

English Learning Community in Pare Kediri Indonesia: Its Social Emergence and School Community Partnership

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Abstract

Social field theory will be used as a theoretical lens in this study, to analyze how community of a simulated English Village in Indonesia emerge and evolve into strong community and become a learning destination of students in Indonesia who want to intensively learn English Language in certain period of time within a living learning community established by local people. The convergence areas between symbolic interaction and field interaction approach are discussed as the purpose of the study. The data are collected from article journals related to English Village, in Pare, Indonesia. In related to school choice perspective, the article will discuss about community partnership between the English village community with schools, which eventually increase the marketing value of schools in public's eyes. Some findings reveal positive relationships between the community partnership with the increase of English proficiency among students.

Keyword

social field theory, living learning community, English Village, Indonesia

1. Introduction

Government regulation No. 67 about 2013 curriculum for primary schools in Indonesia brought a new wave of difference in the teaching of English for elementary students. English language is no longer a compulsory subject, and regarded as extracurricular activity (Kerangka dasar dan struktur kurikulum, 2013). Therefore, elementary students who want to study English should enroll into extracurricular program for learning English. For the meantime, high school programs still offer English language as mandatory subject for high school students. Despite of its existence, the teaching of English as a foreign language does not yield optimum results in the improvement of English proficiency. The teaching of English in the classroom is ineffective, given a fact that students are exposed with English language, only few hours a week without practicing outside of classroom. (Parluki, 2017).

Students, who want to improve English proficiency, are unable to rely on formal education to optimally learn English due to lack of practice, inefficient method of teaching and time constraints. They need informal institution that offers English course without conflicting with their schools and offers a whole environment which support English acquisition (as foreign language). High demand of English course is seemingly captured with the growing popularity of English Learning Community (ELC) in Pare, Kediri Indonesia, where a homogenous community work together to provide informal education in English subject. It offers students with real-life situation where they are required to speak English every day.

ELC offers affordable living cost that attract many visitors across the country and some neighborhood countries like Malaysia and East Timor, who want to learn English in a simulated village. Rural life, affordable living cost and environmentally-friendly lifestyle become attractions to this village. The visitors come with the same intention of learning

English, the atmosphere of enthusiasm and thriving energy to study English make it popular. The ELC is still evolving to be better community. the social quality, economic quality and environmental quality can be improved when the process of community development is identified.

The community development is an interesting topic to discuss, it helps us understand any potential ways to improve the community of life. The strategies to achieve the goals need to be found to achieve community development strategy. The strategies are used to improve the community life, especially in Pare Kediri. Theodori (2005) suggest some ideas to make the strategies more useful and practical in the community development by understanding how the community works and develops and persist over time.

Interactional perspective becomes an underlying theory in this paper, giving a meaningful way to understand how common bond is established in the community and how different interests integrate into common interest and joint actions for the community (Kaufman, 1959). The interactional theory provides a strong basis to understand conceptual foundation of community development and the dynamics of the community emergence. (Theodori, 2005). By identifying the underlying theoretical foundation in the community development, the prediction, assumption and suggestion to enhance community resources are proposed.

2. Theoretical Review

The emergence of community involves important elements to construct mutual groups, mutual actions and mutual goals, which becomes an underlying basis for community. Wilkinson (1991) defines the important elements as 1) local ecology, 2) local society and 3) local agency. These elements attribute to the action processes in which residents collaborate and share common interests. In social field perspective, ongoing interaction is important to establish foundation of

dynamic entity within community. By engaging ongoing interaction, people are coming together and connect to express common sentiments through joint actions (Wilkinson, 1991: 7).

Community is more than just a local society where people live together and perform daily activities in a neighborhood. This is a phenomenon that happens in a local society where mutual interests, mutual actions and mutual goals are established. (Theodore, 2005). People living in certain proximity does not necessarily confirm the existence of community unless they establish social interaction. Therefore, without social interaction, the community is never established.

