

**The Effect of Formal, Non-formal, and Informal Language Learning Environment
towards English Skill Achievement on Students' Standardized Tests
(A Comparative Study of Acehnese Alumni's Perception of Kampung Inggris Pare)**

THESIS



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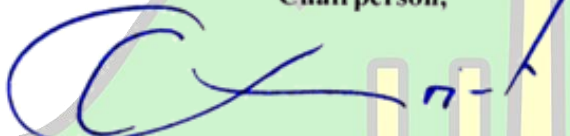
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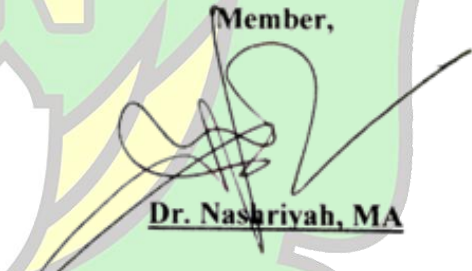
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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya akan menjadi sepenuhnya tanggung jawab saya.

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ABSTRACT

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This study examines the impact of formal, non-formal, and informal language learning environment towards English skill achievement on students' standardized tests. The variables used in this study are formal, non-formal and informal learning. This study applied purposive sampling which the population of this study were the alumni of Kampung Inggris Pare whose TOEFL and IELTS score. The sample were 16 respondents on High Intermediate level and 14 respondents on advance level of learning. I used questionnaire and in-depth interview as the primary technique of data collection. Thus, the instruments used are Google Form for questionnaire and interview guide. The findings of the analyses show that each learning environment give postive impact towards English skill achievement. But non-formal learning give the most influenced effect towards the alumni English skill achievement on standardized test. The benefits from the students experience in Kampung Inggris Pare as a non-formal learning are: (a) English skill improvement; (b) Good time management; (c) New relations; and (d) Practicing English skill.

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Peneliti,

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CONTENTS

LIST OF TITLE COVER PAGE	
SUPERVISOR APPROVAL	
EXAMINERS APPROVAL	
OF ORIGINALITY	
ABSTRACT	v
ACKNOWLEDGEMENT	vi
CONTENTS	vii
LIST OF FIGURES	ix
LIST OF TABLES	x
DECLARATION APPENDICES	xi
 CHAPTER I INTRODUCTION	
1.1 Background of Study	1
1.2 Research Question	7
1.3 Research Purposes.....	7
1.4 Significance of Study	7
1.5 Terminology.....	7
 CHAPTER II LITERATURE REVIEW	
2.1 Student's Perception.....	11
2.2.1 Factors Affecting Perception.....	12
2.2 Language Learning Environment.....	13
2.2.1 Formal Learning.....	17
2.2.2 Non-formal Learning.....	19
2.2.3 Informal Learning	21
2.3 English Skill Achievement.....	23
2.4 Student Standardized Test.....	26
2.4.1 TOEFL	27
2.4.2 IELTS	32
2.5 Previous Studies	35
 CHAPTER III RESEARCH METHODOLOGY	
3.1 Research Design.....	43
3.2 Research Instrument.....	44
3.3 Population and Sample.....	45
3.4 Technique of Data Collection	46
3.5 Data Analysis	49
3.5.1 Questionnaires.....	49
3.5.2 Interview.....	49

CHAPTER IV FINDINGS AND DISCUSSION

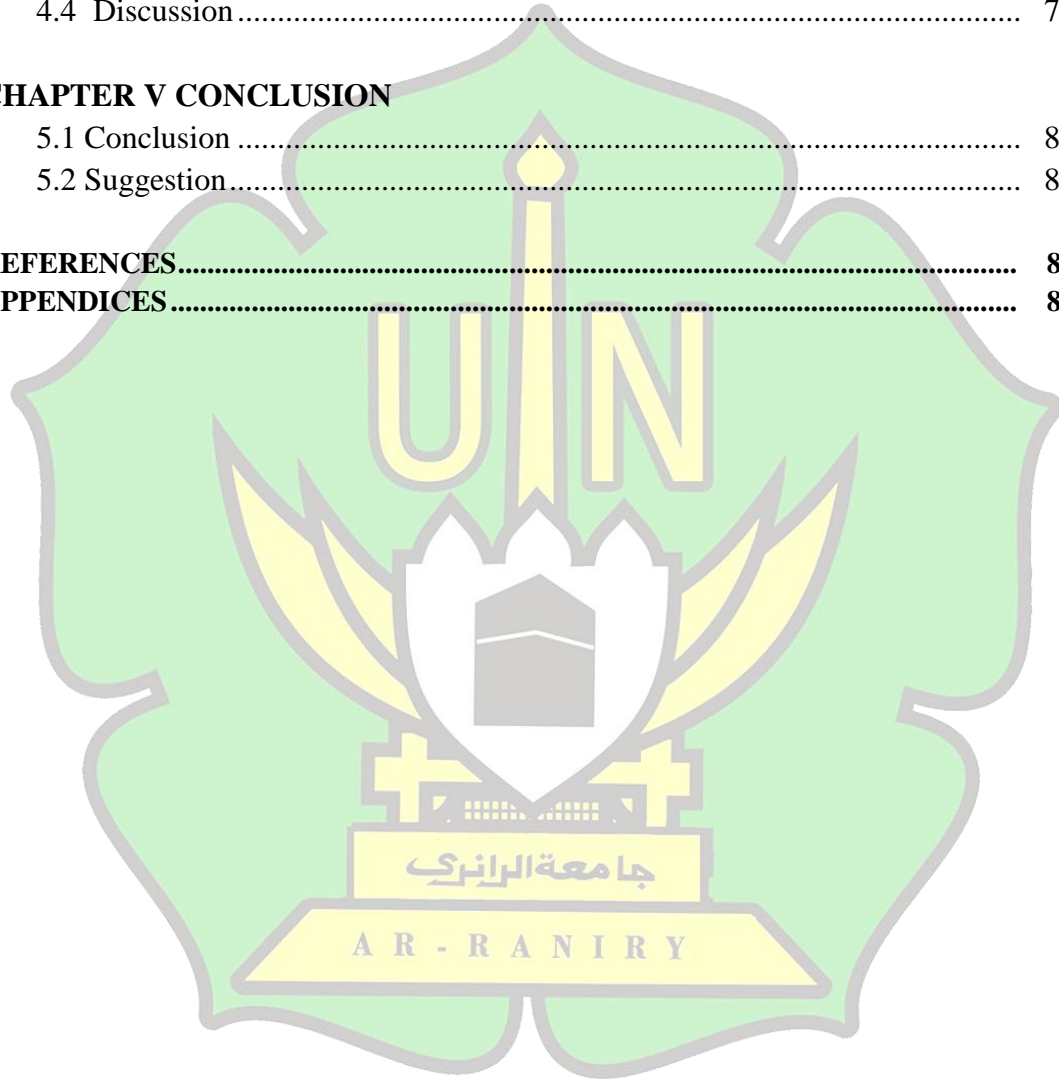
4.1 Data Analysis Procedure.....	51
4.2 Questionnaire Analysis	52
4.2.1 Formal Learning Environment.....	55
4.2.2 Non-Formal Learning Environment	58
4.2.3 Informal Learning Environment	62
4.3 Analysis of Interview.....	68
4.3.1 Ecological Approach.....	69
4.4 Discussion.....	75

CHAPTER V CONCLUSION

5.1 Conclusion	80
5.2 Suggestion.....	81

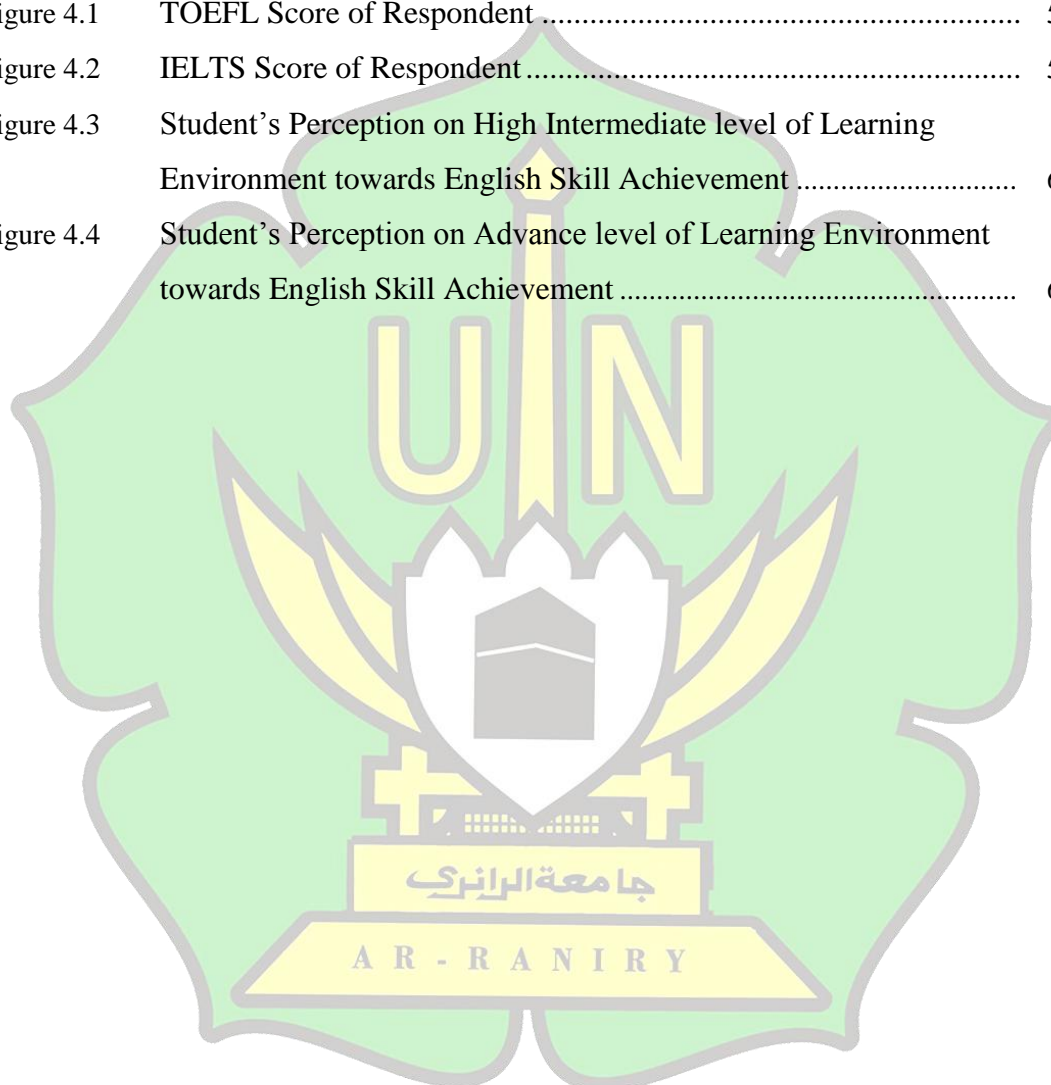
REFERENCES.....	82
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APPENDICES.....	86
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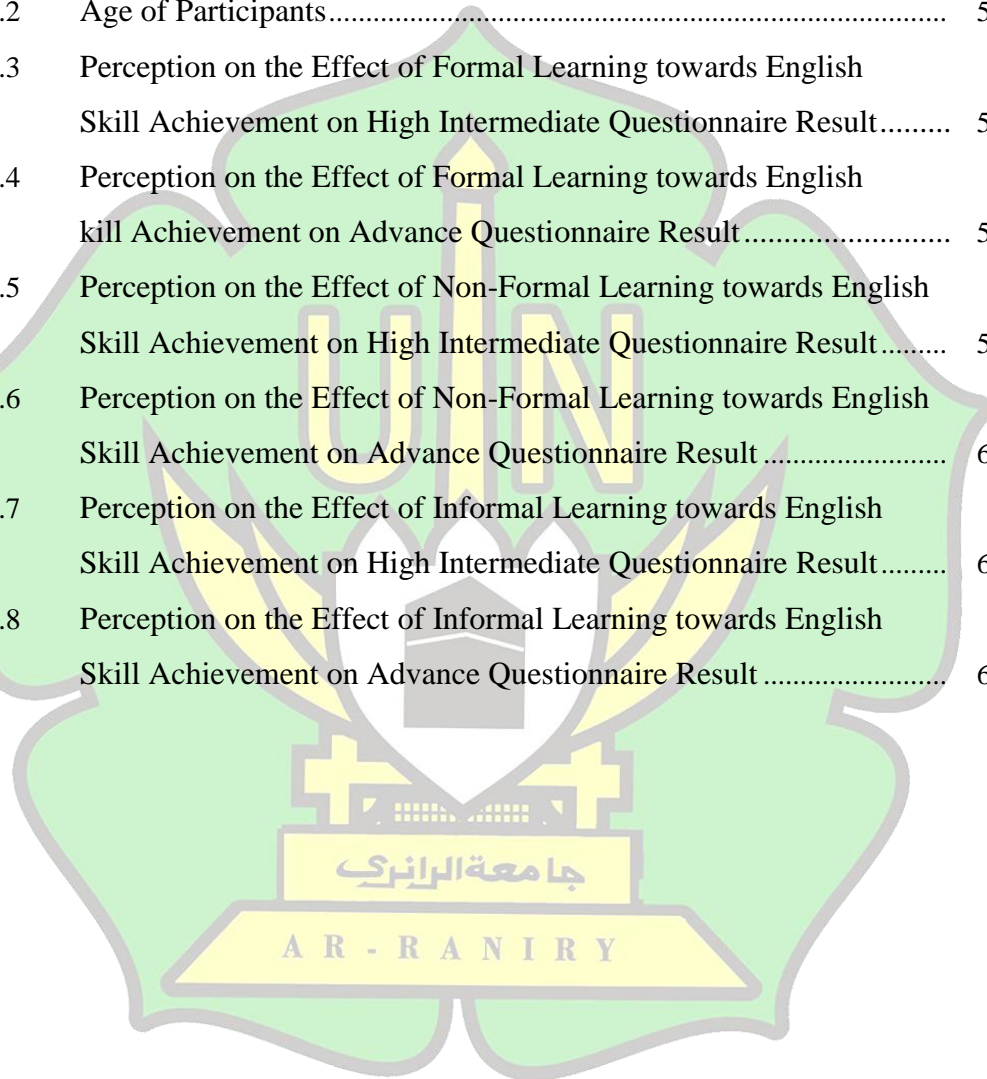
LIST OF FIGURES

Figure 2.1	The Role of Various Types of Learning in Achieving a University Degree	14
Figure 3.1	Research Instrument (Questionnaire)	47
Figure 3.2	Research Instrument (Interview)	48
Figure 4.1	TOEFL Score of Respondent	54
Figure 4.2	IELTS Score of Respondent	54
Figure 4.3	Student's Perception on High Intermediate level of Learning Environment towards English Skill Achievement	66
Figure 4.4	Student's Perception on Advance level of Learning Environment towards English Skill Achievement	66



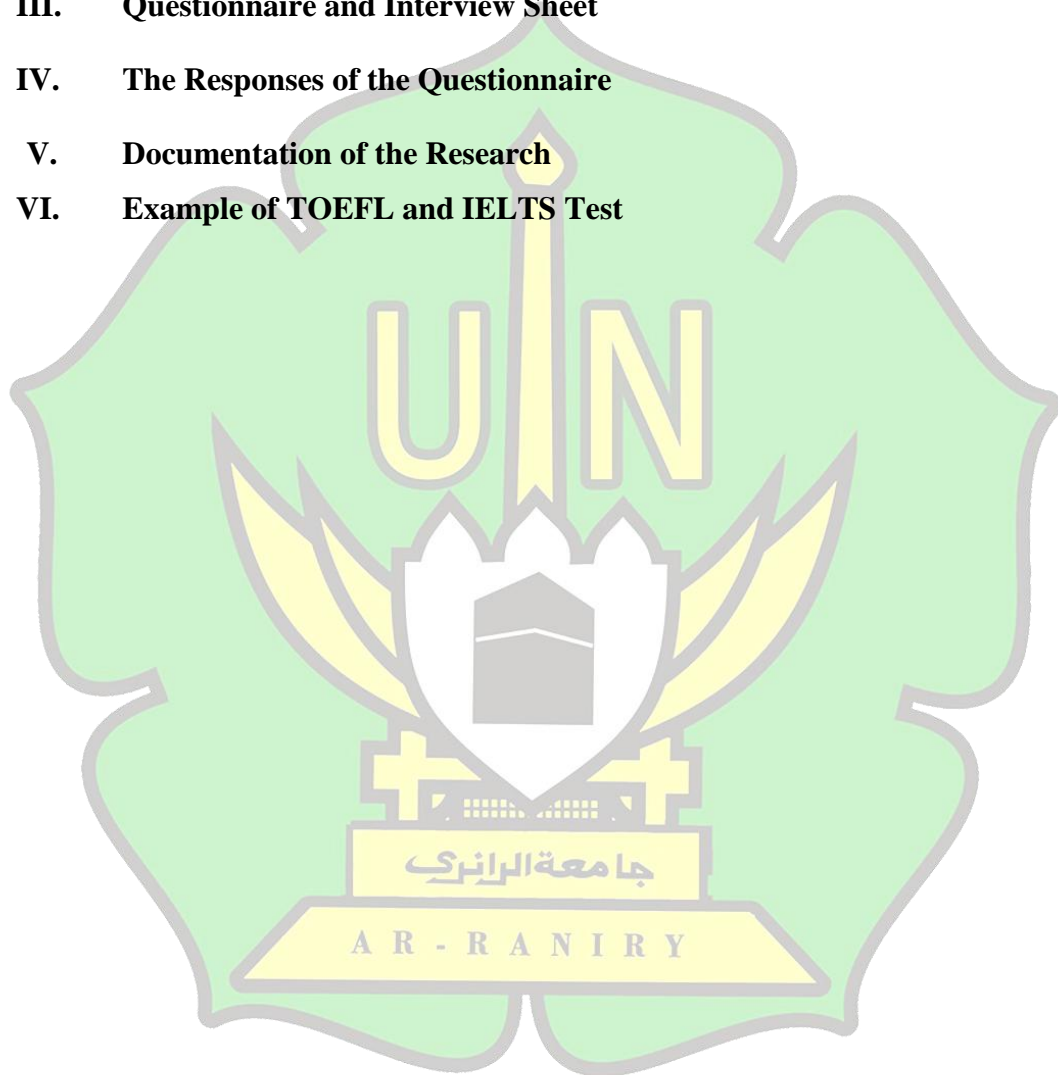
LIST OF TABLES

Table 2.1	Scoring of TOEFL Test IBT	31
Table 2.2	Comparison Scoring of TOEFL Test IBT and PBT	32
Table 2.3	Scoring of IELTS test	35
Table 4.1	Respondents Characteristics	52
Table 4.2	Age of Participants.....	53
Table 4.3	Perception on the Effect of Formal Learning towards English Skill Achievement on High Intermediate Questionnaire Result.....	55
Table 4.4	Perception on the Effect of Formal Learning towards English Skill Achievement on Advance Questionnaire Result.....	57
Table 4.5	Perception on the Effect of Non-Formal Learning towards English Skill Achievement on High Intermediate Questionnaire Result.....	59
Table 4.6	Perception on the Effect of Non-Formal Learning towards English Skill Achievement on Advance Questionnaire Result	60
Table 4.7	Perception on the Effect of Informal Learning towards English Skill Achievement on High Intermediate Questionnaire Result.....	62
Table 4.8	Perception on the Effect of Informal Learning towards English Skill Achievement on Advance Questionnaire Result	64



LIST OF APPENDICES

- I. Appointment Letter of Supervisor**
- II. Confirmation Letter of Conducting Research from Faculty of Education and Teacher Training, Ar-Raniry State Islamic University**
- III. Questionnaire and Interview Sheet**
- IV. The Responses of the Questionnaire**
- V. Documentation of the Research**
- VI. Example of TOEFL and IELTS Test**



CHAPTER I

INTRODUCTION

1.1 Background of Study

Language is a tool of communication used by a person to deliver information to other people. In order to communicate well, language need to be known and studied firstly. Language gives understanding towards others for what is going to be said. By the existence of the language, our daily life can go properly.

People have been started learning the language since they were in the womb. They were born as a baby to the world, becoming kids, adult and still continuing learn the language. While learning the first language, sometimes parents give some other inputs to stimulate their children. The inputs given by parents often related to behavior or morality, motivation, language, religion, and other things related to learning. Those inputs will help their children able to interact with other people outside home in the future, especially in academic side where children will enter the formal learning immediately after informal learning at home. This type of learning really influences language learner's development, because this is an authentic experience.

Parents are the most influential teachers for their children. Henderson and Mapp (2002) also provide evidence of the important role of parents in the academic success of their children. When parents take an active role in their children's education, homework completion rates improve (Balli, Wedman, & Demo, 1997), school behavior problems decrease (Hill et al., 2004; Sheldon & Epstein, 2002), students are more motivated to do well in school (Ratelle, Guay,

Larose, & Senecal, 2004) and miss less school (Epstein & Sheldon, 2002). The successfulness of parents in educating their children at home before entering the formal learning really influenced by the way they communicate to their children using language.

Family environment provides many chances for children to play and share experience through togetherness between parents and children. The engagement built will help children explore more in language learning process. Usually, parents teach language to their children through reading books, watching movies and television, showing pictures, listening to radio, making conversation and etc. Family gives it gradually depending on their children level of ability. Each process passed by children surely will give impact to their second language ability.

When children grow up and enter the school, the language that is received from books, teachers and other references must be more complicated than the second language they have got from family. It is because the subjects studied are more structured and organized as what ruled by the authorized organization. The materials taught in school have been arranged in a teaching planned called curriculum. The content of language learning taught are mostly the basic skills. But, actually, basic skills are important for students to understand English fundamentally before learning the advance materials. In order to measure students' understanding, they are assessed at regular intervals which is decided by the system as well. Finally, after one period, students will receive the reward from the formal institution for their achievement reported in form of report books.

At the higher level of education or university degree, students will learn English language as specific major. The expectation is that the students will understand and comprehend English language theoretically and practically, wider and more complex than the previous stages. “These outcomes may be used to help students achieve a job, perform a job, change jobs, or acquire a promotion. They can be used to help holders start or progress a business venture or enter further formal studies to acquire further qualifications” (Misko, 2008).

On the other hand, learning does not stop when a person leaves school. Learning can occur at anywhere and anytime through the lifetime. Sometimes, while studying in formal institution, students also find another non-formal language institution outside the school to help them increase knowledge that they have got from the formal institution. Non-formal language learning like private or non-courses offer a learning with flexible time. The students can choose their level of skill in the course and can adjust the materials to what they want to learn at that time. As well as formal learning, students will also receive a report of their study evaluation during a period of time. But, the form of the report is not always in form of books, it is more flexible and detail in each of skills in English. Once the students reach the aim of study in the courses, they will join the higher level with different ages. This is how non-formal language learning works, it doesn't consider the age, either kids or adults. The changing information happens bigger in non-formal learning. The coaches facilitate students to learn about global and updated topics. So students will have a wider insight of knowledge.

After all, the formal and non-formal language learning environment which studied about theoretical knowledge are not enough yet to complete

students skills and confidence if the knowledge is only inside the brain. There is another learning environment in students life, the informal learning. Madhu Singh of the UNESCO Institute for Lifelong Learning defines informal learning as “learning that occurs in daily life, in the family, in the workplace, in communities and through the interests and activities of individuals”.

Daily and working environment which are the informal language learning will bring great impact towards students’ second language ability. Sargent’s UK study estimated that one in six people were trying to learn something informally; at home, at work, or elsewhere (1991). Moreover, graduated students are much more interested to learn their second language abroad, merging themselves with the native people there. The language used by the native and foreign students there will influence the students’ skill of using language.

Related to these three types of language learning, there is a phenomenon seen by the writer that happens today which is contrasted with the regular forms of language learning that happen in the past. Especially in Aceh, traditionally, people assume that learning in formal institution is the most highly regarded place to learn. But, what currently happen in this decade, people give more value to the less formal context of learning. Learning the second language is really powerful connected to the environment where the process of learning takes place. Many Acehnese students who have graduated from colleges or university in Aceh, decide to continue their learning experience to non-formal English courses. The purpose is to enhance or increase their English skills.

Many professional working institutions and overseas universities use TOEFL and IELTS score as requirement to pass the initial test. In order to pass

the test, students should take IELTS or TOEFL class at the course for a period of time. By having the proper score, students who want to apply for job or continue study abroad will be assured on English competence test.

One of the most favorite places to learn is located in Kampung Inggris Pare. Kampung Inggris is the name of a village named Desa Tulungrejo and Palem which is the centre of English learning, located in Pare, Kediri, East Java. It is established in 1977 by a man named Kalend Osen. Kampung Inggris Pare is one of the place where English as second language is being learnt both in non-formal and informal settings. It is called as Kampung Inggris because there are lots of language courses built, mostly English courses. More than 150 courses scattered in two villages, Tulungrejo and Palem.

Students from many regions in Indonesia join there to study English more intensively. The participants who join there mostly are those who have low level of English ability or beginner learners and those who have higher level of English ability or intermediate and advance learners. The citizen like students from all levels, villagers, merchants, and etc. who live in this village are sometimes mix English and native language to communicate. Therefore, the learners who visit this village will merge with the citizen who live there and use English as the main language to communicate among other learners.

To investigate this phenomenon, the writer would like to see the different perception of Acehnese alumni of Kampung Inggris, Pare about the effect of learning in formal, non-formal, and informal language learning towards their English skill achievement. I choose the alumni from Kampung Inggris Pare because there is a place for English as Second Language students learn from non-

formal environment like courses and informal environment like friend zone, hangouts area, villages, where lots of people there are talking in English. They must have passed the formal learning first before going there in order to increase their ability in non-formal and informal learning.

The research is also refer to science named Ecology. Ecology is the study of predictable and unpredictable influences that have an impact on language learning (Van Lier, 2004). The ecological approach is appropriate to this study because it does not ignore the various influences of environmental elements on the learner's learning activity. An ecological perspective is a way of live and act in this world which will give impact to others and environment. Especially in learning, ecological perspective is how we conceive of teaching and learning. The characteristics of the ecological approach are: *relations, context, patterns and systems, emergence, quality, value, critical perspective, variability, diversity and activity* (van Lier 2004). In this research, the writer only takes 4 characters that show their perception on the impact of language learning, there are; relations, patterns and system, quality, and value. Those characteristic of ecology will be investigated from the experienced students from Kampung Inggris Pare.

