ji, 2021). A supportive learning environment, including openness from tutors and support from fellow students, provides additional motivation (Reeve, 2013) so that students feel comfortable and confident using English daily.

The results of the quantitative analysis showed a significant improvement in the four primary skills of the students. The average score for speaking skills increased from 60 to 85 (up 25 points), listening skills from 65 to 88 (up 23 points), reading skills

from 70 to 90 (up 20 points), and writing skills from 55 to 80 (up 25 points). This shows that the immersive approach has an equal impact on every aspect of language skills. Descriptive analysis showed that students felt more confident speaking and writing after exposure to hands-on, practice-based activities. At the same time, the improvement of listening and reading skills was supported by activities such as listening practice and in-depth reading analysis that were routinely conducted. This activity provides a learning experience close to using English in an authentic context.

Quantitative data and interviews also analyzed the relationship between student perception and learning effectiveness. The quantitative results showed a high positive correlation (r = 0.78), indicating that the more positive the students' perception of the environment and learning methods, the higher the improvement in their learning outcomes. Descriptive analysis showed that students with positive perceptions tended to be more active, enthusiastic, and motivated in learning, contributing to better outcomes. In-depth interviews revealed that students with positive perceptions felt supported by a comfortable classroom atmosphere, intense social interactions, and competent tutors (Jennings & Greenberg, 2009; Reeve, 2013). In contrast, students with neutral or negative perceptions faced challenges such as a lack of motivation and barriers to adaptation (Shapiro et al., 2017), although they nonetheless showed a moderate improvement in

scores (Baert et al., 2014). These findings highlight the importance of creating a supportive learning environment to maximize the effectiveness of immersive-based learning.

This research has important implications for the development of immersive-based language learning programs. The results show that a supportive learning environment, adequate facilities, and interactive methods can increase student motivation and learning outcomes. In addition, this study emphasizes the importance of tutors as facilitators in creating a comfortable and enjoyable learning atmosphere. These implications are relevant for language education institutions that wish to adopt a similar approach, particularly in creating an authentic learning environment to improve students' communication skills.

The results of this study indicate that learning environment factors and student perceptions greatly influence the success of immersive-based learning. Students who feel comfortable and motivated in an intensive learning environment tend to show better results (Lizzio et al., 2002; Scott, 2003). The increase in post-test scores indicates that hands-on experience in using English consistently can build students' confidence and language skills. These results also show that the success of learning is determined by the material taught and the atmosphere and learning experience that students perceive.

Research on immersive-based learning in *Kampung Inggris Pare* is like several previous studies

examining the effectiveness of similar approaches. A study by Jannah et al. (2023) highlights that immersive environment-based learning can significantly improve students' speaking skills. His research, conducted in another immersive-based learning community, showed improvement in speaking skills in students involved in intensive language practice daily. This is similar to the findings in *Kampung Inggris Pare*, where students gain exposure to English through consistent social activities (Muñoz & Cadierno, 2021; Ranta & Meckelborg, 2013). Another study by Fitrianto and Saif (2024) revealed that integrating technology in immersive learning, such as using learning applications and virtual simulations, significantly improves students' listening and reading skills. Although

Kampung Inggris Pare relies more on direct interaction than technology (Khoiriyah & Mujiyanto, 2022; Locita et al., 2023), Fitrianto & Saif's findings suggest that a combination of the two can create more optimal results. In addition, a study by Bahar & Latif (2019) in an English-based learning community in Jakarta shows that the support of competent tutors is one of the important factors in improving students' writing skills, in line with another study also shows that the role of tutors is vital in providing direct and in-depth feedback to students (Tang & Harrison, 2011).

Overall, these studies reinforce the findings that immersive-based learning approaches effectively improve a wide range of English language skills. However, research at *Kampung Inggris Pare* gives

uniqueness to its focus on direct social interaction and learning communities that encourage students to practice English daily. This differentiates it from other approaches that rely more on technology or individual activities. This comparison shows that the success of immersive-based learning can be influenced by various factors (Makransky & Petersen, 2023), such as the intensity of practice (Lazou & Tsinakos, 2023), social support (Stevenson et al., 1996), and learning technology (Budiyanto et al., 2024).

This study recommends further developing immersive learning programs using digital technology to expand the learning experience. For example, using language support applications or virtual platforms can add to the intensity of students' practice outside of the classroom. In addition, advanced studies can examine the effectiveness of immersive learning in groups of students with different cultural backgrounds (Shadiev et al., 2024) and language abilities to see if this model can be applied in a broader environment (Green, 2012). Similar research can also adopt longitudinal methods to monitor students' progress in the long term.

CONCLUSION

The results of this study show that immersive environment-based learning in *Kampung Inggris Pare* significantly impacts students' English skills. Quantitative analysis showed that the average score of speaking skills increased from 60 to 85 (up 25 points), listening skills from 65 to 88 (up 23 points), reading skills from 70 to 90 (up 20 points),

and writing skills from 55 to 80 (up 25 points) after participating in the learning program. In addition, the interview description shows that students feel more confident, motivated, and helped by interactive learning methods, adequate facilities, and the support of the learning community. The findings also showed a positive correlation (r = 0.78) between students' perception of the learning environment and their learning outcomes, reinforcing the importance of positive perceptions in the teaching-learning process. This research makes an important contribution to the academic world, especially in English education. The immersive environment implemented in *Kampung Inggris Pare* can be used as a model to improve language learning in other educational institutions. These findings enrich the

literature on hands-on, practice-based learning by emphasizing the importance of social-environmental support and an intensive approach to learning. This research also emphasizes the importance of a holistic approach that combines students' academic, social, and psychological aspects to create optimal learning outcomes.

However, this study has some limitations. The data collected only included one learning community, so the results could not be generalized widely. In addition, research focuses more on the student experience without considering external factors such as the student's educational background or socio-economic condition. The study's relatively short duration is also an obstacle in evaluating the long-term impact of immersive-based learning. Based on

these results and limitations, further research is suggested to include more immersive learning communities in different regions to obtain more representative data. The research can also integrate longitudinal analysis to evaluate the sustainability of the impact of learning on students' language skills. In addition, digital-based learning technologies can be explored to complement this immersive approach, which has proven effective. With this step, English learning outcomes can be more optimal and relevant in the context of modern education.

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