In the interactional theory, social interaction is considered as the core element of community which has four functions: 1) to enhance the integrity of local life, (2) to specify certain neighborhood as a shared territory, and 3) to provide structure and direction to joint actions, and 4) as the basis of mutual identity (Wilkinson, 1991). The community field is made up of actors, associations and sequence of actions that reflects locality-oriented mutual actions integrated from various interests in Figure 1 (Theodori, 2005). The interaction of each elements portrays the existence of community field. Actors are associated to the leaders and other individuals involved in mutual actions. Actions describe the mutual programs, activities and projects. Associations represent either formal or informal organizations in the community. (Theodori, 2005)

Meanwhile, the generalization in the community field comes from a range of interests and from a variety of actors within certain organizations, as Theodori (2005) explains the process of generalization coming from a range of actions in various interests by local actors in the local populations. The process is intended to maintain the locality and result in the emergence of community field. Generalization in the community is an underlying basis of strong structure in the community as it provides the unification of various interests and different social fields. The community field connects and organizes any different social fields and controls any information, resources, experiences and energies for the sake of common benefits (Theodori, 2005)

3. Community Development

The process of development should be identified as positive, purposive and involves different interest, shared problems and mutual actions (Wilkinson 1991, 94), which are described in the following:

1. Purposive
2. Positive
3. Structure oriented
4. Mutual actions to solve shared problem

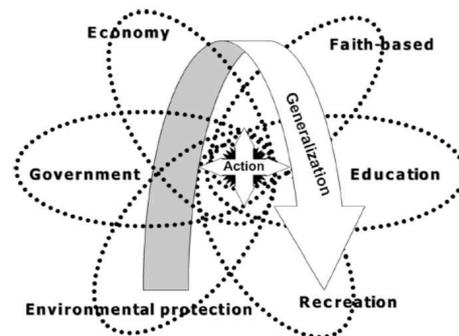
Briefly, the community development devotes attention on the common goals and not necessarily accomplishing the outcomes. If it works in a positive way within the circle of community, it is enough to be defined as community development. (Wilkinson 1991). The development of community has broader scope than development in community (Theodori, 2005). It involves the process of establishing, nurturing and maintenance that constructs an

effective way of communication and cooperation among people, groups and organization.

3.1. Structure Building

Activities used to establish and foster the relationship of community are referred to structure building. (Theodori, 2005) argues that the activities offer an established channel for communication and cooperation among people and groups. The groups, organizations and individuals create mutual bonding for activities that could strengthen the relationship among a variety of social fields.

Figure 1



Generalization in the Community Field (Theodori, 2005)

3.2. Collective Actions

To understand the community, the dynamics of social interaction and purposive actions should be identified (Wilkinson K. P., 1970). Collective actions emerge as part of unifying mutual interests for the sake of broader community. In many cases the outcomes of the collective action are highly dependent on the type of organizations involved, but also to the institutional arrangements which are in place at the local level (Fanni in Bessant, 2012).

There are two kinds of collective action: (1) cooperation and (2) coordination. Each of type has different characteristics. The former type deals with farmer-to-farmer collective action and the latter focuses on top down agency led collective action (Davies, Blackstock, Brown, & Shannon, 2004). Four basic categories are used to analyze the performance of collective actions (Agrawal, 2001), as follow:

1. Resource system characteristics
2. Group characteristics
3. Institutional arrangements
4. External environment

Collective action works dynamically along with the identification of mutual interests (Bessant, 2012), it focuses on the significance of shared meanings, definitions and interpretations of social life. The collective action will not be formulized into a structure when conflict of interests occurs in the society. Briefly, without the existence of common interest in the neighborhood, the community development is difficult to establish. Individuals, groups and organizations are unified by common interest (Wilkinson, 1991) and offers reliable configuration to the emergence of community.

4. The Emergence of English Learning Community in Pare, Kediri Indonesia

English Learning Community (ELC) in Pare, Kediri Indonesia was established in 1977 in a rural village by Mr. Kalend Osen, the founder of ELC. He founded an English institution in 1977, named as BEC (Basic English Course). Slowly but sure, it brings dramatic impact to neighborhood. His students then also follow his pathway by establishing their English courses in the proximity. Students who were satisfied with their accomplishment then spread information to others, letting the popularity of ELC grow bigger. English learning community becomes popular nowadays. Most of institution owners are coming from the same teacher so they have already developed student-teacher relationship and student-student relationship.