In regard to previous description, the study should identify the perception of students under the title “The Effect of Formal, Non-formal, and Informal Language Learning Environment towards English Skill Achievement on Students’ Standardized Tests (A comparative study of Acehnese alumni’s Perception of Kampung Inggris Pare)”.

1.2 Research Questions

1. What are the student's perception on the effect of formal, non-formal and informal language learning environment toward their English skill achievement?
2. What are the benefits the students experience in Kampung Inggris Pare as their non-formal learning?

1.3 Research Purposes

1. To identify the student's perception about formal, non-formal and informal language learning effect toward English skill achievement.
2. To describe the benefits from the students experience in Kampung Inggris Pare as a non-formal learning.

1.4 Significance of Study

1. For teachers, the result of this study can be used to help the teacher know the best way of teaching language to students depends on what the institution is. So, the students can get the language knowledge properly.
2. For students, it used to help them choose the best way of study language for themselves.
3. For language learners, it can be useful as knowledge about what are the differences effect of these three ways of language learning.

1.5 Terminology

There are several terms used in this thesis in order to make the readers understand the terms more easily, the writer present the terms explanation as follow based on simple language.

1. Effect

In education research, the term “effect” usually refers to an estimate from a model, such as a regression (Mathew, 2011). According to Oxford Dictionary, effect is a cause (something) to happen or to bring about. In this research, the writer would like to see the effect of formal, non-formal, and informal learning towards English skill achievement.

a. Formal Learning

According to Eaten (2010), formal learning is a formal, organized, and structured type of language learning. Formal learning is always being arranged and held by an institution. In formal learning, there are also credits courses and some programs that required to be followed by the students there. The students here are directed to follow the learning objectives and reach the appropriate outcomes after finishing their study. According to Coombs and Ahmed (1974), formal learning is defined as something that takes place in an “institutionalized, chronologically graded and hierarchically structured educational system” (p. 8). Formal learning refers to learning in courses or programs leading to nationally and internationally recognised qualifications. The effect cause by formal learning is the result that the student will get after learning in formal learning place for period of time.

b. Non-formal Learning

Coombs and Ahmed defined non-formal education as: any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular

subgroups in the population, adults as well as children (Coombs & Ahmed, 1974, p. 8). Non formal language learning is not as tight as the formal language learning. The process of learning is loosely organized. The process of learning doesn't take place in a building like school or colleges. It is more like course, or private learning. There are no credits like in the formal institution. However, the objectives are exist but flexibly followed the students needs.

c. Informal Learning

Eaton (2010) stated in her research that informal learning is the most unstructured learning. The learning process happens in everywhere the learners are. It could be at home, at friend zone, and anywhere. It is a life learning which is thought that learning is through experience. There are no credits and objective. It happens spontaneously. Gerber et al. (2001) defined informal learning as a sum of activities that involve individuals' time outside the formal classroom with the teacher in front. (p.570). Informal learning refers to learning that is acquired through everyday work and life (Misko, 2008).

2. English Skill Achievement

a. English Skill

English skill are consists of four basic skills; reading, listening, speaking, writing; which are related to each other by two parameters: the mode of communication: oral or written and the direction of communication: receiving or producing the message.

b. Achievement

According to Oxford Dictionary, achievement is thing done successfully with effort, skill, or courage. In the term of this research, achievement is the educational outcome (e.g., test scores, end-of-course grades, graduation rate) of interest in evaluation.

3. Students standardized test

The framework goes to TOEFL (Test of English as Foreign Language) is a test of English language skill to measure someone's ability in standardization.. TOEFL test have several formats, there are internet-based test, paper-based test, computer-based test, ITP (Institutional Testing Program), and junior test. Which those test have different scoring system. Meanwhile, IELTS (International English Language Test System) assesses all of your English skills; reading, writing, listening and speaking, and is designed to reflect how will you use English at study, at work, and at play area, and in your new life abroad.

In IELTS test, the test taker will be assessed one by one in speaking to measure the communication skill. The conversation seems like happen in the real situation with a real person. This is the most effective and natural way of testing your English conversation skills.

CHAPTER II

LITERATURE REVIEW

2.1 Students' Perception

According to Lindsay and Norman (1977), perception is a process when someone interpret and organize sensation where there will be produced a meaningful experience of the world. In other words, a person is cope with a situation or stimuli. The person interprets the stimuli into something meaningful to him or her based on prior experience. Perception enables us to navigate the world and to make decisions about everything.

The perception process follows four stages: stimulation, selection, organization, and interpretation. A person's awareness and acceptance of the stimuli play an important role in the perception process. Receptiveness to the stimuli is highly selective and may be limited by a person's existing beliefs, attitude, motivation, and personality (Assael, 1995). When the stimuli has been choosen, then it get into brain and being processed. The output will come out as a reaction of the stimuli and become an interpretation in a way that makes sense using our existing information about the world. This interpretation called perception which happen thousands of time a day.

Paul J. Bohannon, and Stanley G. Harris in William T. Powers (2004) stated that our perceptions are the only reality we can know, and that the purpose of all our actions is to control the state of this perceived world. Perception involves the way one sees the world.

2.2.1 Factors Affecting Perception

According to Godwin Oghenechuko Unumeri (2009), the perceptual mechanism is basically affected by two factors, namely the internal and external.

1. Internal factors

a. Needs and Desires: In the words Rao and Narayana (1998, p. 341),

“People at different levels of needs and desires perceive the same thing differently.” Furthermore, the expectations, motivations and desires of people also shape their perception of other and situations around them.

b. Personality: Individual characteristic behaviour is another strong influence on what you perceive about that individual.

c. Experience: Combined with knowledge, experience has a perpetual impact on the perception of an individual. “Successful experiences enhance and boost the perception ability and lead to accuracy in perception of a person where as failure erodes self-confidence.”

2. External Factors

a. Size: Perceptual stimulus of larger sizes has higher chances of being perceived. This is due to the fact that the factor of size is commonly associated with dominance and others to standing out for selection.

b. Intensity: This factor has to do with promoting the chances of a stimuli being selected. For example, some of the strategies that foster intensity are underlining or bolding or italicising words in a written text. “The greater the intensity of a stimulus, the more likely it will be noticed.”

c. Frequency: Addresses the attention that seen from the steady repetition of a particular stimulus. That is, the art of repetition simply attracts our

alertness and boost our sensitivity to the message being sent across. The stimulus that is repeated with greater intensity is more likely to qualify for selection as it were.

- d. Status:** The status of a person being perceived use a lot of influences on a perception. Within an organization, highly placed officers expectedly influence employees than persons who occupy lower rings of the organizations hierarchy.
- e. Contrast:** Stimulus that share common features with the environment are less likely to quality for selection by the perceiver compared to those that contrast sharply with the environment.

2.2 Language Learning Environment

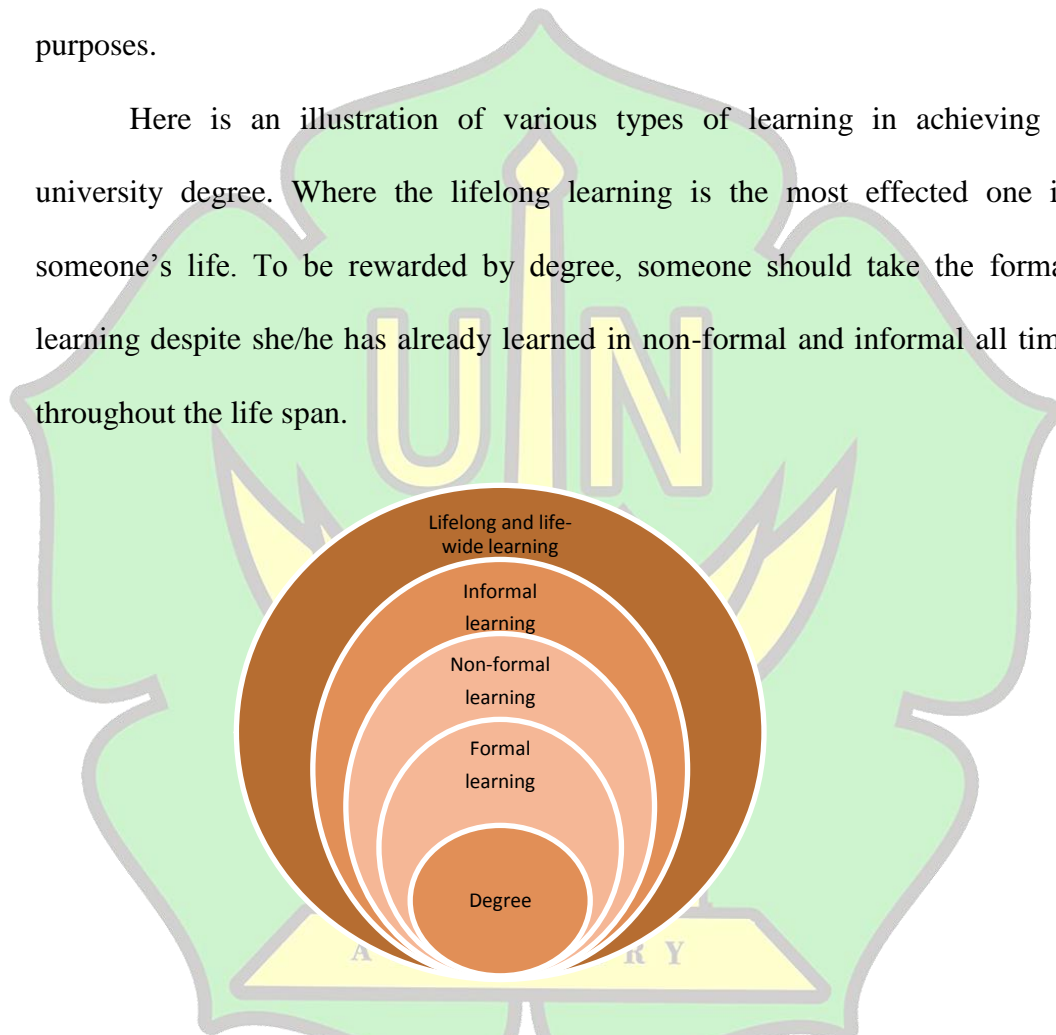
The world today is one increasingly based on knowledge. Experience and learning chances should be no longer bounded by time and space. People can utilise their social, virtual, individual, communal environments to learn in various manner. The learning concept appear as the lifelong learning where formal, non-formal, and informal learning emerge in someone's life as the opportunity to gain knowledge throughout the life span.

Billett (2010, 402), a prominent scholar on lifelong learning and adult education, further views learning as:

“A personal process directed by our capacities, interests, situations and supports [...], it occurs all the time as we engage in activities and interactions in our homes, with our families, with our friends and acquaintances, in our work, in our workplaces, in our community engagements, in the everyday tasks in which we engage, and when we are alone”.

There is a principle in education which is called RPL (Recognition of Prior Learning) is an educational principle to acknowledge and value all learning acquired during and throughout an individual's lifetime. So that learning from formal, non-formal and informal learning environments can be recognised, validated and accredited for various study-related or professional purposes.

Here is an illustration of various types of learning in achieving a university degree. Where the lifelong learning is the most effected one in someone's life. To be rewarded by degree, someone should take the formal learning despite she/he has already learned in non-formal and informal all time throughout the life span.



The role of various types of learning in achieving a university degree (adapted from Keurulainen 2008,15)

Figure 2.1

From this description, the learning environment, especially language, has been divided into three types with different process and results; formal, non-formal, and informal learning. Different process will produce diversity in perception and experience and contain different characteristics and goals.

The research also refers to science named Ecology. Ecology is the study of predictable and unpredictable influences that have an impact on language learning (Van Lier, 2004). The ecological approach is appropriate to this study because it does not ignore the various influences of environmental elements on the learner's learning activity. An ecological perspective is a way of live and act in this world which will give impact to others and environment. Especially in learning, ecological perspective is how we conceive of teaching and learning. An ecological approach aims to look at the learning process, the actions and activities of teachers and learners, the multilayered nature of interaction and language use, in all their complexity and as a network of interdependencies among all the elements in the setting, not only at the social level, but also at the physical and symbolic level.

The characteristics of the ecological approach are: *relations, context, patterns and systems, emergence, quality, value, critical perspective, variability, diversity and activity* (van Lier 2004). In this research, the writer only focus on 4 characters that show their perception on the impact of language learning, there are: relations, patterns and system, quality, and value. Those characteristic of ecology will be investigated from the experienced students from Kampung Inggris Pare. The explanation of these four characteristics according to Van Lier (2004) are:

a. Relationships

Ecology is the study of the relationships among elements in an environment, specifically the interactions among such elements. In human life, we can distinguish relationships at physical, social and symbolic levels.

These three levels happen in various ways and arrangements. For example, just saying, “look at that!” relates one person to another person through language (plus possibly a pointing gesture). In daily life relationships could happen in anytime and any level, physical, social, and symbolic. The aspects of physical is something can be touch or hold, such as trees, rocks; social aspects such as families, school, music team; and symbolic aspect such as ideas, histories, belief system, etc.

b. Quality

The definition of quality is complicated to be defined. It mostly depend on personal preferences, past experiences, future aspirations, practical possibilities, and etc. If we take an example of life. There is a different between standard of living and quality of life, eventhough there may be some relationship (Naess, 1989). When we improving the standard of living, we do different process of improving quality of life. In education, standard of education has been created. Then the question is how is the responsibility assessed? The successful implementation of quality of education practically can be measured by score in a standaridzed test. It means that the perceived successfulness of an educational system is based on the quality of the the average of standardized test score.

c. Pattern and System

Pattern and system here means that the formal, non-formal, and informal learning have their own rules in doing the learning process. Formal learning is being ruled by the curricula made by the governor. The pattern of learning is structuredly occur through the closed-system. Non-formal learning

also has the rules to run the learning process which created by the responsible institutions. The pattern and system different one another depend on the student's need. While the informal learning environment doesn't have any rule or pattern. It happens throughout the lifetime without any organized process.

d. Value

Every learning process has its value in influencing the learners. The value comes from many sides, either morality, belief, economic, politic, and so on. According to Hersh (2006) in Warschauer and Matuchniak (2010) p.179, a crucial question has been asked: do we measure the value or value what we measure? The answer is from the individual who already experience the learning environment. Then they can value the measure or the measure the value.

2.2.1 Formal Learning

According to Coombs and Ahmed (1974), formal learning is defined as something that takes place in an "institutionalized, chronologically graded and hierarchically structured educational system" (p. 8). In the context of this study is defined as a learning process which occur in a formal institution with structured programmes or courses, times, and settings. The programmes arranged in formal institution require the learner to follow the outline in admissions guideline. Formal learning is being controlled by the teacher, structured in attendance, having standardized curricula, and the highest point is resulting in certification (Levenberg and Caspi, 2010).

Teachers develop some decision series related to instructional steps that help them to control and recognize the problem efficiently (Rodriguez, 2009). The learning process and curriculum are planned sequentially and hierarcically which contain purposes, approach, and evaluation (Mak, 2004). In assessment part, the product is much more considered rather than process.

The formal institution in Indonesia provides education for Indonesian learners as high as possible as long as in the formal approach started from kindergarten, elementary school, junior high school, senior high school up to university. During the time in formal learning, the learners are taught the content based on the curricula. There is a program that teachers and students alike must observe, involving intermediate and final assessments in order to advance students to the next learning stage which is not necessarily made intentionally by the learners.

According to Colley, Hodkinson, and Malcom (2003), there are some features that commonly appear in formal learning:

1. Teachers authority/teacher control
2. Educational premises
3. Planned and structured
4. Summative assessment/accreditation
5. Externally determined objectives/outcomes
6. Measured outcomes
7. Proportional knowledge
8. Fixed and limited time-frame

According to Talinn (2017) Formal learning also gives positive impacts to life. Not only students but also the teacher can take the same information and knowledge from formal education. The contents in the learning process should properly designed, accurate, and up to date. If the learning always designed properly, the methods can be various to appeal to all learning preferences and conform to adult learning principles.

2.2.2 Non-Formal Learning

Coombs and Ahmed (1974) were the first to use the term ‘non-formal education’. They had a belief that school and settings in education can no longer be bounded with time and place or quantified by years of exposure, and should change the perspective that education is always occurs everywhere, everytime and with any process (Coombs & Ahmed, 1974, p. 8). Coombs and Ahmed defined non-formal education as: any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children (Coombs & Ahmed, 1974, p. 8).

Non-formal learning refers to learning in structured programs for developing skills and knowledge required by workplaces, communities and individuals needs. These do not lead to nationally or internationally accredited formal qualifications (Misko, 2008, p.10). Non-formal learning occurs in a planned but highly adaptable manner in institutions, organizations, and situations out of the area of formal or informal

education. The content is almost the same with formal education, but the motivation for learning may be wholly intrinsic to the learner.

Non formal language learning is not as tight as the formal language learning. The process of learning is loosely organized. It doesn't take place in a building like school or colleges but more like course, or private learning. There are no credits like in the formal institution. However, the objectives are exist but flexibly follow the students needs. Examples of nonformal learning include coaching conferences, seminars, workshops and clinics (short course). In this type of lifelong learning, the individual has some responsibility in the decision-making process. Learners make decisions on what is to be learned, but seek help on the how or means of the learning activity from teacher.

In the context of this study, Kampung Inggris Pare is taken as the example of non-formal learning. Kampung Inggris provide many English courses for learners who want to enhance their English ability for a period of time. In this study, the effect of non-formal learning towards English skill achievement will be compared to formal and informal learning.

Some characteristics of non formal learning have been adopted from Policy-related definitions of formal, non-formal and informal learning (European Commission 2001, 32–33; UNESCO 2012, 8), there are:

1. Not provided by an institution; instead learning takes place through planned activities (e.g. workplace training, structured online learning, civil society organisations
2. Can be structured but more flexible learning

3. Intentional from the learner's perspective
4. Not usually certificated (but can lead to a qualification, certificate or diploma through RPL)
5. There are trainers, coaches, mentors

2.2.3 Informal Learning

Learning occurs in a wide variety of contexts (Brookfield, 1986) the majority of which occur in an informal setting (Merriam and Cafarella, 1999) beyond dedicated formal learning institutions (Smith, 1999). Eaton (2010) stated in her research that informal learning is the most unstructured learning. The learning process happens in everywhere the learners are. It could be at home, at working area, at friend zone, and anywhere. It is a life learning which is thought that learning is through experience. There are no credits and objective, it happens spontaneously.

Gerber et al. (2001) defined informal learning as a sum of activities that involve individuals' time outside the formal classroom with the teacher in front (p.570). Informal learning refers to learning that is acquired through everyday work and life (Misko, 2008). According to Eraut (2000), Informal learning is learning resulting from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and typically does not lead to certification. Informal learning may be intentional but in most cases it is non-intentional (or incidental/ random).

A selected sample of doctoral dissertations in which the term self-directed appears in the title serves as examples. Brown (1966), Johnson (1973), Reel (1973), and Schleider (1977) investigated the effects of giving elementary and secondary school students responsibility for achieving established learning objectives. In all cases, researchers found that achievement level equaled or exceeded levels realized or expected of students taught in a conventional manner. Himmel (1970) reviewed thirty studies dealing with teaching undergraduate psychology courses that "retained the essence of the course while allowing students more freedom and responsibility for content and time structuring." Using achievement as the criterion, he found the approach to be of no disadvantage and that the informal approach was perceived as most favorable in one-third of the studies, while no preference was expressed for the lecture method.

More persuasive reasons for installing the informal approach are instructor preference, learner preference, and the larger philosophical belief that the individual develops beneficial competencies through the exercise of autonomy and freedom. This latter belief, while not demonstrated conclusively, is widely held and is the most frequent justification for using the informal instructional approach; that is, an approach that places responsibility of deciding the means on the learner.

According to Colley, Hodkinson, and Malcolm (2007), there are several characteristics in informal learning:

1. No teacher involved/learner control
2. Non-educational premises

3. Organic and evolving
4. No assessment
5. Internally determined objectives
6. Outcomes imprecise/immeasurable
7. Practical and process knowledge
8. Open-ended engagement

2.3 English Skill Achievement

English skill are consists of four basic skills; reading, listening, speaking, writing; which are related to each other by two parameters: the mode of communication: oral or written and the direction of communication: receiving or producing the message. The English skill achievement targeted by students are listening, speaking, writing, and reading, which are tested in TOEFL and IELTS. Those skill are the four elements that always being learned in lifetime, either under curriculum or free learning.

The listening terms has been developed to many ways of learning in cities. People can use medias to operate the materials such as DVDs, videos, movies, smartphone, and other medias in classroom or other places. According to Sheath Rixon (1986), the aim of teaching listening is to help the English learners cope with listening in the real life. The learners will listen various types of sound when they emerge in society.

Besides listening, students also doing writing and speaking. In order to write and speak in English, students have to learn grammar first. Grammar instruction is very important. Its main puprose is to create a skilled students to carry out their communication purposes whether verbally or written.

According to Chin (2000), grammar is primary knowledge of someone and it enables them to write easily. For teachers, the best way of teaching grammar is to determine whether the students know about grammar and how to use it as a knowledge. Stathis & Gotsch (2013) elaborated that in learning grammar, it needs students and teacher support to bring a well learning class that cover the whole class instruction, small group instruction, collaboration in pairs, and independent work. In grammar, there also should be revised and edited integratedly by teacher. Moreover, the grammar lessons really influence students in doing writing.

Writing is a complex skill. Writing is challenging and difficult skill which includes thesis statement, supporting details reviewing, and editing as stated by Alsamadani (2010). It has been found that writing is one of the most difficult language skills to master (Kurk & Atay, 2007). Furthermore, writing is a very essential skill as a tool of communication. In writing someone can describe, express, and also learn by writing. In a very competitive world, the ability of writing in English is necessary either in educational side, social, or employment side.

In another case, writing will benefit the student to connect to the world around them. As a student in English as Foreign Language context, students need to be able to write from the very simple paragraph to the complex one. From very simple essays to the professional articles. They have to write in manner with facts and opinions that can be developed through words. "If students' writing skill is developed, it will allow the students to

graduate with a skill that will benefit for life” (Albert-Morgan, Hessler, & Konrad, 2007).

In mastering language, students also required to read a lot, to comprehend others writing. “Reading is a basic and complementary skill in language learning.” (Chastain, 1988:216). Second language learners need to read and to read greater and greater quantities of authentic materials for communication. Pang et al (2003:3) states reading is about understanding written texts. It is a complex process of perceived and thinking. In reading, students do words recognition and comprehension. In word recognition, someone spoken language that is symbolized in written will be perceived while comprehension is the process of making sense of words, sentences and connected text.

Reading should be made as a habbital activity. By reading, someone will receive many new words and phrases that will appear in everyday conversation. The more the students read, the more knowledge about global issues will they have, which is become a new topics in later conversations.

To transfer knowledge and information is by speaking. According to Brown (in Islamiyah, 2007, p.14), speaking is a skill that easily to be observed. It is because speaking is a direct skill that constructed by linguistic, lexical choices, structures, and discourse. People able to talk means that they can transfer message to other people in order to communicate about something and the message can be understood by the one who listen (Poerdaminta in Islamiyah, 2007, p. 14). The essential of speaking is the speaker able to pronouncing the word to express the idea, feeling opinion, or

the message (Tarigan, 1990, p.15). Brown and Yule in Fauzi (2012, p.4) stated that speaking has two primary functions in real life. These function is called transactional function and interactional function. The transactional one iof speaking is to transfer information and the interactional one is to maintain the social relationship. For student, speaking skill will help them easy to deliver a message in English either in classroom or outside the calssroom. For worker, it might help increase the quality of the public speaking for some position. To able communicate effectively, the sound utterance, pronunciation, and physical movement are the considered while speaking. On the other hand, Valetto in Fauzi (2012, p. 7) says that “The elements which are in speaking cover phonetic transcription, grammar, vocabulary, the effective and speaking”.

Based on the statement above, it can be concluded that the aspects of the speaking skill in this research are: (a) pronunciation competence, (b) grammatical ability, (c) the fluently of speaking, and (e) the understanding of the topic of speaking.

2.4 Student Standardized Test

At the present time, English language is very important to be mastered because it is required in almost every activities in our real life, such as school, work, and daily environment. These condition cannot be avoided, because to be professional, someone should be able to adjust in many different conditions. Therefore, standardized test is benefit to make sure that someone’s English skill is eligible in standarization for specific institution.

In the context of this research, the writer took TOEFL and IELTS test score as the standarization of English Skill in general. Basically, TOEFL and IELTS have the same purpose in result. Both are the test to measure English learner's ability either for educational purposes or for other specific purposes. TOEFL and IELTS also have the same tested skill, listening, speaking, reading, writing, and structure.

2.4.1 TOEFL

The Test of English as a Foreign Language (TOEFL) is one of the commonly accepted standardized tests that measures the ability of non-native English speakers to use and understand the English language as it is heard, spoken, read and written in the university classroom. The framework goes to TOEFL is a test of English as Second Language to measure someone's ability in English proficiency consisted of listening, reading, speaking, grammar, and writing.

Many agencies, especially in Western Countries, required TOEFL score before considering as qualified, such as higher education, workplaces, and developed society. TOEFL assesses skills which are used in college-level language learning. Therefore, to reach the required score, someones need to learn some skills related to listening, reading, speaking, writing and grammar in TOEFL test by following either formal, non-formal, or informal language learning class.

According to Manhattanreview.com, the TOEFL was first developed by the National Council on the Testing of English as a Foreign Language group of educators and government official which was formed

in 1962 for the purpose of creating an English-language assessment for international students who wished to study at universities in the United States. The council efforts were funded by grants from the Ford and Danforth Foundations. The TOEFL was first offered to student in 1964 which was initially administered by the Modern Language Association (MLA) as an organization established in 1883. The very first TOEFL evaluated reading comprehension, vocabulary, listening comprehension, English structure, and grammar, entirely with multiple choice question.

The development of TOEFL revision made TOEFL become much more better in 1980 and 1986 which Test of Spoken English (TSE) and Test of Written English (TWE) were added to TOEFL. It also began to computerized version in 1998, or well-known as CBT (Computer-Based Test) which have more significant implications for the future of the examination.

In 2005, the TOEFL iBT was created to evaluate the ability to communicate in university settings, both in terms of coursework and day-to-day situations commonly faced by students. Since the speaking session cannot be tested by paper, the TOEFL iBT is now taken by over 97% of international students who opt for the TOEFL to make the result more significant.