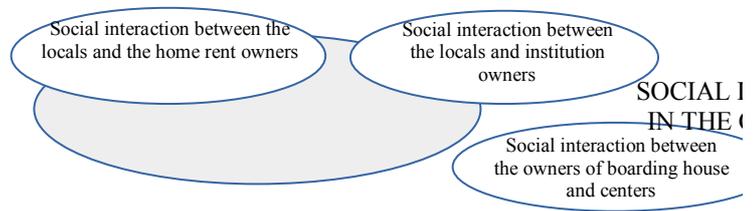
The emergence of English learning community in Pare, Kediri Indonesia involves three important elements: 1) local ecology, 2) local society and 3) local agency. These elements become a central of community development (Wilkinson, The community in rural America, 1991). The community works together to establish joint goals and common interests. In this community, some English institution are owned by locals and they work together to establish mutual rules to diminish the arising conflicts (Mardiani, 2012). Residents feel a sense of belonging within community and they are willing to collaborate and share common interest. The willingness to engage a social interaction among individuals, groups and organizations encourage the establishment of common interests, which become oundation of dynamic entity. By engaging ongoing interaction, people are coming together and connect to express common sentiments through joint actions (Wilkinson, 1991: 7).

The community emerges when social interaction becomes an underlying factor in interlinking connections among individuals, groups and organizations. The formulation of social interaction consists of some functions: 1) to improve the integrity of local life, (2) to specify certain neighborhood as a shared territory, and 3) to offer structure and direction to joint actions, and 4) as the basis of mutual identity (Wilkinson, 1991).

Collective actions in the community are also identified on basis of four categories (Agrawal, 2001), which are: 1) Resource system characteristics, 2) Group characteristics, 3) institutional arrangements, 4) external environment. In the context of ELC, the resource system characteristics refer to English language. It is the core of community that attracts many visitors into the community and evolve with growth of culture and community. The group characteristics of ELC is homogenous. they work together to establish collective actions, including some core elements such as expectations, reciprocity, values, trust, attitudes, norms and so forth. Meanwhile, the institutional arrangements portray strategies and rules that local institutions have developed. In ELC context, it underlies the established rules that regulate the community. The external environment refers to either financial or non- financial support. In the initial phase, the community did not obtain government support. However, since the popularity of ELC has been soaring, the local government decided to take a part in the community development. The non-financial support from government is

manifested into publications and promotion of ELC to wider scope of public audiences

Figure 2



Social Interaction in English Learning Community, Pare Kediri

Wulandari (2015) investigated the social interaction in ELC, four types of interaction among individuals, groups and organizations are developed within the community, establishing a structure for community development which continually grow over time.

1. Social interaction between locals and institution owners

Before the ELC was established, the rural village was economically poor and lack of business ownership. The interrelationship among residents were ordinary as neighborhood life. Since the emergence of ELC, the relationship among locals have been complex and divergent. Some people who build their career from English institution turns to be enterprise owners that contribute to the complexity of relationship among neighborhood.

In the beginning, the locals could not accept the growing number of visitors into the village. They were not used to be in a crowded and noisy place which was created by visitors. They were also not aware of the benefits that ELC can bring to the community, especially in economic sector. As time goes by, the locals become familiar and corporate to build harmony in a divergent of social interests. The locals are involved in major events, especially in the national day. The sense of belonging among the locals is helpful to reduce the tension that may occur within the social interaction and help navigate the community into betterment.

2. Social interaction between locals and visitors

A growing number of students in ELC creates a problem in the beginning. The locals got offended with noisy and crowded space. Conflicts which occur among visitors became serious. Consequently, the rules were established to reduce social tension and create harmony. Slowly but sure, the number of conflicts is going down. The locals and visitors now create mutual relationships.

3. Social interaction between locals and boarding house owners

The locals and boarding house owners get along each other. They create mutual benefits and do their best on creating harm to others. The boarding house owners have responsibility to provide information and enforce the rules so

that visitors can abide by. This is intended to create harmony space in the community.

4. Social interaction among all stakeholders

Routine events are held to establish relationship among stakeholders by enforcing the sense of belongings in the community. Everyone is welcomed to be part of community and invited to celebrate routine event in ELC.