After all, The TOEFL PBT still be accepted by some selected locations where internet testing is impractical. The TOEFL test now have several formats, there are internet-based test, paper-based test, computer-based test, ITP (Institutional Testing Program), and junior test. Which

those tests have different scoring system. The TOEFL test consists of five test section; reading, listening, speaking, writing, grammar). The example of TOEFL test is shown in appendix 2.

The paper-based TOEFL (PBT) is being phased out and is only offered in countries where internet testing is unavailable. The administration of the iBT begins with a 60-80 minute reading section, followed by a 60-90 minute listening section. Test-takers are then offered a 10-minute break. The TOEFL iBT concludes with a 20-minute speaking section and a 50-minute writing section. Total testing time can range from three hours and 20 minutes to four hours and 10 minutes (the exact timing is determined by the number of passages in the reading section and by the number of experimental questions, which are unscored). Students taking the iBT receive a total score of 0-120, which consists of the four sectional scores, each of which is reported from 0 to 30.

In the listening section, TOEFL test consists of 34-51 questions and the duration last between 60-90 minutes. In this section, the test taker will listen to lectures, conversations, and classroom discussions, and then answer questions about them. The questions will be about academic lectures and longer conversations in which the speech sounds very natural. The test taker might hear a variety of English accents to reflect various English-speaking countries, but the pronunciation will always be clear. The test taker can take notes on any audio material throughout the entire test, including the listening section.

There are six tasks in speaking section of the TOEFL and lasts for 20 minutes. In this section, the test taker will be asked to elaborate an opinion on a familiar topic and to speak based on reading and listening tasks. The first two questions in the speaking section are referred to as “independent speaking tasks”. These require the test taker to draw entirely on their own ideas, opinions, and experiences when they respond. There is no right or wrong answer; rather their response will be evaluated for their comprehension of the question and the cohesion and articulation of your response. The last four questions in the speaking section are referred to as “integrated speaking tasks”. These questions require the test taker to integrate their English-language skills—listening and speaking, or listening, reading, and speaking—just as they would in or out of a classroom. The prompts may ask them to summarize a conversation that they’ve just listened to, or to compare the points made in a text to points made in a sample lecture that they listen to.

The writing section of the TOEFL includes two tasks that they’ll have 50 minutes to complete. In this section, the test taker will write essay responses based on reading and listening tasks, and support an opinion in writing.

The first task is the integrated writing task. For this question, they’ll have 20 minutes to read a short passage and listen to a short lecture. They’ll then write a response to what they read and listened to. The second task is the independent writing task. For this question, they’ll have 30 minutes to write an essay in response to an assigned writing topic.

The TOEFL reading section consists of 36-56 questions and lasts between 60-80 minutes. In this section, the test taker will read 3 or 4 passages from academic texts and answer questions about what they've read. The materials are adopted from university-level textbook.

The multiple-choice portions of their TOEFL are scored by a computer that scans their answer sheet for correct answers. The speaking and writing sections are sent to ETS and assessed by certified scorers using the official scoring rubrics. In order to receive an official TOEFL score, they must answer at least one question each in the Reading and Listening sections, as well as write at least one essay, and complete at least one Speaking task. Here is the scoring system of TOEFL iBT and PBT based on Manhattanreview.com:

Table 2.1
Scoring of TOEFL Test IBT

Skill	Score Range	Level*
Reading	0–30	Low (0–14) Intermediate (15–21) High (22–30)
Listening	0–30	Low (0–14) Intermediate (15–21) High (22–30)
Speaking	0–30	Weak (0–9) Limited (10–17) Fair (18–25) Good (26–30)
Writing	0–30	Limited (1–16) Fair (17–23) Good (24–30)
Total Score	0–120	

Table 2.2
Comparison Scoring of TOEFL Test IBT and PBT

TOEFL IBT Score	TOEFL PBT Score
118-120	≥ 645
115-117	626 - 644
110-114	610 - 625
102-109	581 - 609
94-101	560 - 580
79-93	546 - 559
60-78	530 - 545
42-59	516 - 529
35-41	490 - 515
32-34	450 - 489
0-31	400 - 449

2.4.2 IELTS

According to Manhattanreview.com, the International English Language Testing System was developed during the 1980s and first administered to students in 1989. The creators and administrators were the British Council, Cambridge English Language Assessment, and the International Development Program of Australian Universities and Colleges. It has been a widely accepted test since it was first offered in 1980, and the annual number of test-takers now exceeds 2.4 million. Over half of these people take the IELTS to begin university study in an English-speaking country, but the exam is also used to qualify for immigration visas (primarily in the United Kingdom, Canada, Australia, and New Zealand).

The International English Language Testing System, or IELTS, is made to evaluate the English language proficiency of native speakers of other languages. Expected university students who are not from English-speaking

countries who have completed a big part of their prior education in another language will have to demonstrate the requirement language skills, and the IELTS is one of the most common means of doing so. Passing IELTS expected scores can be varied on degree programme according to the individual institutions,

The IELTS and TOEFL have different acceptable countries. IELTS commonly accept in United Kingdom. While United States, considered TOEFL as their standardized assessment. It can be concluded that, IELTS is widely but not universally accepted by universities in the major English-speaking countries. According to IELTS, their exam is accepted at 3,000 post secondary institutions in the United States, but this figure excludes a large segment of the country's nearly 5,000 colleges and universities. IELTS score requirements at selective universities tend to be in the 6-7 range, such as the University of Chicago (7.0), Cambridge (6.5), McGill (6.5), and Monash (6.0), although scores may vary by degree program and level.

The IELTS academic and general training tests (often referred to as "modules") consist of four sections that evaluate listening, reading, speaking, and writing in English. The speaking and listening modules were general, and there was only one version of these two sections. The reading and writing sections were intended to test these skills in academic disciplines that were as close as possible to a given student's intended course of study, and there were three available versions of these modules (science and technology, life science, and social science).

The listening and speaking sections are identical on both tests. The listening section is 40 questions in 30 minutes, while the speaking section is an

11-14-minute interview with a trained IELTS examiner. The academic reading module includes 40 questions on three different texts, which students are given one hour to complete. Academic writing, also one hour, presents two separate writing tasks (a description of visually presented information and a "discursive essay"). The general training reading section differs from the academic test in terms of length (40 minutes) and reading topics (which are more general). The general training writing section, like the academic writing assessment, lasts for one hour, but the first writing task is a letter about a given situation rather than a description.

Test-takers receive IELTS "band" scores for each section, which range from 0 to 9 in half-point increments (with 9 being the highest possible score). The IELTS total score is the average of all four section scores, rounded to the nearest half-point. Score classifications are given for each score level of a full point. Students who receive top scores of 9 are considered "expert" users, while scores of 8 and 7 are designated "very good" and "good" respectively. A score of 6 is regarded as "competent," and a score of 5 is "moderate." The lower score classifications are "limited" (4), "extremely limited" (3), "intermittent" (2), and "non-user" (1). Only students who do not attempt the test at all receive the lowest possible score of 0. Here is the brief information shown in table 2.3:

Table 2.3
Scoring of IELTS test

IELTS Score	IELTS Description
9	Expert User
8.5	Very Good User
8	
7.5	Good User
7	
6.5	Competent User
6	
5.5	Modest User
5	
4.5	Limited User
0-4	Extremely Limited/Intermittent/Non User

2.5 Previous Studies

There are some previous studies about formal, non formal and informal learning in different contexts which have been conducted by some researchers.

A study conducted in University of Missouri-Kansas City, two researchers named Donald W. Mocker and George E. Spear (1982) conducted a qualitative research method in order to clarify the concept of lifelong learning. This research has three objectives: first, to provide a model that will help to clarify the concept of lifelong learning; second, to identify and define the major elements of that concept; and third, using the established model, to take an in-depth look at the research of one type of lifelong learning, namely self-directed learning.

The first step in a theory-building process is defining the major elements of a phenomenon and then defining the relationship between and among those elements. In this study, there were 3 summaries of other studies

about lifelong learning. The result of this study was the researcher revealed that self-directed learners need help from the adult educators. They need a consultant, referral and resources, producers of learning materials. The model constructed is lifelong learning should be controlled by the adult, which aimed to make the decisions about the goals and means of learning. The final result of the researches are; a two-by-two matrix of learners and institutions, represents four types of learning, as follow: Formal learners have little control over the objectives and means of learning; Nonformal learners control the objectives but not the means of learning; Informal learners control the means but not the objectives of learning; Self-Directed learners control both the objectives and the means of learning.

Another study conducted by Brian D. Bersh in Delaware on 2011 analyzes the phenomenon of student perceptions of informal learning experiences in instrumental music ensembles. The purpose of this research was to understand the perspectives of adolescent music students as they engaged in informal music learning experiences within the context of their school music ensembles. Specifically, the research examined to what extent participation in informal learning contexts impact student practice, musical achievement, the quality of students' experiences in their school music ensemble, and students' self-perceptions. Data included participant journal entries, video and audio taped rehearsals, semi-structured interviews with students and teachers, field notes, and pre- and post-project questionnaires. The population of this study was delimited to music teachers and students in two public schools. The research was conducted during the 2010-2011

academic year. The researcher found that students who were actively engaged within informal learning contexts developed new strategies for music learning, and students perceived that they gained greater confidence in their ability to learn independently, recognized benefits from collaborations with peers, were more thorough in their practice and became more productive in their school ensembles. The researcher recommends that teachers situate learning contexts in ways that encourage student ownership over aspects of their learning, develop students' communication skills, and enhance students' awareness of the skills that they possess.

Satu Tuomainen (2015) investigated the non-formal and informal learning environments Finnish students of Business and Economics at the University of Eastern Finland (UEF) utilise to acquire skills in academic and field-specific English outside the formal classroom learning and how they perceive non-formal and informal learning in the development of their ESP proficiency. The study explored how the students perceived RPL (Recognition of Prior Learning) in general and, in connection with the ESP exemption examination system currently in use at the UEF Language Centre, the practical arrangements, information and guidance and the examinations as the RPL method for non-formal and informal learning of ESP.

Recognition of prior learning (RPL) is an educational principle to acknowledge and value all learning acquired during and throughout an individual's lifetime so that learning from formal, non-formal and informal learning environments can be recognised, validated and accredited for various study-related or professional purposes.

Data were collected with a mixed methods research design [QUAN + QUAL → quan] with purposeful non-random sampling during a two-year period using a quantitative questionnaire for RPL participants of Business and Economics (N=21) on four ESP exemption examination days and subsequent qualitative individual interviews with a phenomenographic approach with students who consented to the interview (N=13). After this data collection phase, a quantitative electronic survey was administered to other students of Business and Economics at UEF who had not participated in the ESP exemption examinations (N=105) to obtain a comparable view on RPL, RPL information and guidance and perceptions of the ESP exemption examinations as the RPL method.

The result of this study shows that Finnish university students of Business and Economics perceive non-formal and informal learning of ESP primarily as learning through reading academic and field-specific texts in English, through work, various everyday situations and through their general English proficiency. The RPL process for ESP at the UEF Language Centre was seen as a valid and appreciated process to recognise relevant learning while including a strong time-saving aspect, an element also visible in the RPL non-participant data. From the results it can be inferred that most students of Business and Economics at UEF found the ESP exemption examination system and process useful, practical and the preferred method of demonstrating their prior learning of ESP.

Heather L. Ainsworth and Sarah E. Eaton (2010) reported in their research about the links between formal, non-formal, and informal learning

and the differences between them. In particular, the report aims to link these notions of learning to the field of sciences and engineering in Canada and the United States. The Researcher used qualitative research method by doing case study through observation from related learning experiences, scientific literacy from many related sources, and interview the expert. The results said that no longer formal education is the only way. The movement of learning ways emerge the three types of learning to motivate and encourage each learner to find their own level of competencies.

Based on the informal language learning theory, language learning can occur outside the classroom setting unconsciously and incidentally through interaction with the native speakers or exposure to authentic language input through technology. However, an EFL context lacks the social interaction which naturally occurs in an ESL context. To explore which source of language input would have a greater impact, this study investigated the effect of exposure on speaking proficiency. Two types of exposure were provided: audiovisual mass media as a source of language input in an EFL context and social interaction as a source of language input in an ESL context. A sample speaking test was administered to one hundred language learners in an EFL context (Iran) and another one hundred language learners in an ESL context (Malaysia). Then, thirty participants from each context who scored one standard deviation above and below the mean were selected as homogenous language learners. During the experiment, EFL participants had exposure to audiovisual mass media while the ESL participants were exposed to social interaction as a source of language input. At the end, both

groups took another sample speaking test. The post-test showed that the EFL group performed better which was indicative of the fact that exposure to technology promotes speaking proficiency.

One of the problems that EFL learners confront in the EFL context such as Iran is how to improve their language proficiency. Limited access to a real context has forced teachers in Iran to rely on textbooks and other classroom materials in teaching the language. Consequently, for EFL learners to acquire a satisfying speaking proficiency, they themselves have to make great effort especially outside of the classroom. The instructors too have to help and guide the learners to choose authentic and appropriate materials. Technology is the only means to update oneself compared to traditional ways such as books. For the ESL context, the environment around is the source of language input. Learners get to communicate in the target outside of the classroom. Which source has a greater impact on the speaking proficiency of the learners? This research intended to investigate this. The participants of this study were initially one hundred language learners including both males and females from Iran as an EFL context and one hundred language learners including both males and females from Malaysia as an ESL context. Out of the initial participant from each context 30 participants were selected as intermediate language learners based on a speaking proficiency pre-test. Three instruments were utilized to carry out the present research. The first instrument consists of two sample IELTS speaking proficiency tests which were used as a pre-test and post-test. Prior to the study, the two sample

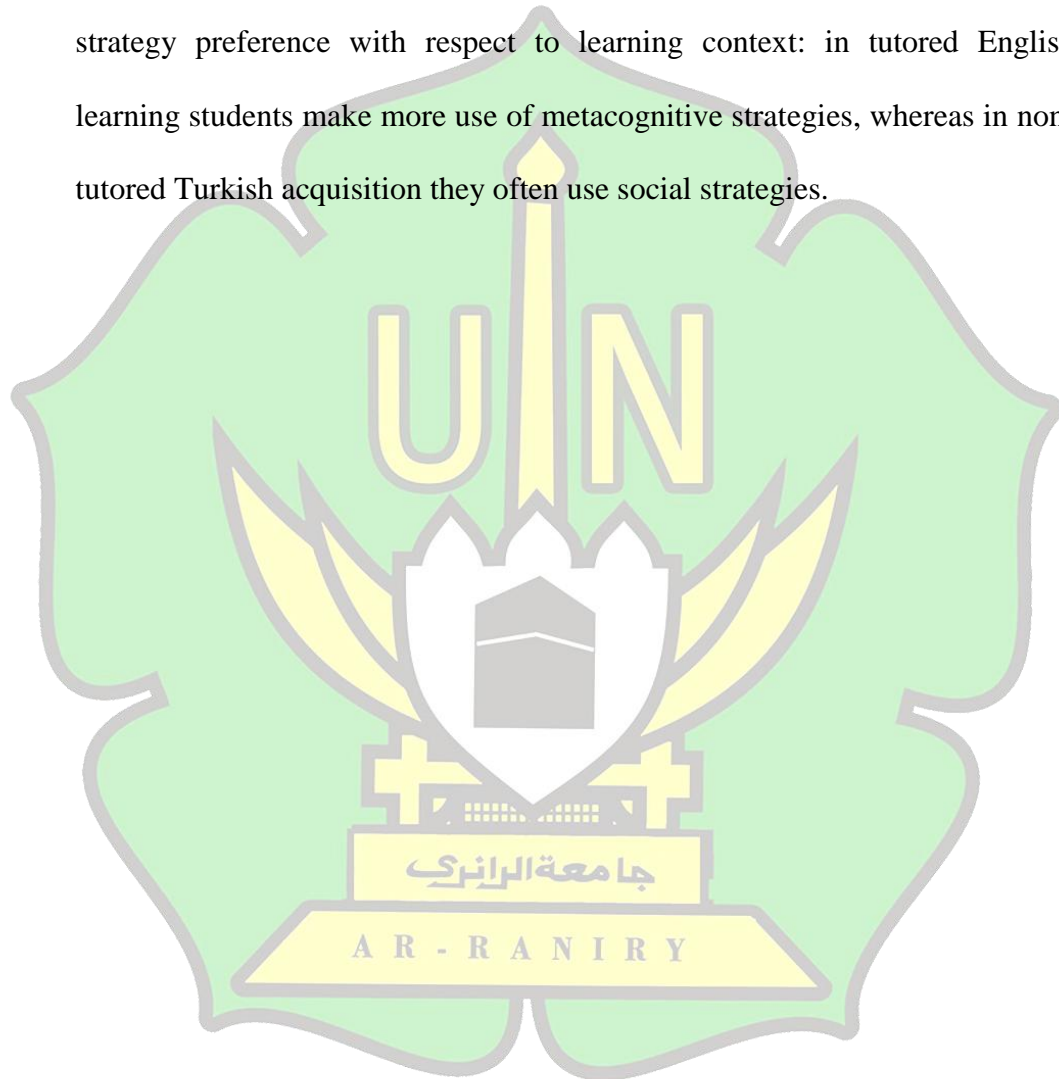
IELTS language proficiency tests were verified to be parallel and reliable to increase the internal validity of the data.

In relation to scores obtained from the pre-post tests by the participants in the first group (ESL context), there was a minor increase in the mean score in the post-test. In other words, the ESL participants could improve their speaking proficiency through exposure to social interaction in an informal setting but the results did not translate into a significant improvement.

The results showed that language learners can improve their speaking proficiency to a significant extent through exposure to audiovisual mass media technologies in informal setting. In contrast, for the sake of comprehension and communication, social interaction in English may hinder the development of language learners. Accordingly, for the language practitioners in EFL/ESL contexts, recognizing the limitations in the environment to provide language interaction in a social situation, the findings of this study serve as an important reminder of the possibility of incorporating authentic input from the various audiovisual technologies such as TV in the lesson planning.

A study conducted by an international university students at Bogaziçi University, Yabancı (2007) in Turkey. This study explores whether there are differences in the choice of language learning strategy and in the frequency of its use in the concurrent acquisition of two foreign languages, one being learned in a tutored and the other in a non-tutored manner. Specifically, it investigates the tutored learning of English in a formal setting and the non-

tutored acquisition of Turkish in a non-formal setting. The results indicate that although the students make use of all types of learning strategies irrespective of the learning context, compensation as a direct learning strategy seems to be the one most frequently deployed in both tutored and naturalistic learning. On the other hand, a significant difference is observed in indirect strategy preference with respect to learning context: in tutored English learning students make more use of metacognitive strategies, whereas in non-tutored Turkish acquisition they often use social strategies.



CHAPTER III RESEARCH METHODOLOGY

This chapter provides information on the research methods of this thesis. Designing a study helped me to plan and implement the study in a way that helped me to obtain the results and information that could be connected with the real situation. The mixed research method has been chosen to determine the perception about the learning types through questionnaires and to enhance the answers in unlimited scope through interview. The statistical treatment of data and data gathering procedure were also included in this chapter.

3.1 Research Design

Dealing with the research question, I used the mixed method in this research. I did the mixed method to find out that the information was various through questionnaires and could be strengthened by the arguments from some chosen students with different perception in the answers through interview. Quantitative method was used to define variables and examine differentiations between variables. Quantitative approach was used to describe a type of information that can be counted or expressed numerically (Cohen, Manion, & Morrison, 2007). While qualitative approach is study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them (Denzin and Lincoln, 2005).

The subject of this study were Acehnese alumni from Kampung Inggris Pare which have been finished the study there and have the TOEFL and IELTS test score. They were given the online questionnaires to answer the questions about

their perception of formal, informal, and nonformal language learning based on English skill indicators in Maryland Content Standards for Adult ESL/ESOL book (2001) that are tested in TOEFL and IELTS. I took all the indicators for the questionnaires except the pronunciation skill because it doesn't tested in TOEFL and IELTS. The total number of the questions were 44 for high intermediate level of language learning and 47 for advance level of language learning.

I also conducted an interview with some chosen students with different answers to get additional information about their perception. I used interview in comprehending all the idea and opinion from the participant. I used interview to explore their perception of Kampung Inggris Pare as non-formal learning and how it effected tha alumni during learning in Kampung Inggris Pare. They were interviewed with some questions related to their experience in Kampung Inggris, Pare. The total questions in interview section were 5 questions.

3.2 Research Instrument

The research instrument used for this study were questionnaire and interview questions. The questionnaire used was a closed-ended questionnaire by using Likert's scale. The scale type used of the questionnaire was four-point scale; 1, strongly disagree; 2, disagree; 3, agree; 4, strongly agree. I used questionnaires to measure the students' perception of formal, non-formal, and informal language learning that they have experienced while living in Kampung Inggris. While in interview section, I used the open-ended questions.

The characteristics used in the questionnaire were TOEFL and IELTS test scores and level of learning. There were four elements tested in TOEFL and IELTS; reading, listening, speaking, writing and added grammar as the complement of

English skill. These four skills of English are the standardized of English language achievement. After I got the data, the score of the whole groups were calculated using percentage in Mc. Office Excel. Furthermore, I did an interview using ecological approach for the main questions. To analyze the result, I made a coding and grouping to know the frequency of the answers. After analyzing the data, I did a general conclusion about this study.

3.3 Population and Sample

Population is “general area including subject/object which has specific quality and characteristic decided by I to be studied and concluded” (Sugiyono, 2011, p. 80). Population of this research was the Acehnese alumni from Kampung Inggris Pare, Surabaya. I got the data of population and sample from one of the coaches in Kampung Inggris Pare which is an Acehnese citizen named Afri Rizki. He has been teaching in Kampung Inggris since 2014.

The data found on total number of Acehnese students in Kampung Inggris were not too accurate, because there were no required data about origin region from each student. He stated that “Approximately, 2 to 5 Acehnese students graduated from Kampung Inggris Pare each period in one course. From January to July 2018, about 80 to 100 Acehnese students graduated from Kampung Inggris from the total courses.

A sample is a subset of the population being studied in a research. It represents the larger population and is used to draw inferences about that population. Cohen et al. (2005: 92) states that a sample is a smaller group or subset that representative of the total population under study. I took purposive sampling of the population toward this research. Thirty percents (30%) of total population of

Acehnese alumni from Kampung Inggris Pare in 2018 who have the IELTS and TOEFL test score were chosen to answer the questionnaires. After the data got from questionnaires, ten percents (10%) of the respondents in different results of perception were interviewed.

3.4 Technique of Data Collection

In completing the data, the next step of this research was collecting the data; the function of data is to determine the result of the research. In collecting data, I used two instruments to collect the data for this study, they are:

a. Questionnaire

Questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. According to Cohen et.al (2000:248), questionnaire can be in the form of multiple choice questions, essay, check-list, rating-scales, and open-ended questions. In this research, I took check-list questions. The online questionnaires created on Google Form to ease I in collecting the data. To collect the data from participants, the link address of online questionnaire was distributed to the respondents via social media; Line and WhatsApp.

The small part of the questionnaire in this research is shown in figure 3.1 below:

No	English Skill	Formal (At school)				Non-Formal (English tuition)				Informal (At home)			
		SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
1	I can understand statements, questions and commands in a variety of familiar situations												
2	I can follow multi-step directions to a specific location												
3	I can follow multi-step instructions on how to do something												
4	I can understand information from a conversation and in many other contexts (e.g., in person, on telephone, over announcement)												
5	I can identify key information/details in a description												
6	I can respond to requests for clarification and elaboration												
7	I can understand more complex structures												
8	I can distinguish between facts and opinions in conversation												
9	I can recognize/respond to some common idioms												
	Speaking												
10	I can produce statements, questions, and commands (i.e., interact) in less familiar contexts with some detail												
11	I can ask and answer questions – using complete sentences when appropriate												
12	I can give directions to a specific location												
13	I can provide two and three step instructions with detail on how to do something												
14	I can request information and express needs (e.g., in person or by phone)												
15	I can express satisfaction/dissatisfaction and agreement/disagreement												
16	I can provide simple descriptions (e.g., describe a person, place or												

Figure 3.1
Research Instrument

b. Interview

According to Fraenkel and Wallen (1990), interview was a significant way to check the accuracy of the participant point, and also to find out the participants' opinion about something, in this case is the participant's perception of Kampung Inggris Pare. I used interview to find out the implicit data like their intention, thoughts and also feelings. From this interview, I selected six students to have an interview. I will use in-depth interview in gaining the data. In-depth interview is a qualitative research technique that involves conducting intensive individual interviews with a small number of

respondents to explore their perspectives on a specific idea, program, or situation (Boyce and Neale, 2006).

There are five questions in this research used to find out the alumni's perception on non-formal learning in Kampung Inggris Pare on their Standardized Test Score. The questions were; the alumni knowledge about Kampung Inggris Pare and the reason why they choose Kampung Inggris Pare as their non-formal language learning environment; the effected relationship during learning in Kampung Inggris Pare; opinion about the differences of methods and results they experience after studying in Kampung Inggris Pare compared to their previous learning environment, their increasement of TOEFL / IELTS score, and the reason why they choose Kampung Inggris Pare rather than other courses in their hometown. The small part of the interview question in this research is shown in figure 3.2 below:

Interview Section

Participants : 3 persons (alumni of Kampung Inggris Pare)
 Observer : Diba Nurfath
 Time : 8 minutes per respondent

Interview Questions

1. General :

-What do you know about Kampung Inggris Pare? Why do you choose Kampung Inggris Pare for your non-formal learning?

2. Relations:

- Do you experience the effected relationship during in Kampung Inggris? Could be social, physical, or symbolic

3. Pattern and System:

-What are the differences of methods and results do you experience after studying in Kampung Inggris

Figure 3.2
Research Instrument

3.5 Data analysis

3.5.1 Questionnaires

Analyzing the result of questionnaire was used descriptive analysis in Mc. Office Excel. In analyzing the data of this study, I used Microsoft Excel. The data was categorized into formal, non-formal, and informal learning and the descriptive analysis was shown to provide comparisons. The maximum and minimum scale, standard deviation, mean, and the level of learning environment are organized in the table.

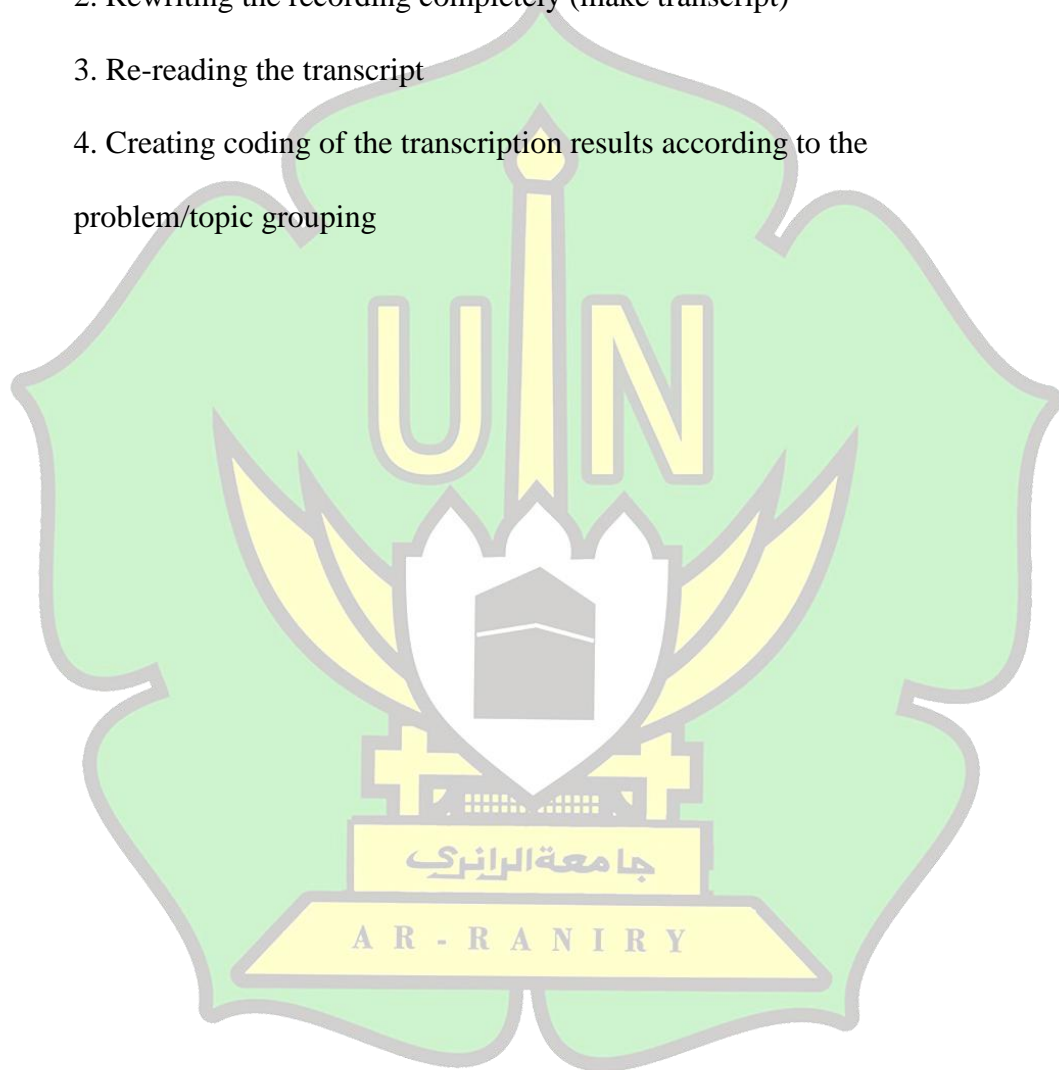
3.5.2. Interview

According to Patton (1987), there are three things occurred during analysis; data should be organized, data should be reduced through summarization and categorization, and patterns and themes in the data should be identified and linked. In analysing the data, I did several steps as follow to conduct the data. I posed the question and recorded the answer by the phone or tape recorder and as well I wrote some clues from the interview on the paper. The technique of data report used in this study was a descriptive analysis. I analysed the interview recording, concluded narratively, then the recording were divided and ordered in each section based on the answer from the participant. In interview all the expressions and responses of participant were written in note. Each interview took almost 8 minutes. During the analysing time, I heard and read the results several time, because it need a deeper understanding of participant's answers. The interview was conducted in both language; English and Bahasa between the observer and the interviewee. But the one from Bahasa I translated into English. Then I

described all the finding related to students' perception on the Kampung Inggris as non-formal learning environment.

The analysis of interview results can be followed by these steps:

1. Listening or reviewing interview recordings
2. Rewriting the recording completely (make transcript)
3. Re-reading the transcript
4. Creating coding of the transcription results according to the problem/topic grouping



CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter discusses the research findings and discussion based on the data obtained from the questionnaire and interview. It is attempted to answer the questions of the study.

4.1 Data Analysis Procedure

There were several interconnected steps used in the process of analyzing data. First, gathering the data through questionnaire with 30 respondents who are the Acehnese alumni of Kampung Inggris Pare, doing interview with some chosen respondents with different answer based on the questionnaire that they have filled, making the transcript of interview, and sorting and arranging the important data depending on the purposes of this study.

The 30 respondents which are the Acehnese alumni of Kampung Inggris Pare were selected purposively. Those who were selected have their current TOEFL or IELTS scores after taking course in Kampung Inggris Pare. The 30 respondents which were selected to be the informants of this research were from different background of study at formal learning environment and had different purposes of learning English in Kampung Inggris Pare. The total number of respondents are divided into two categories level of learning. There were 16 alumni at high intermediate level of learning and 14 alumni at advance level of learning. The respondents data are shown in table 4.1 below:

Table 4.1
Respondents Characteristics

No	Name (initial)	Age	TOEFL/IELTS score	Level of learning
1	NOM	23	452	High Intermediate
2	DA	23	470	High Intermediate
3	NF	23	450	High Intermediate
4	YA	23	520	High Intermediate
5	Rm	23	473	High Intermediate
6	Mn	23	507	High Intermediate
7	Mr	24	477	High Intermediate
8	WZN	23	510	High Intermediate
9	Ni	23	5.5	High Intermediate
10	PY	23	450	High Intermediate
11	MT	23	520	High Intermediate
12	MH	22	500	High Intermediate
13	FE	22	515	High Intermediate
14	AF	23	483	High Intermediate
15	Zb	27	497	High Intermediate
16	NA	23	547	High Intermediate
17	MRA	23	533	Advance
18	HHF	24	5.5	Advance
19	TM	22	497	Advance
20	AR	23	550	Advance
21	RD	25	500	Advance
22	RF	22	620	Advance
23	UA	26	6	Advance
24	RM	23	487	Advance
25	AG	24	500	Advance
26	SBAR	23	500	Advance
27	AA	25	7	Advance
28	DI	23	503/8	Advance
29	MR	23	493	Advance
30	GJ	26	513	Advance

4.2 Questionnaire Analysis

In gaining the data about the Acehnese alumni's perception on the effect of Formal, Non-formal, and Informal Language Learning Environment towards English Skill Achievement on Students' Standardized Tests, I spreaded the online questionnaire forms by contacting the respondents through WhatsApp and Line

that the respondents used. The questionnaires were intended into two categories level of learning; high intermediate and advance. The process of collecting the questionnaire that have been filled was 10 days long through WhatsApp and Line applications that the respondents used. Furthermore, the forms were collected in my Google Drive. Then the data were transformed into Mc. Office Excel to be analyzed. I used graphic to explain the respondents' ages and TOEFL and IELTS scores. Respondents' ages are shown in table 4.2 below:

Table 4.2.
Age of Participants

Age	Frequency	Percentage
22	4	13,33%
23	18	60,00%
24	3	10,00%
25	2	6,67%
26	2	6,67%
27	1	3,33%
Total	30	100%

The table 4.2 shows that the ages of the respondents are not too wide in range. It was ranged from 22 to 27 years old. A total number of 30 respondents were chosen as the participants in this study. It is shown that most of the respondents total number of the alumni's age were dominated by 23 which were 18 respondents or 60%. In addition, 13,3% were at the age of 22, 10% were at the age of 24, 6,67% were at the age of 25, 6,67% were at the age of 26 and 3,3% were at the age of 27.

Most of the respondents which were 23 years old have already passed their collage level at formal environment. Those alumni were continuing their language learning to non-formal environment in Kampung Inggris Pare with different purposes one another. There was only one alumni which is 27 years old

as respondent in this study went to Kampung Inggris pare to take non-formal language learning with different purpose as well.

In spite of their different purposes of learning in non-formal environment, all of those respondents have their TOEFL or IELTS score, which are shown that they learned for achieving specific score in English Standardized Tests. The score of TOEFL/IELTS that the alumni have achieved used for some general purposes, such as working requirement, continuing higher level of study, and etc. The TOEFL or IELTS scores of Acehnese Alumni of Kampung Inggris Pare are shown in chart 4.1 and 4.2 below:

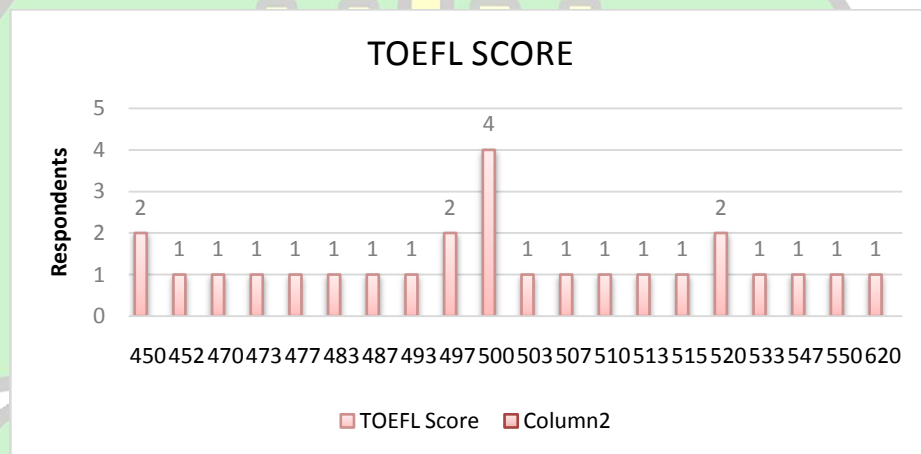


Figure 4.1
TOEFL Score of the Respondents

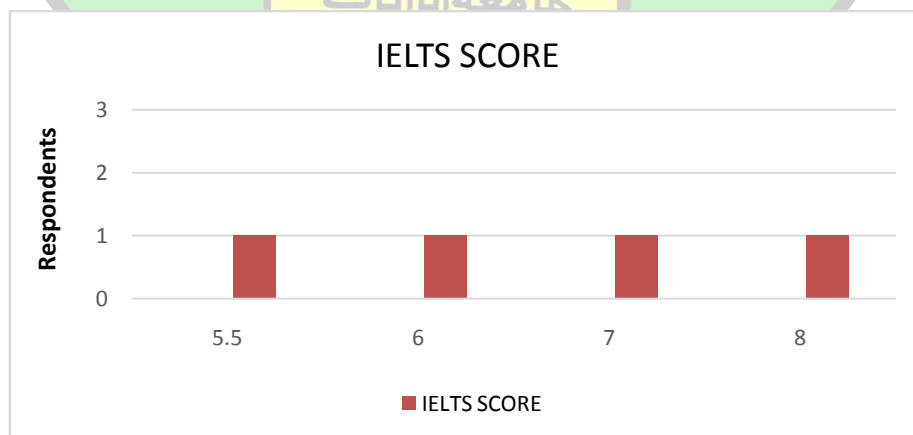


Figure 4.2
IELTS Score of the Respondents

Based on the TOEFL and IELTS scores of the respondents above, the highest TOEFL and IELTS score that reached by the alumni were 620 and 8. Furthermore, half of the Acehnese alumni of Kampung Inggris Pare have the TOEFL score above 500 and IELTS score above 5. It reveals that the Kampung Inggris Pare could increased their standardized test score above the average. It can be concluded that learning in Kampung Inggris Pare give positive impact towards their English skill achievements on standardized Test.

4.2.1 Formal Learning Environment

The results of the respondents' responses can be seen in tables 4.3 and 4.4. The tables provide the information of the responses in SD (Strongly Disagree), D (Disagree), A (Agree), and SA (Strongly Agree). Besides, they also show the standard deviation and mean score of total respondents in perception on learning environment.

Table 4.3
Perception on the Effect of Formal Learning towards English Skill Achievement on High Intermediate Questionnaire Result

Num.	English Skill	max	min	std	mean	Perception
1	L1	4	2	0,632	3,000	Moderate
2	L2	4	2	0,574	2,938	
3	L3	4	2	0,577	3,250	
4	L4	4	2	0,619	3,125	
5	L5	4	2	0,443	2,938	
6	L6	4	2	0,544	2,813	
7	L7	4	2	0,793	2,688	
8	L8	4	2	0,772	2,938	
9	L9	4	2	0,602	2,688	
Overall Mean Score					2,931	High
10	S1	4	2	0,574	2,938	
11	S2	4	2	0,719	2,875	
12	S3	4	2	0,619	2,875	
13	S4	4	2	0,680	2,938	
14	S5	3	2	0,250	2,938	

15	S6	4	2	0,500	3,125	
16	S7	4	2	0,577	3,250	
17	S8	4	2	0,680	3,063	
Overall Mean Score					3,000	
18	R1	4	2	0,806	2,875	
19	R2	4	2	0,806	3,125	
20	R3	4	2	0,730	3,000	
21	R4	4	2	0,577	2,750	High
22	R5	4	2	0,730	3,000	
23	R6	4	2	0,680	2,938	
24	R7	4	3	0,447	3,250	
25	R8	4	2	0,680	2,938	
26	R9	4	3	0,447	3,250	
27	R10	4	1	0,775	2,750	
28	R11	4	2	0,544	3,188	
Overall Mean Score					3,006	
29	W1	4	2	0,574	2,938	
30	W2	4	2	0,443	3,063	Moderate
31	W3	4	2	0,619	2,875	
32	W4	4	1	0,814	2,563	
33	W5	4	2	0,500	3,125	
Overall Mean Score					2,913	
34	G1	4	1	0,775	2,750	
35	G2	4	1	0,806	2,875	
36	G3	4	2	0,574	3,063	
37	G4	4	2	0,632	3,000	
38	G5	4	2	0,500	3,125	Moderate
39	G6	4	1	0,834	2,813	
40	G7	4	2	0,619	2,875	
41	G8	4	2	0,632	3,000	
42	G9	4	3	0,479	3,313	
43	G10	4	2	0,574	2,938	
44	G11	4	1	0,834	2,813	
Overall Mean Score					2,960	

Table 4.3 above shows the response of the high intermediate level students in formal English learning. Based on the standard deviation data, it can be concluded that the dispersion of respondents' answers were normal. It was ranged from 0,250 to 0,843. It interprets that the respondents' answers diversity were not fluctuating.

The alumni perceived that formal learning gives high impact on speaking and reading skill achievement. While formal learning gives moderate

impact on listening, writing, and grammar skill achievement. With the overall mean score i.e 3,006 and 3,000 out of 4, it interprets that formal school increased students' speaking and reading ability in varied situation.

Table 4.4
Perception on the Effect of Formal Learning towards English Skill
Achievement on Advance Questionnaire Result

Num	English Skill	max	min	std	mean	Perception
1	L1	4	2	0,633	3,357	High
2	L2	4	2	0,535	3,143	
3	L3	4	2	0,699	3,214	
4	L4	4	2	0,646	3,429	
5	L5	4	2	0,699	3,214	
6	L6	4	2	0,77	3,143	
7	L7	4	2	0,73	3,071	
8	L8	4	1	1,008	2,643	
Overall Mean Score					3,152	
9	S1	4	2	0,679	3	Moderate
10	S2	4	2	0,616	2,929	
11	S3	4	2	0,579	2,786	
12	S4	4	2	0,829	3,071	
13	S5	4	2	0,663	2,857	
14	S6	4	2	0,616	2,929	
15	S7	4	2	0,73	3,071	
16	S8	4	1	0,726	2,714	
17	S9	4	2	0,679	3	
18	S10	4	2	0,616	3,071	
19	S11	4	2	0,616	3,071	
Overall mean Score					2,955	
20	R1	4	2	0,829	2,929	High
21	R2	4	2	0,825	3,286	
22	R3	4	2	0,699	3,214	
23	R4	4	2	0,611	3,286	
24	R5	4	2	0,663	3,143	
25	R6	4	2	0,679	3	
26	R7	3	2	0,514	2,571	
27	R8	4	2	0,535	3,143	
Overall Mean Score					3,071	
28	W1	4	2	0,784	3	High
29	W2	4	2	0,829	2,929	
30	W3	4	2	0,829	2,929	
31	W4	4	2	0,829	3,071	
32	W5	4	1	0,917	2,929	
33	W6	4	2	0,679	3	
34	W7	4	2	0,679	3	
35	W8	4	2	0,699	3,214	

36	W9	4	2	0,784	3	
Overall Mean Score					3,008	
37	G1	4	2	0,611	3,286	
38	G2	4	2	0,663	3,143	
39	G3	4	2	0,475	2,929	
40	G4	4	2	0,535	2,857	
41	G5	4	2	0,679	3	
42	G6	4	2	0,616	3,071	High
43	G7	4	2	0,633	3,357	
44	G8	4	2	0,663	3,143	
45	G9	4	2	0,679	3	
46	G10	4	1	0,77	2,857	
47	G11	4	1	0,825	2,714	
Overall Mean Score					3,032	

Table 4.4 above shows the response of the advance level students in formal English learning environment. Based on the standard deviation data, it can be concluded that the dispersion of respondents' answers are normal. It is range from 0,475 to 1,008. It interprets that the respondents' answers were slightly different.

Formal learning gives a high impact on listening, reading, grammar, and writing skill achievement. While formal learning give moderate impact on speaking skill achievement. With the overall mean score i.e 3,152; 3,071; 3,008; 3,032 out of 4, it interprets that learning in formal school increased student's listening, reading, grammar, and writing ability in varied situation.

4.2.2 Non-Formal Learning Environment

The results of the respondents' responses can be seen in tables 4.5 and 4.6 The tables provide the information of the responses in SD (Strongly Disagree), D (Disagree), A (Agree), and SA (Strongly Agree). Besides, they also show standar deviation and the mean score of total respondents in perception on learning environment.

Table 4.5
Perception on the Effect of Non-Formal Learning towards English Skill
Achievement on High Intermediate Questionnaire Result

Num	English Skill	max	min	std	mean	Perception
1	L1	4	3	0,447	3,250	High
2	L2	4	3	0,500	3,375	
3	L3	4	3	0,512	3,438	
4	L4	4	3	0,500	3,375	
5	L5	4	3	0,512	3,438	
6	L6	4	3	0,500	3,375	
7	L7	4	2	0,775	3,250	
8	L8	4	3	0,512	3,438	
9	L9	4	3	0,447	3,250	
Overall Mean Score					3,354	
10	S1	4	3	0,512	3,438	High
11	S2	4	3	0,516	3,500	
12	S3	4	2	0,577	3,250	
13	S4	4	2	0,602	3,313	
14	S5	4	3	0,479	3,313	
15	S6	4	3	0,500	3,375	
16	S7	4	3	0,516	3,500	
17	S8	4	2	0,619	3,375	
Overall Mean Score					3,383	
18	R1	4	3	0,516	3,500	High
19	R2	4	3	0,516	3,500	
20	R3	4	3	0,500	3,375	
21	R4	4	2	0,619	3,125	
22	R5	4	2	0,577	3,250	
23	R6	4	3	0,512	3,438	
24	R7	4	3	0,500	3,375	
25	R8	4	2	0,619	3,375	
26	R9	4	3	0,500	3,375	
27	R10	4	3	0,479	3,313	
28	R11	4	3	0,516	3,500	
Overall Mean Score					3,375	
29	W1	4	3	0,479	3,313	High
30	W2	4	3	0,479	3,313	
31	W3	4	2	0,544	3,188	
32	W4	4	2	0,655	3,188	
33	W5	4	2	0,544	3,188	
Overall Mean Score					3,238	
34	G1	4	3	0,516	3,500	High
35	G2	4	3	0,512	3,563	
36	G3	4	3	0,512	3,563	
37	G4	4	3	0,479	3,688	
38	G5	4	3	0,500	3,625	
39	G6	4	2	0,632	3,500	

40	G7	4	3	0,516	3,500
41	G8	4	3	0,500	3,625
42	G9	4	3	0,500	3,625
43	G10	4	3	0,512	3,563
34	G1	4	3	0,500	3,625
Overall Mean Score					3,580

Table 4.5 above shows the response of the high intermediate level students in Non-formal English learning. Based on the standard deviation data, it can be concluded that the dispersion of respondents' answers are normal. It is range from 0,447 to 0,775. It interprets that the respondents' answers diversity were not fluctuating.

Non-Formal learning gives a high impact on all of English skill achievement. With the overall mean score i.e 3,354; 3,383; 3,375; 3,238; and 3,580 out of 4, it interprets that learning in non-formal environment increased listening, speaking, reading, grammar, and writing ability.

Table 4.6
Perception on the Effect of Non-Formal Learning towards English Skill Achievement on Advance Questionnaire Result

Num	English Skill	Max	Min	STD.	Mean	Perception
1	L1	4	3	0,497	3,642	High
2	L2	4	3	0,497	3,642	
3	L3	4	3	0,497	3,642	
4	L4	4	2	0,611	3,714	
5	L5	4	2	0,633	3,642	
6	L6	4	3	0,513	3,571	
7	L7	4	2	0,650	3,5	
8	L8	4	2	0,759	3,5	
Overall Mean Score					3,607	
9	S1	4	3	0,518	3,5	High
10	S2	4	3	0,513	3,428	
11	S3	4	2	0,699	3,214	
12	S4	4	3	0,513	3,571	
13	S5	4	2	0,699	3,214	
14	S6	4	2	0,699	3,214	
15	S7	4	3	0,468	3,714	

16	S8	4	2	0,699	3,214	
17	S9	4	2	0,650	3,5	
18	S10	4	3	0,468	3,714	
19	S11	4	3	0,513	3,428	
Overall Mean Score					3,428	
20	R1	4	3	0,513	3,571	
21	R2	4	3	0,497	3,642	
22	R3	4	2	0,650	3,5	
23	R4	4	3	0,518	3,5	
24	R5	4	2	0,646	3,428	High
25	R6	4	2	0,650	3,5	
26	R7	4	2	0,679	3	
27	R8	4	2	0,633	3,642	
Overall Mean Score					3,468	
28	W1	4	2	0,726	3,285	
29	W2	4	2	0,801	3,214	
30	W3	4	2	0,650	3,5	
31	W4	4	2	0,755	3,428	
32	W5	4	2	0,755	3,428	High
33	W6	4	3	0,497	3,357	
34	W7	4	3	0,425	3,214	
35	W8	4	3	0,513	3,429	
36	W9	4	1	0,916	2,929	
Overall mean Score					3,309	
37	G1	4	3	0,497	3,643	
38	G2	4	3	0,513	3,571	
39	G3	4	2	0,611	3,286	
40	G4	4	2	0,611	3,286	
41	G5	4	3	0,518	3,5	High
42	G6	4	3	0,497	3,643	
43	G7	4	3	0,497	3,643	
44	G8	4	3	0,513	3,571	
45	G9	4	2	0,650	3,5	
46	G10	4	2	0,633	3,357	
47	G11	4	2	0,633	3,357	
Overall Mean Score					3,487	

Table 4.5 above shows the response of the advance level students in Non-formal English learning. Based on the standard deviation data, it can be concluded that the dispersion of respondents's answer are normal. It is range

from 0,426 to 0,917. It interprets that the respondents' answers differences were not fluctuating.

Similarly with the high intermediate students' responses, non-Formal learning gives a high impact on all of English skill achievement. With the overall mean score i.e 3,607; 3,428; 3,468; 3,309; and 3,487 out of 4, it interprets that learning in non-formal environment increased listening, speaking, reading, grammar, and writing ability.

4.2.3 Informal Learning Environment

The results of the respondents' responses can be seen in tables 4.7 and 4.8. The tables provide the information of the responses in SD (Strongly Disagree), D (Disagree), A (Agree), and SA (Strongly Agree). Besides, they also show standard deviation and the mean score of total respondents in perception on learning environment.

Table 4.7
Perception on the Effect of Informal Learning towards English Skill Achievement on High Intermediate Questionnaire Result

Num.	English Skill	Max	Min	Std	Mean	Perception
1	L1	4	3	0,512	3,563	High
2	L2	4	3	0,479	3,313	
3	L3	4	2	0,619	3,375	
4	L4	4	2	0,619	3,375	
5	L5	4	2	0,655	3,188	
6	L6	4	2	0,443	3,063	
7	L7	4	2	0,750	2,813	
8	L8	4	2	0,704	3,313	
9	L9	4	2	0,574	2,938	
Overall Mean Score					3,215	
10	S1	4	2	0,577	3,250	
11	S2	4	2	0,619	2,875	
12	S3	4	2	0,619	3,125	

13	S4	4	2	0,500	3,125	High
14	S5	4	3	0,500	3,375	
15	S6	4	3	0,512	3,563	
16	S7	4	2	0,619	3,375	
17	S8	4	3	0,500	3,375	
Overall Mean Score					3,258	
18	R1	4	2	0,719	3,125	Moderate
19	R2	4	2	0,719	2,875	
20	R3	4	2	0,750	2,813	
21	R4	4	2	0,750	2,813	
22	R5	4	2	0,655	2,813	
23	R6	4	2	0,619	2,875	
24	R7	4	2	0,500	3,125	
25	R8	4	2	0,574	2,938	
26	R9	4	2	0,544	3,188	
27	R10	4	2	0,443	2,938	
28	R11	4	2	0,772	3,063	
Overall Mean Score					2,960	
29	W1	4	2	0,544	3,188	High
30	W2	4	2	0,544	3,188	
31	W3	4	2	0,544	3,188	
32	W4	4	2	0,619	2,875	
33	W5	4	2	0,619	3,125	
Overall Writing Mean					3,113	
34	G1	4	2	0,730	3,000	High
35	G2	4	2	0,806	3,125	
36	G3	4	2	0,719	3,125	
37	G4	4	2	0,854	3,063	
38	G5	4	2	0,683	3,250	
39	G6	4	2	0,806	3,125	
40	G7	4	2	0,806	3,125	
41	G8	4	2	0,834	3,188	
42	G9	4	2	0,683	3,250	
43	G10	4	2	0,750	3,188	
44	G11	4	2	0,775	3,250	
Overall Mean Score					3,153	

Table 4.7 above shows the response of the high intermediate level students in informal English learning. Based on the standard deviation data, in

can be concluded that the dispersion of respondents' answers were normal. It is range from 0,443 to 0,854. It interprets that the respondents' answers differences were not fluctuating.