The generalization that occurs in the community field comes from complexity of interests and from a variety of actors within certain organizations, as Theodori (2005) explains the process of generalization engages a range of actions from various interests by local actors in the local populations. The process is intended to maintain the locality and result in the emergence of community field. Generalization in the community is an underlying basis of strong structure in the community as it provides the unification of various interests and different social fields. The community field connects and organizes any different social fields and controls any information, resources, experiences and energies for the sake of common benefits (Theodori, 2005)

Bessant (2012) argues that collective action works along with the identification of mutual interests in the community, which means the shared meanings are emphasized and conflict of interests is avoided. This positive relationship offers strong foundation of the development of community. The community development is identified as “a process of developing the community field” (Wilkinson, 1991). The progression is complex and deal with a divergent of social interests. It has shared meanings and mutual benefits among individuals, groups and organization. The community can be developed only in a way that involves mutual actions, shared problems and various interests. The progress is often characterized by structure oriented, purposive, and positive (Wilkinson, 1991).

In figure 3, the community development emerges with some significant change in the social structure of ELC. Wulandari (2015) find some social change after the emergence of ELC, as following:

1. Mindset change

Before ELC, the locals were not frequently exposed with other cultures. They lived in homogenous culture with few economic activities. A comfortable zone arranged in the society provided less conflicts and consequently less thriving energy to create better economy and lifestyle. The exposure of other cultures made them thrive to be better and ready to go outside of comfortable zone. The locals initiate to take opportunities in establishing foundation of entrepreneurship in the community.

2. Cultural change

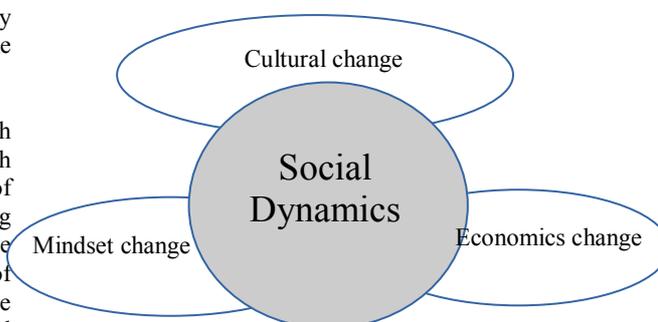
An exposure of various cultures from different ethnics brought by visitors creates a polarization of internal culture. It enriches the variety of foods, entertainments and fashions. The residents are exposed with several languages such as Javanese, Madurese, Indonesian and English and so forth. In fact, English still becomes target language that students thrive

to master. The community offers a simulated village to allow them learn English effectively.

3. Economics change

The growing number of visitors into ELC triggers more economic activities. The locals expand their creativity by opening convenient stores, restaurants, boarding house and laundry services. Every single opportunity to grow business activities is seized to achieve thriving community.

Figure 3



Social dynamics in English Learning Community, Pare Kediri, Indonesia

5. Community school partnership

English learning community in Pare attracts many visitors to spend certain periods of time in the English simulated village. The visitors are categorized into two: 1) personal, they attend the English courses without formal binding agreement between organization and organization, 2) organization, it usually represents school program that sign a contract with an English institution within certain period, which is usually called as community school partners.

The community school partners are known to offer some benefits to students. It helps students to improve their social skills, emotional skills, physical wellbeing and academic achievement. (Blank, Jacobson, & Melaville, 2012). Students engage positive environment where motivation and attitude are nurtured. In the English learning community where every student has positive environment and encouraged to learn English in a friendly way, their fear and anxiety will gradually fade away. (Blank, et.al, 2012)

Maduran 1 public high school in Madura develops community partner with English Learning Community (ELC) in a program “English Out School”. This mandatory program helps students to be more familiar with English language. The duration of program is one week or seven days and becomes routine program once a year. Arif (2017) investigated the effectiveness of this program to improve English proficiency,

the result shows students who attended the program have higher English proficiency. The nature of ELC in providing a friendly environment in which students are encouraged to speak English without any coercion and natural setting gives students more enthusiasm to get involved with learning activities.

6. Conclusion

The emergence of community and community development are always interesting ideas to discuss. It allows us to identify some potentials that community can grow in the future. The goals can be achieved only if we set determination on the improvement of community field. The identification of development process in the community helps to set relevant strategies for an accomplishment of shared goals. (Theodori, 2005). In this case, the interactional perspective is helpful to provide underlying basis for understanding community emergence and community development.

As community emerges and social interaction is developed and integrates a range of social interests, goals and actions, an identification of the existing social interaction in ELC becomes important. Wulandari (2015) analyzes five types of interaction that occur in the community: 1) social interaction between locals and institution owners, 2) social interaction between locals and visitors, 3) social interaction between local and boarding house owners and, 4) social interaction among all stakeholders.

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