Informal learning environment gives a high impact on listening, speaking, writing, and grammar skill achievement. While informal learning give moderate impact on reading skill achievement. With the overall mean score i.e 3,215; 3,258; 3,113; 3,153 out of 4, it interprets that learning at informal environment increased student's listening, speaking, grammar, and writing ability in varied situation.

Table 4.8
Perception on the Effect of Informal Learning towards English Skill Achievement on Advance Questionnaire Result

Num	English Skill	max	min	std	mean	Perception
1	L1	4	2	0,699	3,214	High
2	L2	4	3	0,469	3,286	
3	L3	4	2	0,726	3,286	
4	L4	4	2	0,646	3,429	
5	L5	4	2	0,745	3,357	
6	L6	4	3	0,519	3,500	
7	L7	4	2	0,917	3,071	
8	L8	4	2	0,842	3,357	
Overall Mean Score					3,313	
9	S1	4	2	0,611	3,286	High
10	S2	4	2	0,579	3,214	
11	S3	4	2	0,663	3,143	
12	S4	4	2	0,745	3,357	
13	S5	4	2	0,784	3,000	
14	S6	4	2	0,730	3,071	
15	S7	4	2	0,650	3,500	
16	S8	4	1	0,864	2,857	
17	S9	4	2	0,730	3,071	
18	S10	4	2	0,726	3,286	
19	S11	4	2	0,611	3,286	
Overall Mean Score					3,188	

20	R1	4	1	0,864	2,857	High
21	R2	4	1	0,975	3,214	
22	R3	4	2	0,679	3,000	
23	R4	4	2	0,663	3,143	
24	R5	4	1	0,877	3,000	
25	R6	4	1	0,877	3,000	
26	R7	4	1	0,825	2,714	
27	R8	4	2	0,616	3,071	
Overall Mean Score				3		
28	W1	4	2	0,679	3,000	High
29	W2	4	2	0,829	2,929	
30	W3	4	2	0,770	3,143	
31	W4	4	2	0,864	3,143	
32	W5	4	2	0,730	3,071	
33	W6	4	2	0,679	3,000	
34	W7	4	2	0,616	3,071	
35	W8	4	2	0,663	3,143	
36	W9	4	1	0,917	2,929	
Overall Mean Score				3,048		
37	G1	4	2	0,770	3,143	High
38	G2	4	2	0,770	3,143	
39	G3	4	2	0,555	3,000	
40	G4	4	2	0,579	2,786	
41	G5	4	1	0,829	2,929	
42	G6	4	2	0,730	3,071	
43	G7	4	2	0,699	3,214	
44	G8	4	2	0,616	3,071	
45	G9	4	2	0,616	3,071	
46	G10	4	2	0,663	2,857	
47	G11	4	1	0,961	3,000	
Overall Mean Score				3,026		

Table 4.8 above shows the response of the advance level students in informal English learning. Based on the standard deviation data, it can be concluded that the dispersion of respondents' answers were normal. It is range from 0,469 to 0,975. It interprets that the respondents' answers diversity were not too fluctuating.

Informal learning gives a high impact on all of the English skill; listening, speaking, reading, grammar, and writing skill achievement. With the overall mean score i.e 3,313; 3,188; 3,000; 3,048 and 3,026 out of 4, it interprets that learning at informal environment increased student's English skill achievement on standardized test.

The results of data processed above could be illustrated in the following histograms.

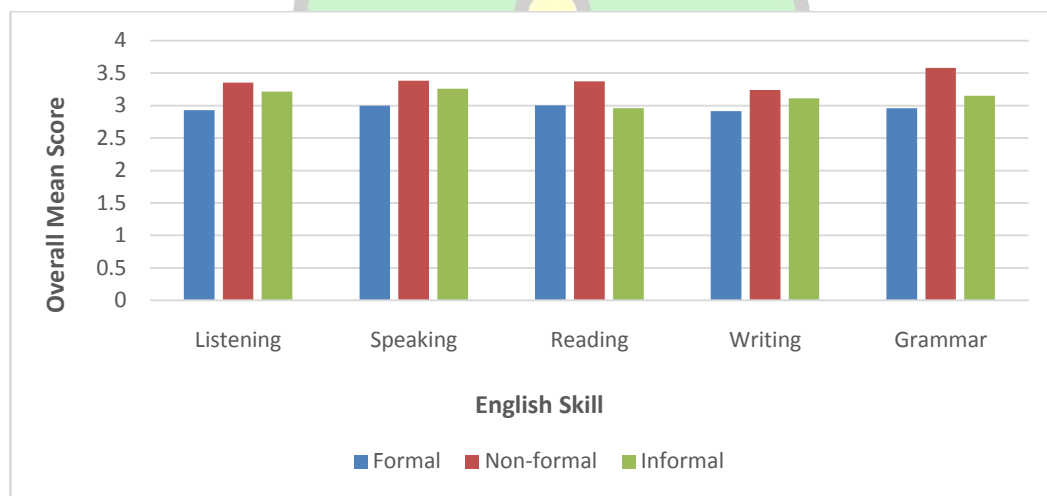


Figure 4.3
Student's Perception on High Intermediate level of Learning Environment towards English Skill Achievement

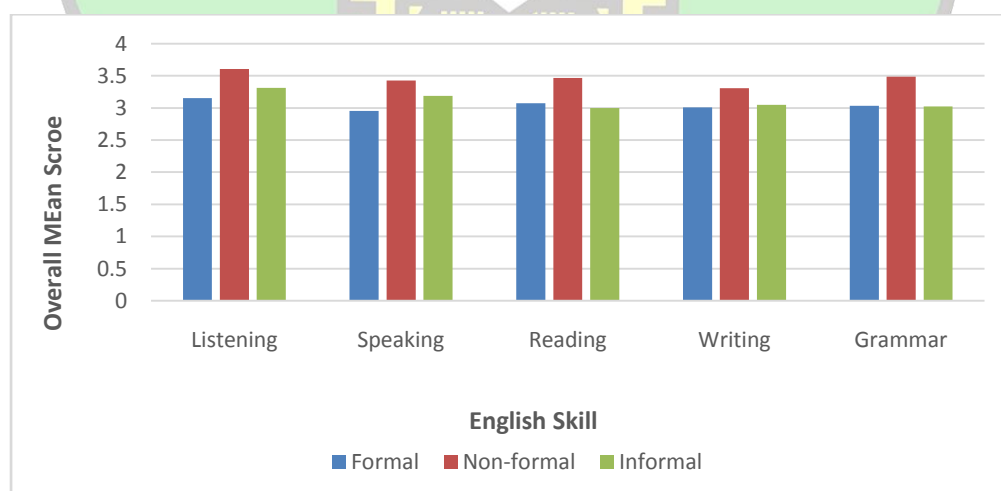


Figure 4.4
Student's Perception on Advance level of Learning Environment towards English Skill Achievement

The charts above show the perception results of Acehnese alumni response of the formal, non-formal, and informal learning environment effect towards English Skill Achievement on Standardized Test questionnaire based on overall mean score. Each of the learning environment give positive impact towards the respondents' English skill. But, both respondents on high intermediate and advance level of learning answers that the non-formal learning environment gives the most significant impact towards English skill achievement on Standardized Test. It has the highest overall mean score than the formal and informal learning environment. Eventhough, formal and informal learning environment overall mean score are also high. But, the effect towards English skill achievement on Standardized Test is being dominated by non-formal learning environment.

However, the alumni had different background of study before went to Kampung Inggris Pare, different level of learning during in Kampung Inggris Pare and different purposes, either for continuing study, working requirement, or etc. Thus, because of these different characteristics from each alumni, the experience and the perception towards the learning environment were also varied.

The result illustrates that the alumni mostly prefer to perceived that learning English in non-formal environment increased their listening, speaking, reading, writing, and grammar better than formal and informal. Moreover, it can be seen from their experience in non-formal learning environment, in this study is Kampung Inggris Pare. As the previous explanation, the students would be flexibly learn when they are in non-formal circumstances. The learning style, the condition of the learning atmosphere, the coaches, the interaction between friends, the media and technology are totally different than learning in formal or informal learning environment.

4.3 Analysis of Interview

After the results from questionnaire were obtained. I found that non-formal learning give the most significant impact towards English skill achievement. Thus, in order to get more information about non-formal learning, in this study is Kampung Inggris Pare, an interview was held with one observer which is myself and three respondents. Analysis of the interview was arranged according to the research question to report the alumni perception towards Kampung Inggris and the benefit the alumni experienced during and after learning in Kampung Inggris.

In interview section, I recorded the participants' answers and opinions before transcribing them. Five questions were asked related to the language learning environment. The analysis of the interview was focused on one topic. The topic was the perception of acehnese alumni of formal, non-formal and informal language learning environment towards their English Skill Achievement.

The interview section spent 5-8 minutes on each respondent. The questions in interview section can be seen in Appendix 1. The three participants delivered their thoughts and opinion about Kampung Inggris Pare by phone. The available alumni in this study as the respondents were:

1. Alumni 1 (Male)
2. Alumni 2 (Female)
3. Alumni 3 (Female)

The second step began with data analysis. I analyzed the data from the interview section. In analyzing the data of interview I needed to hear the audio recording several times to obtain valid information from respondents' statements. Then, I read and looked at all the data. This step provided a general sense of the

information and gave an opportunity to reflect its overall meaning. The final step in data analysis involved making an interpretation of the findings or results. This consisted of summarizing the results, comparing the results with past literature and theories, advancing the limitations of the study, and ending with suggestions for future research.

4.3.1 Ecological Approach

According to the result of the interview about the first topic, I found that all respondents claimed that Kampung Inggris Pare is the best place to learn English more intensively. It provide a good environment to support them to learn English theoritically and practically.

a. General

In this point the alumni were asked about their basic knowledge about Kampung Inggris Pare, and why they chosed Kampung Inggris Pare for their non-formal leanring environment. I found that most of the alumni claimed that Kampung Inggris Pare is the best place to learn English. Where English is being learned in every single time of their life.

Alumni 1 stated:

I choose Kampung Inggris Pare because the Kampung Inggris Pare is very famous in Indonesia. It is located in East Java. And as far as I know that, all of student in indonesia is gather around in that place. Especially students from all over Indonesia gather around to learn about English.

Alumni 2 said:

In my opinion English Village is a place that is a place for students either from middle school, high school and even those who work and degree student. Why did I choose Kampung Inggris because in Kampung Inggris we can apply all the knowledge we have. We can always speak up because every day we use English with friends from Sabang to Meurake. The point is, this is a village where students from all over Indonesia gather to study more intensively about English.

Alumni 3 argued:

What I know about Kampung Inggris pare, Kampung Inggris Pare is the best way to learn about English. Because I think they use effective method to learn. We start learning from 05.30 am until 10.00 pm. That is why I prefer to choose Kampung Inggris than any previous course to learn more about English and to improve my English ability.

From the alumni's explanation above, it can be concluded that most of the response have a positive opinion on Kampung Inggris Pare as good non-formal language learning environment. Which are alumni 1 stated that Kampung Inggris is a place where all student from all over Indonesia want to learn English gathered. The same opinion like alumni 1, alumni 2 added that Kampung Inggris is a place to learn English more intensively. Moreover, alumni 3 choose Kampung Inggris as the best place to learn English.

b. Relations

In this topic, the alumni were asked about their relationship experience during course in Kampung Inggris Pare, whether social relation, physical, or symbolic. I found that most of the alumni had a good relationship among friends, the teachers or mentors and the environment. Those relations were effected their English Skill during in Kampung Inggris.

Alumni 1 mentioned :

I do feel the effected experience because all of the surrounding in Kampung Inggris really supported me to enhance my English skill. From the teacher itself, they always help us to learn in study time or outside the study time. Also the Environment really support us. All of the people in Kampung Inggris trying to speak English rather than speak in Bahasa.

Alumni 2 stated :

In my opinion, the influence is quite significant, because indeed the situation in English Village is quite in equal with the situation where I came from, Aceh. The situation in Kampung Inggris Pare seems really similar like in the village. My relationship with relatives there is quite good, moreover we are still keep in touch until now with roommates, friends in one course, and also with the mentors. We still often have reunions for some areas of origin, yeah, that's quite fun.

Alumni 3 strengthened :

Yes of course, in Kampung Inggris I met many people from all over Indonesia. So, I met my friends from Sabang to Merauke in Kampung Inggris Pare. It is really affected on me. Because I learn much form them. Many new methods and many new experiences I got from them. For example, several friends of mine are really strict about time. So When they told me the class should begin at 05.00 am, it should be at five. And I learn from them that a time management is really important for me. From social, Kampung Inggris is best place to learn because I can speak with many friends and I think when we try to speak even we can speak or not, it will improve our speaking skill ability. That is why Kampung Inggris Pare is the best place to study.

From the answers of all the alumni, I can conclude that all of the alumni have good relationship among their social, physical and symbolic relations. Alumni 1 stated that his environment; the teachers and friends are so helpful in enhancing his English skill ability. He felt really supported to learn English in Kampung Inggris Pare. Alumni 2 also mentioned a great response of relationship among friends, tutors, and environment there. They still keep in touch until today. Alumni 3 strengthen the answer from alumni 1 and 2 that she had such a wonderful relations with some friends of hers. She was really influenced by her friends about time management. She felt like having a great change in her English skill after learning in Kampung Inggris Pare.

c. Pattern and System

In this topic, the alumni were asked about the pattern and system of learning they experienced. The participants were also asked whether there are significant differences with the system and patterns with formal and informal language learning environment. I found that the system of learning is not too different with the previous learning system. But the environment and the method of learning is really influence. Kampung Inggris Pare apply a very good time management. So the students have dicipline time of doing activity in every day.

Alumni 1 said :

Honestly the method of learning is not too different with other English courses outside the Kampung Inggris Pare. May be the environment is the one that have big different than the other courses.

Alumni 2 also stated :

Many different methods that I got in Kampung Inggris Pare. The first is press method, the method really gives pressure, indeed there has a target where people who graduated from Kampung Inggris with specific goals such as TOEFL or IELTS can be achieved properly. Unlike in our region, there have been several courses that we have taken from our place of origin that seem so simple. While there, in Kampung Inggris, they are using methods that are directly practiced everyday, so we can practice it every day, can be memorized. Indeed, the increasement of the ability is quite good because we focus with the same thing every day and under pressure to reach a goal or score that we want.

Alumni 3 added :

Kampung Inggris use effective methods, the best way to learn English is persistent and Kampung Inggris provides that. They taught us day by day and persistently from 5.30 am until 10 pm. I think it is different from my previous courses. For example in Banda Aceh, I have several experiences in many course, we just studied for one or two hours each day. But in Kampung Inggris Pare we study more up to eight hours each day. It is really effective for me to improve my English ability rather than my previous course. The result of persistent and study hard seen between my ability before I go to Kampung Inggris. Right now, I have to speak more to companion compared to before I go to Pare.

From the answers of all the alumni, it reveals that alumni have different experience on the methods of learning in Kampung Inggris Pare. Alumni 1 argued that the methods and pattern not really different with other courses. What he felt the differentiation come from the environment. He didn't differ it with formal and informal learning. While alumni 2 and 3 continued that the method used in Kampung Inggris Pare is really strict. Where the learners there have to learn from 5.30 am to 10 pm which is eight hours long. In that process, many activities done by the learners. Alumni 2 mentioned one of that is practice the vocabularies. Alumni 3 said that the persistent is the best method used in Kampung Inggris Pare.

d. Quality

On this point of question, the participants were asked about the quality of learning their experienced in Kampung Inggris Pare. Does it affected their English skill achievement or not. I found that all of the respondents said the learning quality in Kampung Inggris is quite good and affected their TOEFL and IELTS score.

Alumni 1 said:

Yes, my TOEFL score increased, but not too much. It is only slight different. Before I come to Kampung Inggris, my TOEFL score was around 500 and after I studied in Kampung inggris my TOEFL score increasing to 533. It is not a big different. It is only increased by thirty points.

Alumni 2 stated :

Yes of course, the increasement is quite drastic. Unconsciously, I felt that whatever the vocabulary we used every day were turned out to be quite helpful for us in sharpen our skills. In reading test or wrting test, it is very useful because basically we generally know what English is from A or B but we are sometimes difficult to pronounce because it rarely used. But with the method

used in Kampung Inggris Pare, we can always remember small things or small vocabularies. So it becomes lighter and new vocabulary is lighter for us to remember.

Alumni 3 added :

Yeah, of course I feel it. Before I went to Kampung Inggris TOEFL score stuck at like 450. But after I went to Kampung Inggris at August I felt that my TOEFL score increased directly to 500-550 and IELTS too. Before I went to Kampung Inggris I didn't know anything about IELTS. So when someone talk to me about IELTS I didn't have any idea about what they are talking about. But after I went to Kampung Inggris and learn about IELTS, I felt the differences between that I didn't know anything to I know something about IELTS. Like I know how to speak, I know how to write, and I know how to listen to other directly and properly.

From the answers of all the alumni, it reveals that alumni have different experience on the increasement of TOEFL score after learning in Kampung Inggris Pare. Alumni 1 stated that his score increased, but only a slightly different. While alumni 2 and 3 said that their TOEFL score increased a lot from the previous score. Kampung Inggris Pare is really strict. Alumni 3 really feel the different because her TOEFL score increased from 450 to 550. She can speak, write, read and listen more easily after taking course in Kampung Inggris.

e. Value

In value, what is the value they feel from Kampung Inggris Pare that differ it from the formal and informal. Why they choose Kampung Inggris Pare then other courses.

Alumni 1 stated:

The number one consideration before choosing the Kampung Inggris is because Kampung Inggris is really famous about how the environment can support the student to learn English. Second, lots of my friend who come to Kampung Inggris has a big different before and after he goes to Kampung

Inggris. So I thought, may be it's a good option to come to Kampung Inggris to learn English better.

Alumni 2 argued :

In my opinion, my goal in learning English is to achieve the score that I need. So that if you study at the Kampung Inggris you can really achieve it in a short time rather studying at home or other courses may take a little longtime.

Alumni 3 continued :

Because I know, I have several friends that are alumni from Kampung Inggris Pare. They told me that Kampung Inggris provides the best course for learning English and that's why I chose to go to Kampung Inggris Pare. And I think, when I went to Kampung Inggris on August. I felt the differences between my previous course and in Pare. Because I had experienced that what my friend told me before that Kampung Inggris Pare really strict place for student for studying English. They are really persistent. They had many compatible tutors for student. The method that they used to teach student are really effective. And I think this method we can not learn in other places except in Pare.

From the answers of all the alumni, it can be concluded that alumni have the same perception in choosing Kampung Inggris than other courses. They want to reach a high score in TOEFL test in a short time. Alumni 1 and 3 perceived that Kampung Inggris has a good value in learning English by seeing their friends who had been succeed in TOEFL test after taking course in Kampung Inggris Pare. While alumni 2 choose Kampung Inggris Pare because gave a quicker impact towards her English skill rather than only ordinary English course in hometown.

4.4 Discussion

This section discussed the research findings that I have conducted on Acehese Alumni of Kampung Inggris Pare. I used questionnaire and in-depth interview as the primary technique of data collection. Based on the results of the

questionnaire, I have elaborated the important point in this part to answer the research question.

The discussion below focused on the effect of formal, non-formal, and informal learning environment towards English skill achievement on standardized test. Based on all the respondents answers, the result of the research showed that each learning environment give postive impact towards English skill achievement. But non-formal learning give the most influenced effect towards the alumni English skill achievement on standardized test.

With regard to the relationship between formal and non-formal learning, Rogers (2014) argues, both formal and non-formal learning share a similar profile. In that both learning are intentional learning by the learner. Both forms of learning can be treated as learning with a '*participant orientation*', i.e. participation in some programme or course, where non-formal learning being more adaptable to the participants than is formal learning. Meanwhile, the relationship between informal learning and formal learning is widely recognised. According to Hager and Halliday (2009), he stated that what is learnt formally is affected by what is learnt informally and vice versa or the other way around (p. 87).

Non-formal learning environment provides the most effective and efficient way in learning. The learning process occur using methods that ease the learners adjust with their needs and means of learning. The objectives are also same with the non-formal learning, which is to reach a specific score in standardized test. Another important factor causing the Acehnese alumni perceived non-formal learning, especially in Kampung Inggris Pare better than formal is the use of self-directed learning. This change is seen not only in terms of the problem of self-directed

programme but also in terms of the content and materials given. New technologies such as mobile phones, digital tools and digital gaming are also changing the balance between formal and non-formal learning. (IADIS, 2012).

While informal learning, because it is largely unconscious, is more difficult for the learner to recognise it for what it is and to perceive its relevance to a new learning programme. Whereas formal (and non-formal) learning tend to be more generalised, informal learning is always applied to specific situations and can be applied to real life immediately since the learning comes from application.

Sawchuk (2009, p.324) stated that Informal learning is “flexible and inclusive of diverse knowledge”; learning is political, emancipatory and empowering; and there is a need to develop more clearly connected assessments of learning in all settings.

On the other hand, many authors have argued that formal, non-formal and informal learning must not be seen as separate categories, but rather as continuous elements within the “learning continuum”. The concept of lifelong learning as viewed by Billet (2010, p. 402), a prominent scholar on lifelong learning and adult education, is:

“A personal process directed by our capacities, interests, situations and supports [...], it occurs all the time as we engage in activities and interactions in our homes, with our families, with our friends and acquaintances, in our work, in our workplaces, in our community engagements, in the everyday tasks in which we engage, and when we are alone”.

As Eraut et al. (2000), Eraut (2004) and Livingstone (2005) also point out, informal learning and work take place in all settings.

For instance, that results from interview reveals that all of the alumni argued that learning in Kampung Inggris Pare as non-formal learning environment affected their skill in English. The benefit that the students experience are :

1. English Skill Improvement

Based on the ecological approach questionnaire, the item quality shows the improvement of English skill of the alumni towards their TOEFL and IELTS score. The learning process methods used in Kampung Inggris Pare forced them to study hard and have persistent in their life principal.

2. Time Management

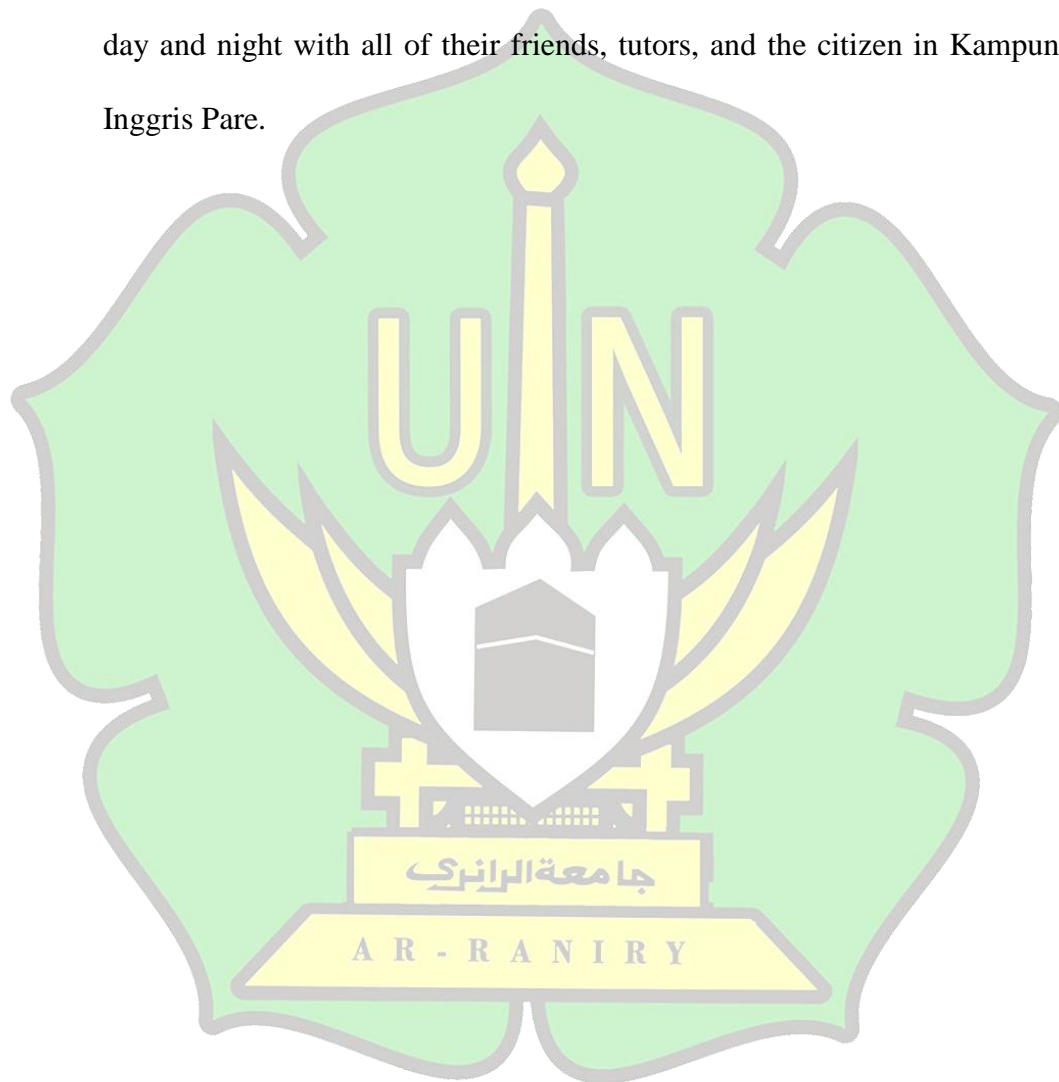
During in Kampung Inggris, the activities that the alumni did were well organized during the day. The time management in Kampung Inggris was really strict. The alumni become more dicipline in using time. There was no time wasted. Each minutes filled with usefull activities. Either the tutors, the students, and the citizen in Kampung Inggris Pare have a good time attitude.

3. New Relations

Based on the relations aspect of ecological approach, another benefit felt by the Acehnese alumni of Kampung Inggris Pare is the new relations among other students from all over Indonesia. The friendship among them still continueing until today. Not only with the students, but also with the tutors. The interactions among them were happened everyday either physically, socially, or symbolly

4. Skill Practice

Another important benefit from Kampung Inggris is the environment there support the alumni to practice their English skill that they have been learnt before and after learning there. The most often used skill to be practiced is listening and speaking. Because it is can orally applied during day and night with all of their friends, tutors, and the citizen in Kampung Inggris Pare.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This last chapter presents the conclusion of this mix method study. The aims of this study were to find out the effect of formal, non-formal, and informal towards English skill achievement on standardized test. The respondents of this study were thirty Acehnese alumni of Kampung Inggris Pare for quantitative study and 3 alumni for qualitative study.

1. The perception of Acehnese alumni of Kampung Inggris Pare on the effect of formal, non-formal, and informal learning environment towards English skill achievement is positive, but the non-formal learning gives the highest impact towards English skill achievement.
2. The benefits from the students experience in Kampung Inggris Pare as a non-formal learning are:
 1. English skill improvement
 2. Good time management
 3. New relations
 4. Practicing English skill

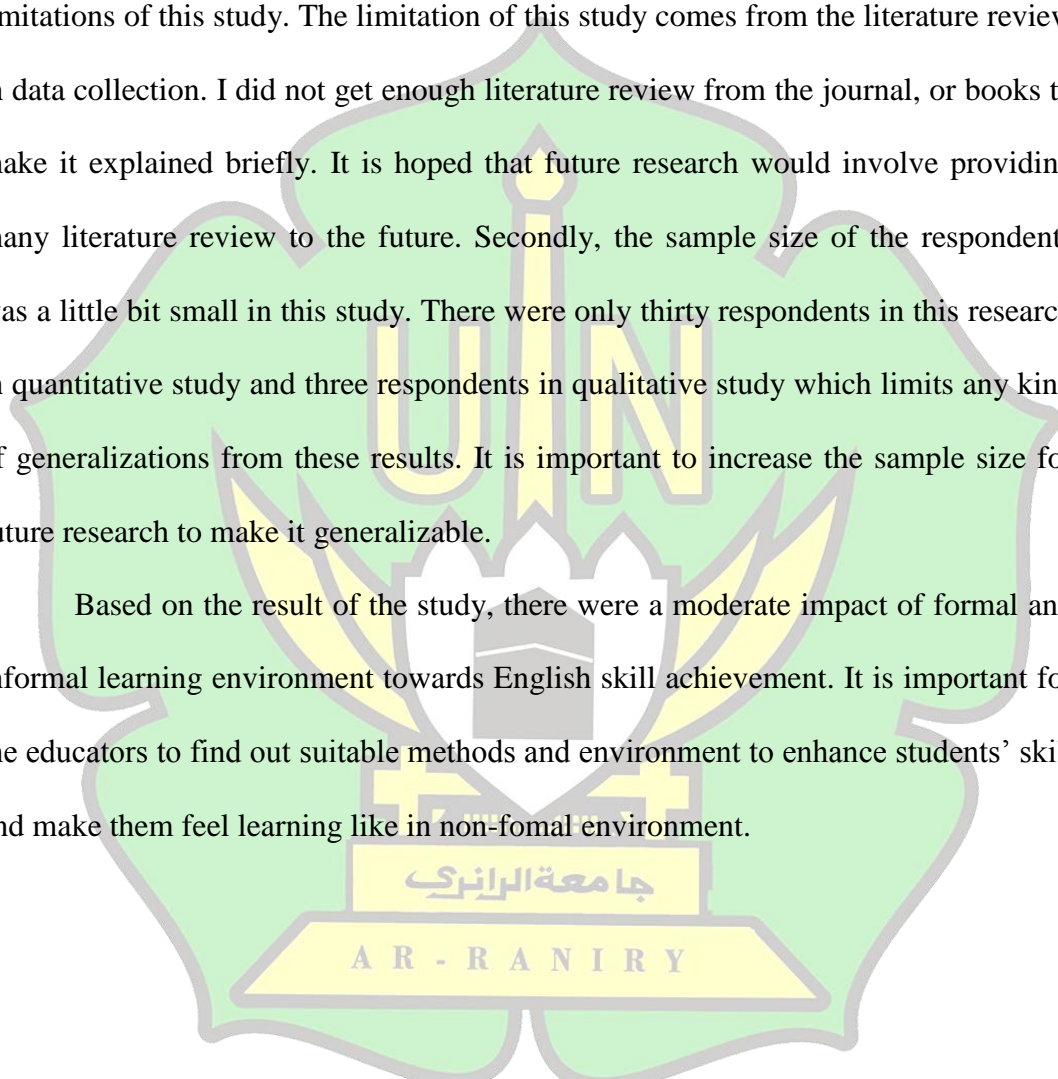
The general view of English as a mean to pursue the better career and the higher education in the future. Based on the perception above that the learners feel non-formal learning give the highest impact towards their English Skill achievement. It means that the educators should design some methods and pattern that similar to non-formal learning to teach the students to be more interesting in learning English. Overall, the lecturers and educators should identify the students' need and goal so

they are able to adopt the suitable teaching methodologies to fulfill the students' need.

5.2 Suggestion

I would provide further recommendations for future research in broad of the limitations of this study. The limitation of this study comes from the literature review in data collection. I did not get enough literature review from the journal, or books to make it explained briefly. It is hoped that future research would involve providing many literature review to the future. Secondly, the sample size of the respondents was a little bit small in this study. There were only thirty respondents in this research in quantitative study and three respondents in qualitative study which limits any kind of generalizations from these results. It is important to increase the sample size for future research to make it generalizable.

Based on the result of the study, there were a moderate impact of formal and informal learning environment towards English skill achievement. It is important for the educators to find out suitable methods and environment to enhance students' skill and make them feel learning like in non-formal environment.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 014/UN.08/FTK/KP.07.6/01/2019
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** :
- a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
 - b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** :
1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
 7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
 10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
 11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 12 Desember 2017

MEMUTUSKAN

Menetapkan PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-577/UN.08/FTK/KP.07.6/01/2018 tanggal 12 Januari 2018

Menunjuk Saudara:

1. Khairiah Syahabuddin, M.Hsc. EsL., Sebagai Pembimbing Pertama

M.TESOL, Ph.D

2. Nidawati, M. Ag Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Diba Nurfath

NIM : 231324409

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The Effect of Formal, Non-Formal, and Informal Language Learning Environment towards English Skill Achievement on Students' Standardized Tests (A Comparative Study of Acehnese Alumni's Perception in Kampung Inggris Pare)

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

A R - R A N I R Y

Ditetapkan di: Banda Aceh
 Pada Tanggal: 02 Januari 2019

An. Rektor
 Dekan,


 Mustim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 221 /Un.08/TU-FTK/ TL.00/01/2019

07 Januari 2019

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Diba Nurfath
N I M	: 231 324 409
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: XI
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Ulee Kareng, Jl. Blang Bintang Lama, No.27B, Dusun Cot Irie, Kec. Krueng Barona Jaya, Aceh Besar

Untuk mengumpulkan data pada:

Alumni Kampung Inggris Pare dari Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The effect of Formal, Non-Formal, and Informal Language Learning Environment Towards English Skill Achievement on Students' Standardized Tests (A Comparative Study of Acehnese Alumni's Perception of Kampung Inggris Pare)

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

جامعة الرانيري

A R - R A N I R Y

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

Kode 9423

BAG UMUM BAG UMUM

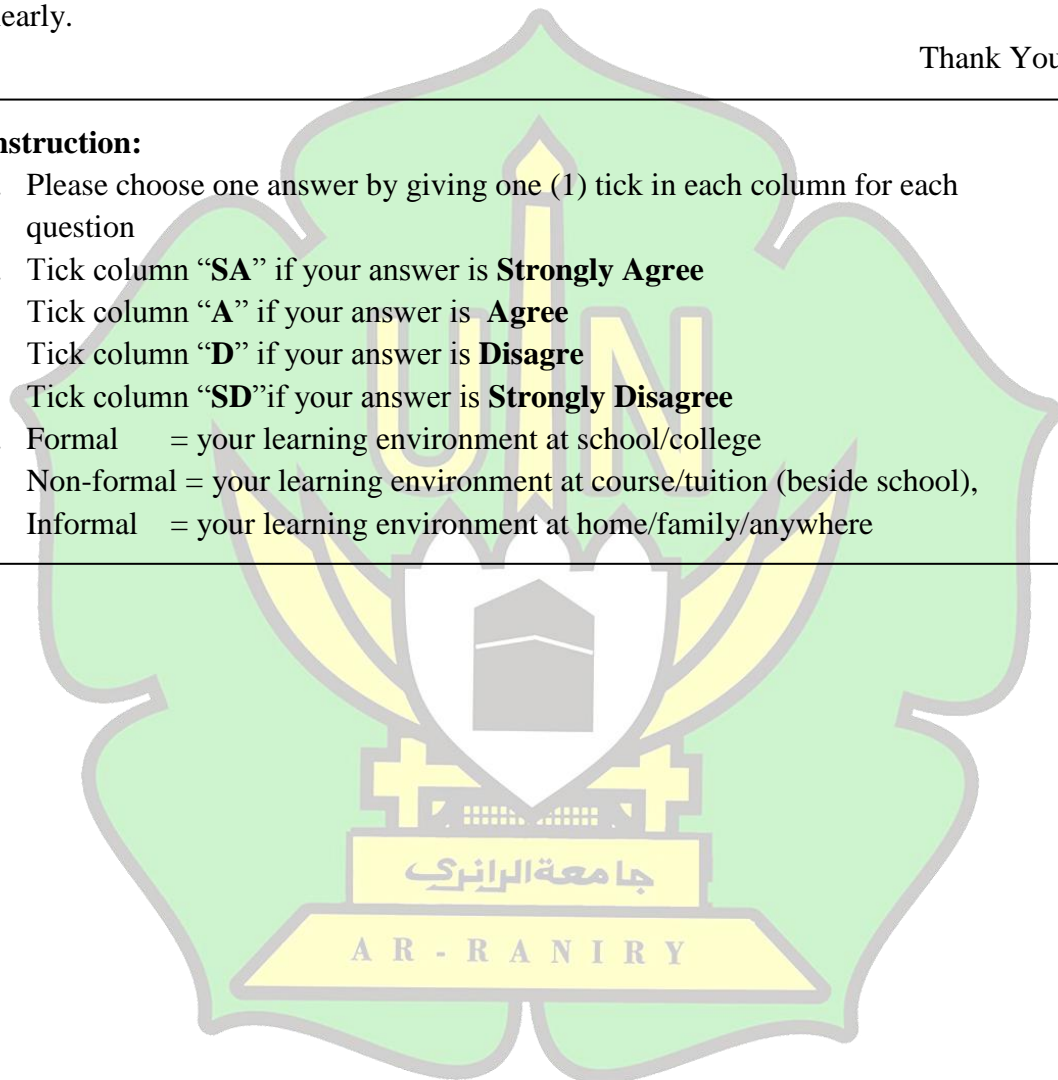
Dear,

My name is Diba Nurfath. I am a student majoring in English Department UIN-Ar Raniry. I am doing a research about **“The Effect of Formal, Non-formal, and Informal Language Learning Environment towards English Skill Achievements on Student’s Standardized Test (A comparative study of Acehnese alumni’s Perception of Kampung Inggris Pare)”**. It will be highly appreciated if you could help me to answer the questions below sincerely and clearly.

Thank You

Instruction:

1. Please choose one answer by giving one (1) tick in each column for each question
 2. Tick column **“SA”** if your answer is **Strongly Agree**
 Tick column **“A”** if your answer is **Agree**
 Tick column **“D”** if your answer is **Disagree**
 Tick column **“SD”** if your answer is **Strongly Disagree**
 3. Formal = your learning environment at school/college
 Non-formal = your learning environment at course/tuition (beside school),
 Informal = your learning environment at home/family/anywhere
-



Questionnaire on Language Learning Environment

Code : In.

Name:

Age :

Current TOEFL/IELTS score:

[illegible]

	Grammar														
34	I understand the pattern of Past habitual with “used + infinitive”														
35	I understand the pattern of Present perfect (contrast to other tenses and using “for, since, already, yet”)														
36	I understand the pattern of Past continuous (in contrast to simple past)														
37	I understand the pattern of Modals (e.g., ought to, had better, would rather)														
38	I understand the pattern of Tag questions														
39	I understand the pattern of Conditionals (e.g., present real, present unreal and past unreal)														
40	I understand the pattern of Simple adverbial clauses (e.g., before/after, if/then, because/since)														
41	I understand the pattern of Passive voice														
42	I understand the pattern of Reflexive pronouns (e.g., myself, yourself, herself)														
43	I understand the pattern of Common phrasal verbs and idioms (e.g., get up, put away, take off, etc.)														
44	I understand the pattern of Commonly confused verbs (e.g., do/make, say/tell, bring/take, go/come)														

Interview Section

Participants : 3 persons (alumni of Kampung Inggris Pare)
 Observer : Diba Nurfath
 Time : 8 minutes per respondent

Interview Questions

1. General :

-What do you know about Kampung Inggris Pare? Why do you choose Kampung Inggris Pare for your non-formal learning?

2. Relations:

- Do you experience the effected relationship during in Kampung Inggris? Could be social, physical, or symbolic

3. Pattern and System:

-What are the differences of methods and results do you experience after studying in Kampung Inggris Pare compared to your previous learning environment?

4. Quality:

-Do you feel your TOEFL / IELTS score increased after studying in Kampung Inggris Pare?

5. Value:

-Why do you choose Kampung Inggris Pare from other courses?



**The Responses of the Questionnaire
Formal Learning on Advance Level**

Num	Age	TOEFL/IELTS Score	L1	L2	L3	L4	L5	L6	L7	L8	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11
1	23	533	4	4	4	4	4	4	3	4	4	3	3	4	4	4	4	3	3	4	3
2	24	5,5	4	4	4	4	4	4	4	3	4	3	3	4	4	4	4	4	4	4	4
3	22	497	3	3	3	4	3	2	3	2	3	3	3	3	3	3	3	3	3	3	3
4	23	550	3	3	3	3	3	3	3	2	2	2	2	3	3	3	3	3	3	3	3
5	25	500	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
6	22	620	3	3	4	3	3	4	3	4	3	3	2	2	3	3	3	2	3	3	3
7	26	6	2	2	2	2	2	2	2	2	3	2	2	2	2	2	2	3	2	2	2
8	23	487	3	3	2	4	3	4	2	1	2	3	3	4	2	2	3	1	2	3	3
9	24	500	3	3	3	3	2	3	4	2	3	3	3	2	2	3	2	3	3	3	3
10	23	500	3	3	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2
11	25	7	4	4	4	4	4	4	4	4	3	4	3	4	3	3	4	3	3	3	3
12	23	8	4	3	3	4	4	3	3	2	3	3	4	3	3	3	3	3	4	3	4
13	23	493	4	3	4	4	4	3	4	4	4	4	3	4	3	3	4	3	4	4	4
14	26	513	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	2	3	3	3

Num	R1	R2	R3	R4	R5	R6	R7	R8	W1	W2	W3	W4	W5	W6	W7	W8	W9						
1	4	4	4	4	4	3	3	4	4	4	3	4	3	4	3	4	4						
2	3	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4						
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4						
4	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3						
5	2	4	3	3	3	3	3	3	2	2	2	2	3	3	3	3	3						
6	4	4	3	4	3	4	2	3	2	2	2	3	1	3	2	3	2						
7	2	2	3	3	3	3	2	3	3	3	2	2	2	2	2	2	2						
8	2	2	2	4	2	2	2	3	3	2	3	4	4	2	3	3	3						
9	2	3	3	3	2	2	3	2	2	2	2	2	2	3	3	3	2						
10	2	2	2	2	3	2	2	3	2	2	2	2	2	2	2	2	2						
11	3	4	4	3	3	3	3	3	3	4	4	4	4	3	3	3	3						
12	4	4	4	4	4	4	3	3	4	4	4	4	4	4	4	4	3						
13	4	4	4	3	4	3	2	4	4	3	4	3	3	3	4	4	4						
14	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3						
Num		G1		G2		G3		G4		G5		G6		G7		G8		G9		G10		G11	
1		4		4		3		3		4		3		4		4		4		3		4	

**The Responses of the Questionnaire
Non-Formal Learning on Advance Level**

Num	Age	TOEFL/IELTS Score	L1	L2	L3	L4	L5	L6	L7	L8	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11
1	23	533	4	4	4	4	4	4	3	4	4	3	3	4	4	4	4	3	4	4	3
2	24	5,5	4	4	4	4	4	4	4	2	4	3	3	4	4	4	4	3	4	4	4
3	22	497	3	4	4	4	3	3	2	3	3	3	4	3	3	3	4	4	4	4	4
4	23	550	3	3	4	4	3	3	4	4	4	4	4	4	4	4	4	3	3	4	3
5	25	500	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	4	4	4	4
6	22	620	4	3	4	4	4	3	3	4	3	3	3	3	2	3	3	2	3	3	3
7	26	6	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
8	23	487	4	4	3	4	4	4	3	3	3	3	4	4	2	2	4	2	2	4	3
9	24	500	3	3	3	2	2	3	4	2	3	3	2	3	3	3	3	3	3	3	3
10	23	500	3	4	3	4	4	4	4	4	3	3	3	3	3	3	3	4	3	3	3
11	25	7	4	4	4	4	4	4	4	4	3	4	3	4	3	3	4	3	3	3	3
12	23	8	4	4	4	4	4	4	4	4	4	4	3	3	3	2	4	4	4	4	3
13	23	493	4	3	3	3	4	3	3	3	4	4	2	4	3	3	4	3	4	4	4
14	26	513	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4

A R - R A N I R Y

Num	R1	R2	R3	R4	R5	R6	R7	R8	W1	W2	W3	W4	W5	W6	W7	W8	W9
1	4	4	4	4	4	4	3	4	4	4	4	4	4	4	3	4	4
2	3	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4
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9	3	3	3	3	3	3	3	2	2	2	3	3	3	3	3	3	3
10	4	3	3	3	3	3	3	4	4	3	3	4	3	3	3	4	3
11	3	4	4	3	3	3	3	3	3	4	4	4	4	4	3	3	3
12	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4
13	4	3	3	3	4	3	2	4	3	2	4	3	2	3	3	3	4
14	4	4	4	4	4	4	4	4	4	3	4	4	4	4	3	3	2

Num	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11
1	4	4	3	3	4	3	4	4	4	3	4
2	4	4	4	4	4	4	4	4	4	4	3
3	4	3	3	3	3	4	3	3	3	3	3
4	3	3	3	3	3	3	3	3	3	3	3
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11	4	4	3	3	3	4	4	4	4	4	4
12	4	4	4	4	4	4	4	4	4	4	4
13	3	3	3	3	3	4	4	3	2	2	2
14	4	4	4	4	4	4	4	4	4	4	4

The Responses of the Questionnaire

[illegible]

Num	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11
1	4	4	3	3	4	4	4	4	4	3	4
2	4	4	4	4	4	4	4	4	4	4	2
3	3	3	3	3	3	3	3	3	3	2	3
4	4	4	4	3	3	3	3	3	3	3	4
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6	4	4	3	2	4	3	4	3	3	3	4
7	2	2	2	2	2	2	2	2	2	2	2
8	2	2	2	2	1	3	2	2	3	2	1
9	3	3	3	3	3	3	3	3	3	3	3
10	3	3	3	3	3	2	3	3	2	3	3
11	4	4	3	3	3	4	4	4	4	4	4
12	3	3	3	3	3	3	3	3	3	3	4
13	3	3	3	3	3	4	4	3	3	3	3
14	2	2	3	2	2	2	3	3	3	2	2

Num	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	W1	W2	W3	W4	W5
1	4	3	3	3	3	3	4	4	4	4	4	3	3	4	4	4
2	3	3	3	2	2	2	3	3	3	3	3	3	3	3	2	3
3	2	2	2	3	2	3	3	2	3	2	3	3	3	3	2	3
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6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3
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9	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
10	2	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3
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12	2	2	2	2	2	2	3	2	3	2	3	3	3	2	2	3
13	2	4	4	2	4	2	3	2	4	2	4	4	4	2	2	4
14	4	4	3	3	3	4	4	3	3	3	4	3	3	3	3	3
15	2	2	2	2	2	2	3	3	3	3	2	2	2	2	2	3
16	3	4	4	3	4	3	3	4	4	1	3	2	3	3	1	2

Num	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11
1	4	4	4	4	4	4	4	4	4	4	4
2	3	4	4	4	3	4	2	4	3	3	4
3	3	3	3	3	3	3	3	3	3	2	3
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5	2	3	3	3	3	2	3	3	3	3	2
6	2	3	3	3	3	3	3	3	3	3	3
7	4	4	4	4	4	4	4	4	4	4	4
8	3	3	3	3	3	3	3	3	3	3	3
9	3	3	3	3	3	3	3	3	3	3	3
10	3	3	3	3	3	2	3	2	3	3	3
11	3	3	3	3	3	3	3	3	3	3	3
12	3	2	3	3	3	3	2	2	3	3	2
13	2	2	2	2	2	2	2	2	4	2	2
14	3	3	3	3	3	2	3	3	3	3	3
15	3	2	2	2	3	3	3	3	4	3	2
16	1	1	3	2	4	1	2	3	4	2	1

The Responses of the Questionnaire

Non-Formal Learning on High Intermediate Level

[illegible]

[illegible]

The Responses of the Questionnaire
Informal Learning on High Intermediate Level

Num	Age	TOEFL/IELTS Score	L1	L2	L3	L4	L5	L6	L7	L8	L9	S1	S2	S3	S4	S5	S6	S7	S8
1	23	452	4	4	4	4	3	3	2	4	3	4	2	2	2	3	4	2	3
2	23	470	4	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3
3	23	450	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	23	520	4	4	4	3	3	3	2	3	2	4	2	4	4	4	4	3	3
5	23	473	4	3	4	3	3	3	2	3	3	3	3	2	3	3	3	3	3
6	23	507	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
7	24	477	4	3	4	4	4	4	3	4	4	4	3	3	3	4	4	4	4
8	23	510	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
9	23	5,5	3	3	3	3	2	3	2	2	3	3	2	3	3	3	3	4	3
10	23	450	3	3	2	3	4	3	3	4	3	4	4	3	3	3	4	4	4
11	23	520	4	4	3	4	3	3	4	4	3	3	3	3	4	4	4	3	4
12	22	500	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3	3	3
13	22	515	4	3	3	4	4	4	4	4	4	4	3	4	4	4	4	4	4
14	23	483	4	4	4	4	4	3	2	2	2	3	2	3	3	3	4	4	3
15	27	497	3	3	4	4	3	3	3	4	2	3	3	4	3	4	4	4	4
16	23	547	4	4	4	4	4	3	4	4	3	2	4	4	3	4	4	4	4

Num	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	W1	W2	W3	W4	W5
1	2	2	2	2	2	2	3	2	3	3	3	4	3	2	2	3
2	4	3	3	2	2	3	4	3	4	3	4	3	3	3	3	3
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
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12	2	2	2	2	2	2	3	2	3	2	3	3	3	3	2	3
13	4	4	4	4	4	3	3	3	4	4	4	4	4	4	2	4
14	4	3	3	3	3	4	4	3	4	3	4	3	3	3	3	3
15	3	2	2	2	3	3	3	3	3	3	2	2	2	3	3	3
16	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4

Num	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11
1	2	2	2	2	3	3	3	2	3	4	2
2	3	4	4	4	3	4	3	4	4	3	4
3	2	3	2	2	3	2	2	2	3	2	3
4	4	4	4	4	4	4	4	4	4	4	4
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6	3	3	3	3	3	3	3	3	3	3	3
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8	3	3	3	3	3	3	3	3	3	3	3
9	3	2	2	2	2	2	2	2	2	2	2
10	4	4	4	4	4	4	4	4	4	4	4
11	3	4	3	3	4	4	4	4	3	4	4
12	3	2	3	3	3	3	2	2	2	3	3
13	4	4	4	4	4	4	4	4	4	4	4
14	2	2	3	2	3	2	3	3	3	3	3
15	3	3	3	4	4	4	4	4	4	4	4
16	4	4	4	4	4	3	4	4	4	3	4

Transcript of Interview

Alumni 1 (Male)

Name : M. Rizal Akbar
Age : 24
TOEFL/IELTS Score : 533
Level : Advance

D: Hello, aa.. my name is Diba Nurfath, I am a student in English Department UIN ar-raniry, I would like to interview you some questions related to aa.. Kampung Inggris Pare, aa.. what's your name?

R: Aa.. Rizal

D: Oke Rizal, first question is aa.. about Kampung Inggris Pare, what do you know about Kampung Inggris Pare? And why do you choose Kampung Inggris Pare for your non-formal Learning?

R : Aa.. Oke thank you for the question Diba, aa.. I choose Kampung Inggris Pare because the Kampung Inggris Pare is very famous in Indonesia. It is located in East Java. And as far as I know that, aa.. all of student in Indonesia is gather around in that place. So all of the people and all of the student, especially is gather around to learn about English.

D: Okay, for the second question, do you experience the effected relationship during in Kampung Inggris Pare? It could be social, physical, or symbolic.

R: Yes, I do feel..

D: The effeted relationship, may be with your friends, or with your teacher, your environment.

R: oh, yes, I do feel the effected experience because all of the surronding in Kampung Inggris is really supported me to.. enhance my english skill. From the teacher itself, they also.. they always help us to learn in study time or outside the study time. Also the Environment really support us. All of the people in kampung inggris trying to speak english rather than speak in bahasa.

D: okay, okay next, aa.. What are the differences of method and results do you experience after study in Kampung Inggris? If you compare to your learning environment?

R : Sorry, putus putus dib, apa pertanyaannya?

D: aa.. What are the differences of methods and results do you experience after study in Kampung Inggris? If you compare to your learning environment?

R: the differentiation is, umm, I thought the.. i think the experiences is different so all of the student because it is really depend on how themselves trying to push themselves to study, so it is relative for me, but i think, it is really impact me so much. Because i do feel the positive environment there to learn english. They always support me and save me to be the best to raise the english lesson. So, for me the differentiation is the environment itself also the teacher and the people in Kampung Inggris pare.

D : aa.. what about the method of learning?

R: Honestly, the method of learning is not too different with other english courses outside the Kampung Inggris Pare. May be the environment is the one that have big different than the other courses.

D: okay, the next question. Do you feel your TOEFL or IELTS score increased after studying in Kampung Inggris?

R: umm.. yes.

D: Why?

R: My toefl score increased not too much. It is only slight different

Before i come to Kampung Inggris my toefl score is around 500 and, After i studied in kampung inggris my toefl increasing to, how much.. 533. Yeah, Its not a big different. It only increased by thirty point, heeh

D: Why do you choose Kampung Inggris Pare rather than other courses in your hometown?

R: umm.. The number one consideration before choose the Kampung Inggris is because Kampung Inggris is really famous about how the environment can support the studnet to learn English. Second, lots of my friend who come to Kampung Inggris has a big different before and after he goes to Kampung Inggris. So, I thought, may be it's a good option to come to Kampung Inggris to learn English better.

Alumni 2 (Female)

Name : Noer Octaviana Maliza (L)

Age : 23

TOEFL/IELTS Score : 450

Level : High Intermediate

D: Before we start the question, can you please introduce your name?

L: Ya, my name is Noer Octaviana Maliza, and yeah, you can call me liza.

D: Okay, right, the first question what do you know about Kampung Inggris pare?
and why do you choose kampung inggris pare for your non-formal learning?

L: Umm... aaa, ya.. Menurut saya Kampung inggris adalah suatu tempat dimana , aa wadah untuk para pelajar baik itu aa dari SMP, SMA maupun ummm, bahkan yang kerja dan kuliah gitu. Dan kenapa saya pilih Kampung Inggris karna di Kampung Inggris itu kita bisa aplikasikan semua aa pengetahuan yang kita punya karena disana, umm, aa aplikasi untuk bicaranya itu selalu kita gunakan karena setiap hari kita menggunakan Bahasa Inggris dengan teman-teman dari Sabang sampai Meurauke. Yang Intinya ini suatu kampung seluruh Indonesia, ummm, aaa, studentnya itu berkumpul disitu belajar lebih intensive tentang Bahasa Inggris.

D: Do you experience the effected relationship during in Kampung Inggris ? It could be social, physical, or symbolic.

L: Mmm.. Pengaruhnya cukup besar, aa.. menurut saya sendiri, karena memang aa.. di Kampung Inggris keadaan nya aa.. cukup aa.. sesuai dengan keadaan tempat saya berasal yaitu Aceh dimana itu tempatnya sangat aa.. sistem pedesaan, terus terkesan aa.. benar-benar kampung lah memang, habis itu, aa.. hubungan saya dengan kerabat-kerabat semuanya disana itu cukup baik, bahkan kita masih keep in touch sampai sekarang sama teman-teman aa.. sekamar, bahkan sekos, juga sama temen-temen se tempat course sama.. tentornya juga masih keep intouch terus bahkan kita masih sering adain reuni-reuni untuk beberapa wilayah asal aa.. gitu, dan, aa.. Ya cukup menyenangkan lah.

D: Right, next, what are the differences of methods and result do you experience after study in Kampung Inggris Pare compared to your learning environment?

L : Umm.. banyak metode-metode yang aa.. berbeda yang saya dapatkan di Kampung Inggris, Yang paling pertama aa.. press metode nya tu aa.. cukup benar-benar ditekan, karena memang disana punya target, dimana orang yang keluar dari

aa.. Kampung Inggris dengan tujuan tertentu seperti TOEFL atau IELTS yang ingin dicapai itu benar-benar bisa tercapai. Berbeda dengan kita, aa.. mungkin aa.. selama, umm.. apa ya, beberapa course yang udah kita ambil dari beberapa tempat asal kita terkesan begitu simple dan aa.. apa adanya, sementara disana menggunakan metode-metode yang memang langsung practice everyday, jadi kita lebih bisa aa.. kita aplikasikan setiap hari jadi lebih bisa diingat dan memang aa.. kenaikan kurva untuk, aa.. apa yaa, untuk kemampuannya itu cukup bagus gitu memang karna aa.. kita fokus disitu dengan hal yang sama setiap hari dan memang dalam tekanan untuk menggapai suatu tujuan atau suatu score yang kt inginkan.

D: Do you feel your TOEFL or IELTS increased after studying in Kampung Inggris Pare?

L: Yes of course, aa.. cukup meningkat drastis kenaikanya, karna saya memang merasa, umm.. tanpa disadari apapun yang kita gunakan, vocabulary yang kita gunakan setiap harinya itu ternyata cukup membantu kita dalam mengasah kemampuan kita saat, aa.. mungkin dalam tes reading atau tes writing, dan itu sangat-sangat membantu. Karena, pada dasarnya kita umum tu apa itu Bahasa Inggris nya dari a atau b, tapi kita kadang sulit untuk mengucapkan karena jarang menggunakan. Tapi dengan metode-metode yang ada disana, benar-benar bisa membuat kita selalu mengingat sehingga hal-hal kecil atau vocab-vocab kecil yang harusnya kita ingat itu jadi lebih ringan dan vocab-vocab baru jadi lebih ringan untuk kita ingat, gitu.

D: Okay, last question. Why do you choose Pare English Village than other courses?

L: Umm.. karena menurut saya tujuan saya untuk belajar Bahasa Inggris itu memang benar-benar mencapai suatu score yang saya butuhkan. Jadi kalau belajar di English village itu memang benar-benar bisa kita, aa.. kita raih dalam waktu singkat. Sementara mungkin kalau di kampung halaman atau di tempat kursus lainnya mungkin butuh waktu yang sedikit lebih longtime. Begitu.

Alumni 3 (Female)

Name : Nia Asrianti

Age : 23

TOEFL/IELTS Score : 550

Level : High Intermediate

D: Hello, what is your name?

N: Hi, my name is Nia Asrianti, and you should call me Nia.

D: okay Nia. I would like to interview you some questions related to Kampung Inggris Pare. aa.. First, what do you know about Kampung Inggris pare? and why do you choose kampung inggris pare for your non-formal learning?

N: okay, What I know about Kampung inggris pare, Kampung Inggris is the best way to learn about English. So that is why I choose kampung inggris to learn more about English and to improve my English ability. Because I think they use effective method for learning. We start learning from 5.30 am until 10.00 pm and I think it's really effective to improve my English skill ability, that is why i prefer choose kampung inggris than any previous course

D: Okay, aa... okay nia, we move to the next question, Do you experience the effected relationship during in Kampung Inggris Pare ? It could be social, physical, or symbolic.

N: Yes of course, in Kampung Inggris I met many people from all over Indonesia. So, I met my friends from Sabang to Merauke in Kampung Inggris Pare, it is really affected on me. I learn much, many new methods and many new experiences that I got from them. For example, several friends of mine are really strike about time. So When they told me the class should begin at five am, it should be at five. And I learn from them that a time management is really important for me.

D: Okay Nia, do you want to continue?

N: And From social, Kampung Inggris is best place to learn because I can speak with many friend and I think when we try to speak even we can speak or not, it will improve our speaking ability. That's why Kampung Inggris is the best place to study.

D: Okay, Nia, then we move to the next question.What are the differences of methods and result do you experience after studying in Kampung Inggris Pare compared to your previous learning environment?

N: Okay, like I said before. Kampung Inggris use effective methods, so I think the best way to learn English is persistent and Kampung Inggris provides that. They taught us day by day and persisted from 5.30 a.m until 10 p.m. And I think it is different from my previous courses. Aa.. For example in Banda Aceh, so I had several experiences in many courses in Banda Aceh. So, In previous course, we just studied for one or two hours each day. But in Kampung Inggris Pare, we study more till eight hours each day. So, It is really effective for me to improve my English ability rather than my previous course. The result of persistent and study hard, yeah, we can see, between my ability before I go to Kampung Inggris. Right now, I have to speak more to companion compared to before I go to Pare.

D: So do you feel your TOEFL/IELTS score increased after studying in Kampung Inggris? Don't you?

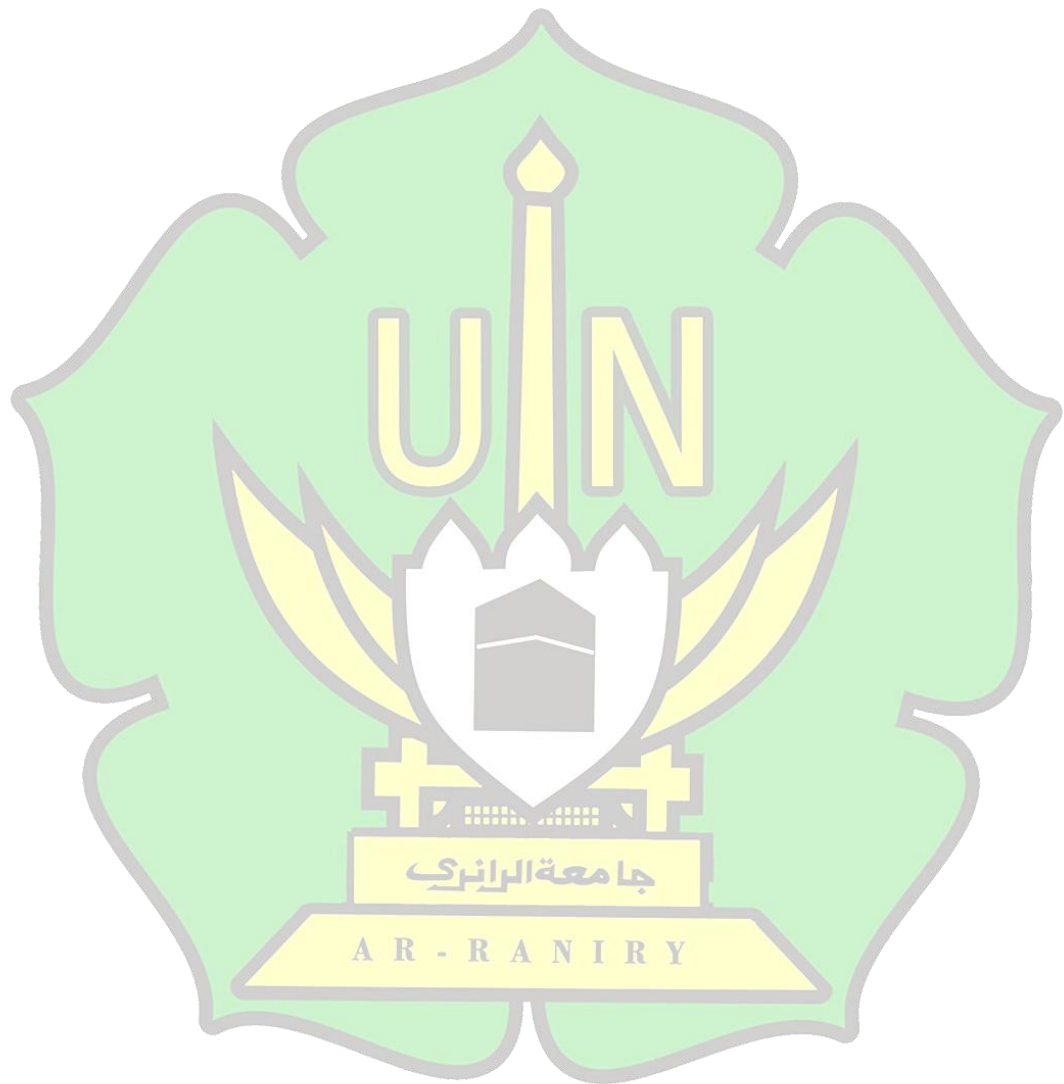
N: Yeah, of course I feel it. Before I went to Kampung Inggris my score.. TOEFL score or IELTS score, my TOEFL score stuck at like 450. But after I went to Kampung Inggris at August I felt that my TOEFL score increased directly to 500-550 and IELTS too. Before I went to Kampung Inggris I didn't know anything about IELTS. So when someone talk to me about IELTS I didn't have any idea about what they are talking about. But after I went to Kampung Inggris and learn about IELTS, I felt the differences between that I didn't know anything to I know something about IELTS. Like I know how to speak, I know how to write, and I know how to listen to other directly and properly.

D: Okay Nia, so the last question that I will ask to you is why do you choose Pare English Village than other courses?

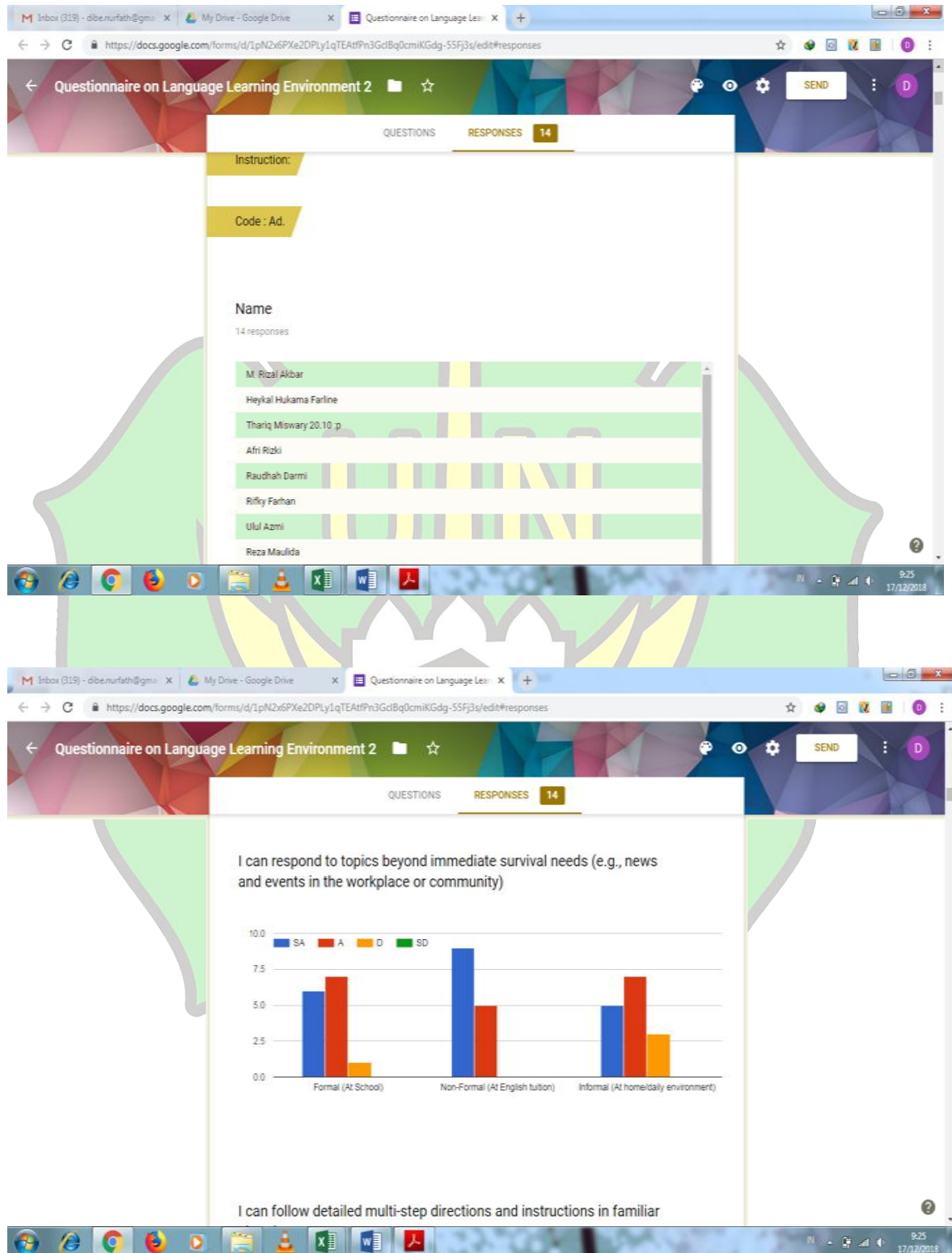
N: Because I know, I have several friends that are alumni from Kampung Inggris Pare. They told me that Kampung Inggris provides the best course for learning English and that's why I chose to go to Kampung Inggris Pare. And I think, When I went to Kampung Inggris on August. I felt the differences between my previous course and in Pare. Because I had experienced that what my friend told me before that Kampung Inggris Pare really strike place for student for studying English. They are really persistent. They had many compatible tutors for student. The method that they used to teach student are really effective. And I think this method we can not learn in other places except in Pare.

D: Okay Nia, aa.. thank you nia for your kind time to answer the question, hope you are always in a good condition.

N: Yups, welcome, amiin, thank you, you too.



Documentation of the Research



TOEFL iBT® Test Questions

Reading Section

Directions: The Reading section measures your ability to understand academic passages written in English. You will read one passage and answer questions about it. In the actual TOEFL iBT® test, you would have 20 minutes to read the passage and answer the questions. Test takers with disabilities can request a time extension.

Meteorite Impact and Dinosaur Extinction

There is increasing evidence that the impacts of meteorites have had important effects on Earth, particularly in the field of biological evolution. Such impacts continue to pose a natural hazard to life on Earth. Twice in the twentieth century, large meteorite objects are known to have collided with Earth.

5

If an impact is large enough, it can disturb the environment of the entire Earth and cause an ecological catastrophe. The best-documented such impact took place 65 million years ago at the

10

end of the Cretaceous period of geological history. This break in Earth's history is marked by a mass extinction, when as many as half the species on the planet became extinct. While there are a dozen or more mass extinctions in the geological record, the Cretaceous mass extinction has always intrigued paleontologists because it marks the end of the age of the dinosaurs. For tens of millions of years, those great creatures had flourished.

Then, suddenly, they disappeared.

15

The body that impacted Earth at the end of the Cretaceous period was a meteorite with a mass of more than a trillion tons and a diameter of at least 10 kilometers. Scientists first identified this impact in 1980 from the worldwide layer of sediment deposited from the dust cloud that enveloped the planet after the impact. This sediment layer is enriched in the rare metal iridium and other elements that are relatively abundant in a meteorite but

20

very rare in the crust of Earth. Even diluted by the terrestrial material excavated from the crater, this component of meteorites is easily identified. By 1990 geologists had located the impact site

itself in the Yucatán region of Mexico. The crater, now deeply buried in sediment, was originally about 200 kilometers in diameter.

25

This impact released an enormous amount of energy, excavating a crater about twice as large as the lunar crater Tycho. The explosion lifted about 100 trillion tons of dust into the atmosphere, as can be determined by measuring the thickness of the sediment layer formed

when this dust settled to the surface. Such a quantity of material would have blocked the sunlight completely from reaching the surface, plunging Earth into a period
30 of cold and darkness that lasted at least several months. The explosion is also calculated to have produced vast quantities of nitric acid and melted rock that sprayed out over much of Earth, starting widespread fires that must have consumed most terrestrial forests and grassland. Presumably, those environmental disasters could have been responsible for the mass extinction, including the death of the dinosaurs.
35 Several other mass extinctions in the geological record have been tentatively identified with large impacts, but none is so dramatic as the Cretaceous event. But even without such specific documentation, it is clear that impacts of this size do occur and that their results can be catastrophic. What is a catastrophe for one group of living things, however,
40 may create opportunities for another group. Following each mass extinction, there is a sudden evolutionary burst as new species develop to fill the ecological niches opened by the event.

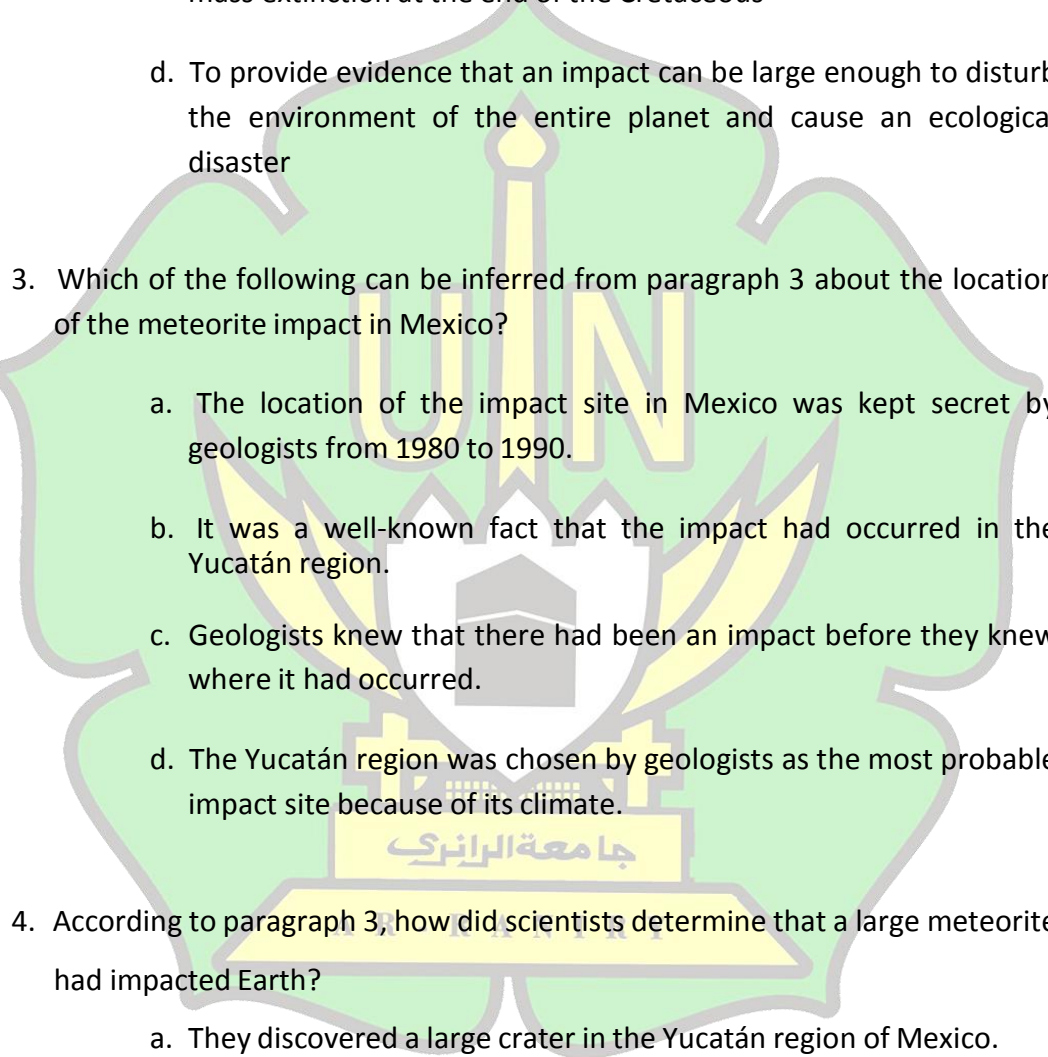
Impacts by meteorites represent one mechanism that could cause global catastrophes and
45 seriously influence the evolution of life all over the planet. According to some estimates, the majority of all extinctions of species may be due to such impacts. Such a perspective fundamentally changes our view of biological evolution. The standard criterion for the survival of a species is its success in competing with other species and adapting to slowly changing environments. Yet an equally important criterion is the ability of a species to
50 survive random global ecological catastrophes due to impacts.

Earth is a target in a cosmic shooting gallery, subject to random violent events that were unsuspected a few decades ago. In 1991 the United States Congress asked NASA to investigate the hazard posed today by large impacts on Earth. The group conducting the
55 study concluded from a detailed analysis that impacts from meteorites can indeed be hazardous. Although there is always some risk that a large impact could occur, careful study shows that this risk is quite small.

1. The word “pose” on line 2 is closest in meaning to

- a. claim
- b. model
- c. assume
- d. present

2. In paragraph 2, why does the author include the information that dinosaurs had flourished for tens of millions of years and then suddenly disappeared?

- 
- a. To support the claim that the mass extinction at the end of the Cretaceous is the best-documented of the dozen or so mass extinctions in the geological record
 - b. To explain why as many as half of the species on Earth at the time are believed to have become extinct at the end of the Cretaceous
 - c. To explain why paleontologists have always been intrigued by the mass extinction at the end of the Cretaceous
 - d. To provide evidence that an impact can be large enough to disturb the environment of the entire planet and cause an ecological disaster
3. Which of the following can be inferred from paragraph 3 about the location of the meteorite impact in Mexico?
- a. The location of the impact site in Mexico was kept secret by geologists from 1980 to 1990.
 - b. It was a well-known fact that the impact had occurred in the Yucatán region.
 - c. Geologists knew that there had been an impact before they knew where it had occurred.
 - d. The Yucatán region was chosen by geologists as the most probable impact site because of its climate.
4. According to paragraph 3, how did scientists determine that a large meteorite had impacted Earth?
- a. They discovered a large crater in the Yucatán region of Mexico.
 - b. They found a unique layer of sediment worldwide.
 - c. They were alerted by archaeologists who had been excavating in the Yucatán region.
 - d. They located a meteorite with a mass of over a trillion tons.

5. The word “excavating” on line 25 is closest in meaning to

- a. digging out
- b. extending
- c. destroying
- d. covering up

6. The word “consumed” on line 32 is closest in meaning to

- a. changed
- b. exposed
- c. destroyed
- d. covered

7. According to paragraph 4, all of the following statements are true of the impact at the end of the Cretaceous period EXCEPT:

- a. A large amount of dust blocked sunlight from Earth.
- b. Earth became cold and dark for several months.
- c. New elements were formed in Earth’s crust.
- d. Large quantities of nitric acid were produced.

8. The phrase “tentatively identified” on line 36 is closest in meaning to

- a. identified after careful study
- b. identified without certainty
- c. occasionally identified
- d. easily identified

9. The word “perspective” on line 46 is closest in meaning to

- a. sense of values
- b. point of view

- c. calculation
- d. complication

10. Paragraph 6 supports which of the following statements about the factors that are essential for the survival of a species?

- a. The most important factor for the survival of a species is its ability to compete and adapt to gradual changes in its environment.
- b. The ability of a species to compete and adapt to a gradually changing environment is not the only ability that is essential for survival.
- c. Since most extinctions of species are due to major meteorite impacts, the ability to survive such impacts is the most important factor for the survival of a species.
- d. The factors that are most important for the survival of a species vary significantly from one species to another.

11. Which of the sentences below best expresses the essential information in the following sentence?

Earth is a target in a cosmic shooting gallery, subject to random violent events that were unsuspected a few decades ago.

Incorrect choices change the meaning in important ways or leave out essential information.

- a. Until recently, nobody realized that Earth is exposed to unpredictable violent impacts from space.
- b. In the last few decades, the risk of a random violent impact from space has increased.
- c. Since most violent events on Earth occur randomly, nobody can predict when or where they will happen.
- d. A few decades ago, Earth became the target of random violent events originating in outer space.

12. According to the passage, who conducted investigations about the current dangers posed by large meteorite impacts on Earth?

- a. Paleontologists
- b. Geologists
- c. The United States Congress
- d. NASA

13. Look at the four letters (**A**, **B**, **C**, and **D**) that indicate where the following sentence could be added to the passage in paragraph 6.

This is the criterion emphasized by Darwin's theory of evolution by natural selection.

Where would the sentence best fit?

Impacts by meteorites represent one mechanism that could cause global catastrophes and seriously influence the evolution of life all over the planet. **(A)** According to some estimates, the majority of all extinctions of species may be due to such impacts. **(B)** Such a perspective fundamentally

changes our view of biological evolution. **(C)** The standard criterion for the survival of a species is its success in competing with other species and adapting to slowly changing environments. **(D)** Yet an equally important criterion is the ability of a species to survive random global ecological catastrophes due to impacts.

Choose the place where the sentence fits best.

- a. Option A
- b. Option B
- c. Option C
- d. Option D

14. An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE (3) answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

Write your answer choices in the spaces where they belong. You can write in the number of the answer choice or the whole sentence.

Scientists have linked the mass extinction at the end of the Cretaceous with a meteorite impact on Earth.
•
•
•

Answer choices

- (1) Scientists had believed for centuries that meteorite activity influenced evolution on Earth.
- (2) The site of the large meteorite impact at the end of the Cretaceous period was identified in 1990.
- (3) There have also been large meteorite impacts on the surface of the Moon, leaving craters like Tycho.
- (4) An iridium-enriched sediment layer and a large impact crater in the Yucatán provide evidence that a large meteorite struck Earth about 65 million years ago.
- (5) Large meteorite impacts, such as one at the end of the Cretaceous period, can seriously affect climate, ecological niches, plants, and animals.
- (6) Meteorite impacts can be advantageous for some species, which thrive, and disastrous for other species, which become extinct.

Key to Reading section:

1. d
2. c

3. c

4. b

5. a

6. c

7. c

8. b

9. b

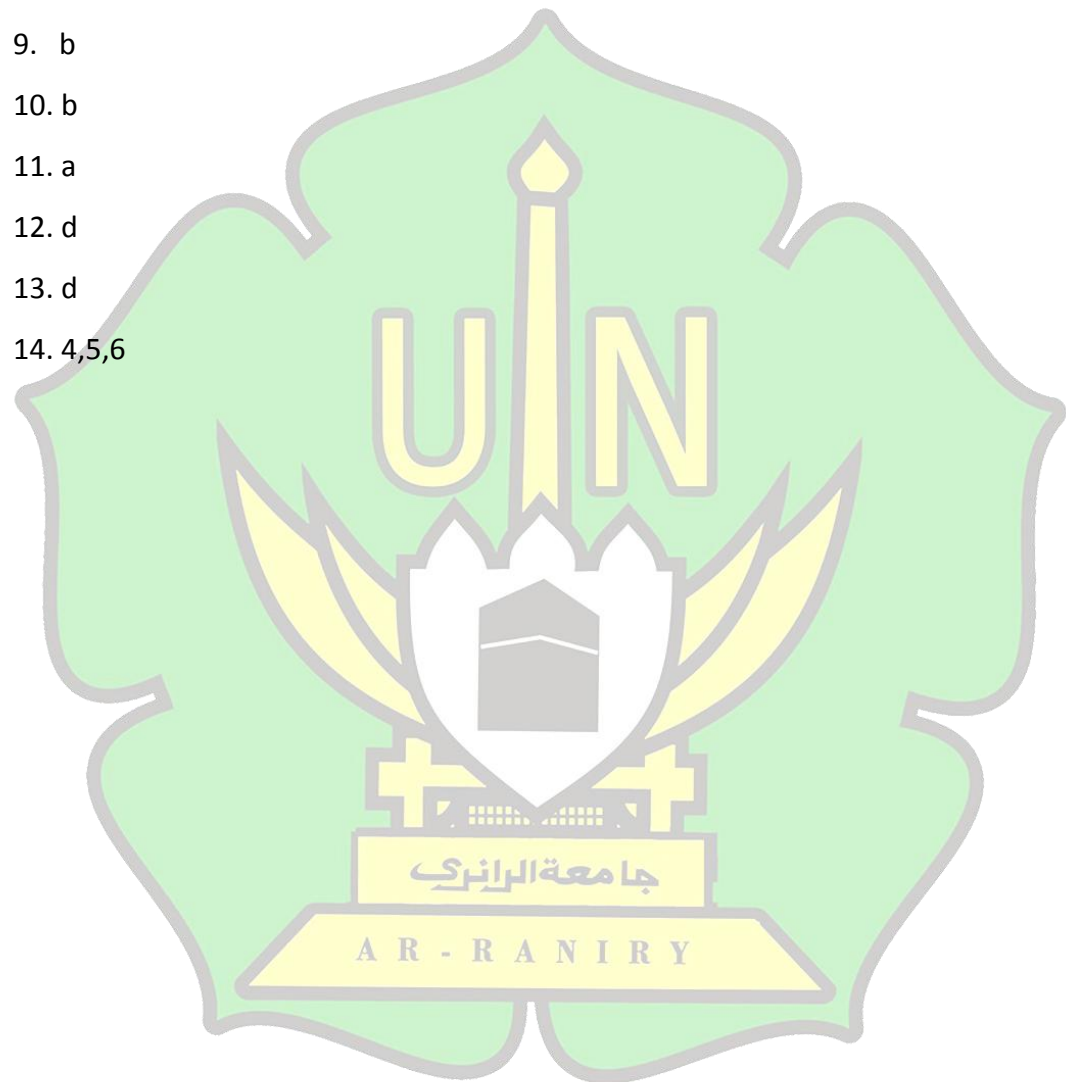
10. b

11. a

12. d

13. d

14. 4,5,6



Listening Section

Directions: The Listening section measures your ability to understand conversations and lectures in English. In this sample, you will read one conversation and one lecture and answer questions after each conversation or lecture. The questions typically ask about the main idea and supporting details. Some questions ask about a speaker's purpose or attitude. Answer the questions based on what is stated or implied by the speakers. Most questions are worth one point. If a question is worth more than one point, it will have special directions that indicate how many points you can receive.

In an actual test, you would be able to take notes while you listened and use your notes to help you answer the questions. Your notes would not be scored.

CONVERSATION TRANSCRIPT

(Narrator) Listen to a conversation between a student and her basketball coach and then answer the questions.

(Male coach) Hi, Elizabeth.

(Female student) Hey, Coach. I just thought I'd stop by to see what I missed while I was gone.

(Male coach) Well, we've been working real hard on our plan for the next game . . . I've asked Susan to go over it with you before practice this afternoon, so you'll know what we're doing.

(Female student) Okay.

(Male coach) By the way, how did your brother's wedding go?

(Female student) Oh, it was beautiful. And the whole family was there. I saw aunts and uncles and cousins I hadn't seen in years.

(Male coach) So it was worth the trip.

(Female student) Oh definitely. I'm sorry I had to miss practice, though. I feel bad about that.

(Male coach) Family's very important.

(Female student) Yep. Okay, I guess I'll see you this afternoon at practice, then.

(Male coach) Just a minute. There are a couple of other things I need to tell you.

(Female student) Oh, okay.

(Male coach) Uh . . . First, everybody's getting a new team jacket.

(Female student) Wow. How did that happen?

(Male coach) A woman who played here about 20, 25 years ago came through town a few weeks ago and saw a game, and said she wanted to do something for the team, so . . .

(Female student) So she's buying us new jackets?

(Male coach) Yep.

(Female student) Wow, that's really nice of her.

(Male coach) Yes, it is. It's great that former players still care so much about our school and our basketball program . . . Anyway you need to fill out an order form. I'll give it to you now, and you can bring it back this afternoon. I've got the forms from the other players, so as soon as I get yours we can order. Maybe we'll have the jackets by the next game.

(Female student) OK.

(Male coach) Great. And the next thing is, you know Mary's transferring to another college next week, so we'll need someone to take over her role as captain for the second half of the season. And the other players unanimously picked you to take over as captain when Mary leaves.

(Female student) Wow. I saw everybody this morning, and nobody said a word.

(Male coach) They wanted me to tell you. So, do you accept?

(Female student) Of course! But Susan's a much better player than I am. I'm really

surprised they didn't pick her.

(Male coach) They think you're the right one. You'll have to ask them their thoughts.

(Female student) Okay . . . I guess one of the first things I'll have to do as captain is make sure we get a thank-you card out to the lady who's buying us the jackets.

(Male coach) Good idea. I have her address here somewhere.

(Female student) And I'll make sure the whole team signs it.

(Male coach) Good. That's all the news there is. I think that's it for now. Oh, let me get you that order form.

1. What are the speakers mainly discussing?

- a. How the woman should prepare for the next game
- b. The woman's responsibilities as team captain
- c. Things that happened while the woman was away
- d. The style of the new team uniforms

2. Who is buying new jackets for the team?

- a. The coach
- b. The captain of the team
- c. A former player
- d. A group of basketball fans

3. There are two answers for the next question. Mark two answers.

Why is the woman surprised to learn that she has been chosen as the new team captain?

- a. She is not the best player on the team.

- b. Her teammates did not tell her about the decision.
- c. She does not have many friends on the team.
- d. She has missed a lot of practices.

4. Read part of the conversation again. Then answer the question.

(Female student) I'm sorry I had to miss practice, though. I feel bad about that.

(Male coach) Family's very important.

What does the man mean when he says: "Family's very important."

- a. He hopes the woman's family is doing well.
 - b. He would like to meet the woman's family.
 - c. The woman should spend more time with her family.
 - d. The woman had a good reason for missing practice.
5. Why does the coach say: "Good. That's all the news there is. I think that's it for now."
- a. He wants to know if the woman understood his point.
 - b. He wants the woman to act immediately.
 - c. He is preparing to change the topic.
 - d. He is ready to end the conversation.

LECTURE TRANSCRIPT

(Narrator) Listen to part of a lecture in a literature class.

(Male professor) Today I'd like to introduce you to a novel that some critics consider the finest detective novel ever written. It was also the first. We're talking about *The Moonstone* by Wilkie Collins. Now, there are other detective stories that preceded *The Moonstone* historically—Um, notably the work of Poe . . . Edgar Allen Poe's stories,

such as "The Murders in the Rue Morgue" and . . . "The Purloined Letter." Now these were short stories that featured a detective . . . uh, probably the first to do that. But *The Moonstone*, which follows them by about twenty years—it was published in 1868—this is the first full-length detective novel ever written.

Now, in *The Moonstone*—if you read it as . . . uh, come to it as a contemporary reader— what's interesting is that most of the features you find in almost any detective novel are in fact already present. Uh, it's hard at this juncture to read this novel and realize that no one had ever done that before, because it all seems so strikingly familiar. It's, it's really a wonderful novel and I recommend it, even just as a fun book to read, if you've never read it. Um, so in *The Moonstone*, as I said, Collins did much to establish the conventions of the detective genre. I'm not gonna go into the plot at length, but, you know, the basic set- up is . . . there's this diamond of great . . . of great value, a country house, the diamond mysteriously disappears in the middle of the night, uh, the local police are brought in, in an attempt to solve the crime, and they mess it up completely, and then the true hero of the book arrives. That's Sergeant Cuff.

Now, Cuff, this extraordinarily important character . . . well, let me try to give you a sense of who Sergeant Cuff is, by first describing the regular police. And this is the dynamic that you're going to see throughout the history of the detective novel, where you have the regular cops—who are well-meaning, but officious and bumblingly inept—and they are countered by a figure who's eccentric, analytical, brilliant, and . . . and able to solve the crime. So, first the regular police get called in to solve the mystery—Um, in this case, detective, uh, Superintendent Seegrave. When Superintendent Seegrave comes in, he orders his minions around, they bumble, and they actually make a mess of the investigation, which you'll see repeated—um, you'll see this pattern repeated, particularly in the Sherlock Holmes stories of a few years later where, uh, Inspector Lestrade, this well-meaning idiot, is always countered, uh, by Sherlock Holmes, who's a genius.

So, now Cuff arrives. Cuff is the man who's coming to solve the mystery, and again he has a lot of the characteristics that future detectives throughout the history of this genre will have. He's eccentric. He has a hobby that he's obsessive about—in this . . . in his case, it's the love of roses. He's a fanatic about the breeding of roses; and here think of Nero Wolfe and his orchids, Sherlock Holmes and his violin, a lot of those later classic detective heroes have this kind of outside interest that they . . . they go to as a kind of antidote to the evil and misery they encounter in their daily lives. At one point, Cuff says he likes his roses because they offer solace, uh, an escape, from the world of crime he typically operates in.

Now, these detective heroes . . . they have this characteristic of being smart, incredibly smart, but of not appearing to be smart. And most importantly, from a kind of existential point of view, these detectives see things that other people do not see. And that's why the detective is such an important figure, I think, in our modern imagination. In the case of *The Moonstone*—I don't want to say too much here and spoil it for you—but the clue that's key to . . . the solving of the crime is a smeared bit of paint in a doorway. Of course, the regular police have missed this paint smear or made some sort of unwarranted assumption about it. Cuff sees this smear of paint—this paint, the place where the paint is smeared—and realizes that from this one smear of paint you can actually deduce the whole situation . . . the whole world. And that's what the hero in a detective novel like this . . . brings to it that the other characters don't—it's this ability to, uh, see meaning where others see no meaning and to bring order . . . to where it seems there is no order.

6. What is the lecture mainly about?

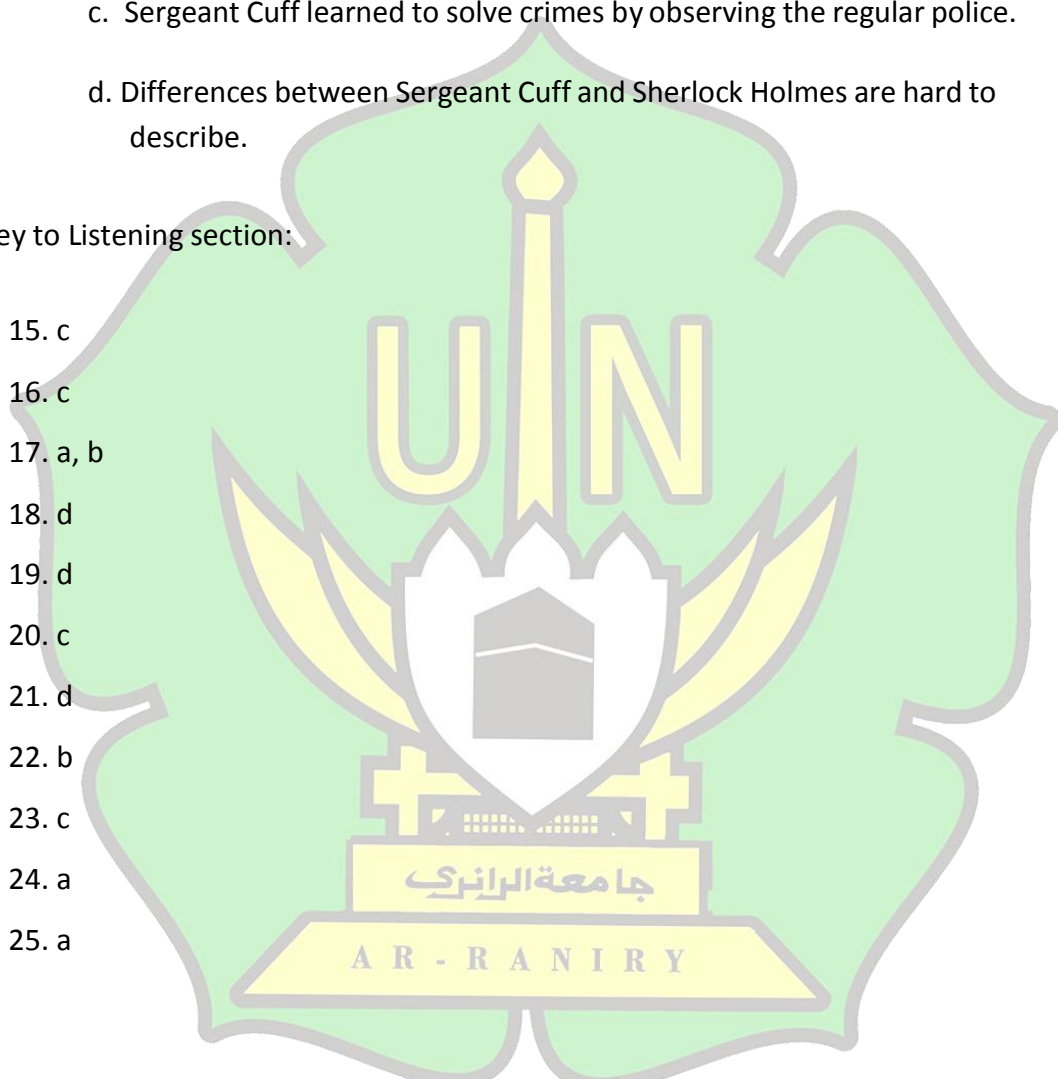
- a. A comparison of two types of detective novels
- b. Ways in which detective novels have changed over time
- c. *The Moonstone* as a model for later detective novels
- d. Flaws that can be found in the plot of *The Moonstone*

7. In what way is *The Moonstone* different from earlier works featuring a detective?
- a. In its unusual ending
 - b. In its unique characters
 - c. In its focus on a serious crime
 - d. In its greater length
8. According to the professor, what do roses in *The Moonstone* represent?
- a. A key clue that leads to the solving of the mystery
 - b. A relief and comfort to the detective
 - c. Romance between the main characters
 - d. Brilliant ideas that occur to the detective
9. Why does the professor mention a smeared bit of paint in a doorway in *The Moonstone*?
- a. To describe a mistake that Sergeant Cuff has made
 - b. To show how realistically the author describes the crime scene
 - c. To exemplify a pattern repeated in many other detective stories
 - d. To illustrate the superior techniques used by the police
10. What can be inferred about the professor when he says this: "Uh, it's hard at this juncture to read this novel and realize that no one had ever done that before, because it all seems so strikingly familiar."
- a. He is impressed by the novel's originality.
 - b. He is concerned that students may find the novel difficult to read.
 - c. He is bored by the novel's descriptions of ordinary events.
 - d. He is eager to write a book about a less familiar subject.

11. What does the professor imply when he says this: “. . . well, let me try to give you a sense of who Sergeant Cuff is, by first describing the regular police.”
- a. Sergeant Cuff is unlike other characters in *The Moonstone*.
 - b. The author’s description of Sergeant Cuff is very realistic.
 - c. Sergeant Cuff learned to solve crimes by observing the regular police.
 - d. Differences between Sergeant Cuff and Sherlock Holmes are hard to describe.

Key to Listening section:

- 15. c
- 16. c
- 17. a, b
- 18. d
- 19. d
- 20. c
- 21. d
- 22. b
- 23. c
- 24. a
- 25. a



**Speaking
Section**

Directions: The Speaking section in the test measures your ability to speak about a variety of topics.

- In questions 1 and 2, in an actual test, your response will be scored on your ability to speak clearly and coherently about familiar topics.
- In questions 3 and 4, in an actual test, you would first read a short text and then listen to a talk on the same topic. You would have to combine appropriate information from the text and the talk to provide a complete answer. Your response would be scored on your ability to accurately convey information, and to speak clearly and coherently. In this sampler, you will **read** both the text and the talk.
- In questions 5 and 6, in an actual test, you would listen to part of a conversation or lecture. Then, you would be asked a question about what you have heard. Your response would be scored on your ability to accurately convey information, and to speak clearly and coherently. In this sampler, you will **read** the conversation.
- In an actual test, you would be able to take notes while you read and while you listened to the conversations and talks. You would be able to use your notes to help prepare your responses.
- Preparation and response times for an actual test are noted in this text. Test takers with disabilities may request time extensions.
- The scoring rubric used to score actual Speaking responses can be found on the TOEFL website's "Download Library" page.

1. Talk about a pleasant and memorable event that happened while you were in school. Explain why this event brings back fond memories.

Preparation Time: 15 seconds

Response Time: 45 seconds

2. Some people think it is more fun to spend time with friends in restaurants or cafés.

Others think it is more fun to spend time with friends at home. Which do you think is better? Explain why.

Preparation Time: 15 seconds

Response Time: 45 seconds

3. Read the following text and the conversation that follows it. Then, answer the question.

The Northfield College Student Association recently decided to make a new purchase. Read the following announcement in the college newspaper about the decision. (Reading time in an actual test would be 45-50 seconds.)

Good News for Movie Fans

The Student Association has just purchased a new sound system for the Old Lincoln Hall auditorium, the place where movies on campus are currently shown. By installing the new sound system, the Student Association hopes to attract more students to the movies and increase ticket sales. Before making the purchase of the new equipment, the Student Association conducted a survey on campus to see what kind of entertainment students liked best. Going to the movies ranked number one. "Students at Northfield College love going to the movies" said the president of the Student Association, "so we decided to make what they already love even better. We're confident that the investment into the sound system will translate into increased ticket sales."

(Male student) I really think the Student Association made a bad decision. **(Female student)** Really? Why? Don't you like going to the movies? **(Male student)** Sure I do. But this new purchase is just a waste of money. **(Female student)** What do you mean? It's supposed to sound really good.

(Male student) Yeah, well, I'm sure it does, but, in Old Lincoln Hall? I mean that building must be 200 years old! It used to be the college gym! The acoustics are terrible.

(Female student) So you're saying there'll be no improvement?

(Male student) That's right. And also, I seriously doubt that going to the movies is the number one social activity for most students.

(Female student) Yeah, but that's what students said.

(Male student) Well, of course that's what they said. What else is there to do on campus?

(Female student) What do you mean?

(Male student) I mean, there isn't much to do on campus besides go to the movies. If there were other forms of, uh recreation, or other social activities, you know, I don't think most students would have said that going to the movies was their first choice.

Question: The man expresses his opinion of the Student Association's recent purchase. State his opinion and explain the reasons he gives for holding that opinion.

Preparation Time: 30 seconds

Response Time: 60 seconds

4. Read a passage from a psychology textbook and the lecture that follows it. Then answer the question. (Reading time in an actual test would be 45-50 seconds.)

Flow

In psychology, the feeling of complete and energized focus in an activity is called flow. People who enter a state of flow lose their sense of time and have a feeling of great satisfaction. They become completely involved in an activity for its own sake rather than for what may result from the activity, such as money or prestige. Contrary to expectation, flow usually happens not during relaxing moments of leisure and entertainment, but when we are actively involved in a difficult enterprise, in a task that stretches our mental or physical abilities.

(Male professor) I think this will help you get a picture of what your textbook is describing. I had a friend who taught in the physics department, Professor Jones, he retired last year. . . . Anyway, I remember . . . this was a few years ago . . . I remember passing by a classroom early one morning just as he was leaving, and he looked terrible: his clothes were all rumpled, and he looked like he hadn't slept all night. And I asked if he was OK. I was surprised when he said that he never felt better, that he was totally happy. He had spent the entire night in the classroom working on a mathematics puzzle. He didn't stop to eat dinner; he didn't stop to sleep . . . or even rest. He was that involved in solving the puzzle. And it didn't even have anything to do with his teaching or research; he had just come across this puzzle accidentally, I think in a mathematics journal, and it just really interested him, so he worked furiously all night and covered the blackboards in the classroom with equations and numbers and never realized that time was passing by.

Question: Explain *flow* and how the example used by the professor illustrates the concept.

Preparation Time: 30 seconds

Response Time: 60 seconds

5. Read the following conversation between two students and then answer the question.

(Female student) How's the calculus class going? You're doing better?

(Male student) Not really. I just can't get the hang of it. There're so many functions and formulas to memorize, you know? And the final . . . It's only a few weeks away. I'm really worried about doing well.

(Female student) Oh . . . You know, you should go to the tutoring program and ask for help.

(Male student) You mean, in the Mathematics building?

(Female student) Ya. Get a tutor there. Most tutors are doctoral students in the math program. They know what they're talking about, and for the final test, you know, they'd tell you what to study, how to prepare, all of that.

(Male student) I know about that program . . . but doesn't it cost money?

(Female student) Of course. You have to register and pay by the hour . . . But they've got all the answers.

(Male student) Hmm . . .

(Female student) Another option, I guess, is to form a study group with other students. That won't cost you any money.

(Male student) That's a thought . . . although once I was in a study group, and it was a big waste of time. We usually ended up talking about other stuff like what we did over the weekend.

(Female student) But that was for a different class, right? I've actually had some pretty good experiences with study groups. Usually students in the same class have different strengths and weaknesses with the material . . . if they're serious about studying, they can really help each other out. Think about it.

Question: Briefly summarize the problem the speakers are discussing. Then state which solution you would recommend. Explain the reasons for your recommendation.

Preparation Time: 20 seconds

Response Time: 60 seconds

6. Read part of a lecture in a biology course and then answer the question.

(Female professor) Human beings aren't the only animals that use tools. It's generally recognized that other animals use tools as well . . . use them naturally, in the wild, without any human instruction. But when can we say that an object is a tool? Well, it depends on your definition of a tool. And in fact, there are two competing definitions—a narrow definition and a broad one. The narrow definition says that a tool is an object that's used to perform a specific

task . . . but not just any object. To be a tool, according to the narrow definition, the object's gotta be purposefully changed or shaped by the animal, or human, so that it can be used that way. It's

an object that's made. Wild chimpanzees use sticks to dig insects out of their nests . . . but most

sticks lying around won't do the job . . . they might be too thick, for example. So the sticks have to be sharpened so they'll fit into the hole in an ant hill or the insect nest. The chimp pulls off the leaves and chews the stick and trims it down that way until it's the right size. The chimp doesn't just find the stick . . . it . . . you could say it makes it in a way.

But the broad definition says an object doesn't have to be modified to be considered a tool. The broad definition says a tool is any object that's used to perform a specific task. For example, an elephant will sometimes use a stick to scratch its back . . . it just picks up a stick from the ground and scratches its back with it . . . It doesn't modify the stick, it uses it just as it's found. And it's a tool, under the broad definition, but under the narrow definition it's not because, well, the elephant doesn't change it in any way.

Question: Using points and examples from the talk, describe the two different definitions of tools given by the professor.

Preparation Time: 20 seconds

Response Time: 60 seconds



Writing Section

Directions: These sample tasks in the Writing section measure your ability to write in English in an academic environment. There will be 2 writing tasks.

- For the first task in this sampler, you will read a passage and part of a lecture about an academic topic. Then you will write a response to a question that asks you about the relationship between the lecture and the reading passage. Try to answer the question as completely as possible using information from the reading passage and the lecture. The question does not ask you to express your personal opinion. In an actual test, your response would be judged on the quality of your writing and on how well your response presents the points in the lecture and their relationship to the reading passage.
 - For the second task, you will demonstrate your ability to write an essay in response to a question that asks you to express and support your opinion about a topic or issue. In an actual test, your essay would be scored on the quality of your writing. This includes the development of your ideas, the organization of your essay, and the quality and accuracy of the language you use to express your ideas.
 - At the end of the Writing section, you will find two sample essays for each question, the score they received, and an explanation of how they were scored.
 - In an actual test, you would be able to take notes while you listened and use your notes to help you answer the questions.
1. Read the following passage and the lecture which follows. In an actual test, you would have 3 minutes to read the passage. Then, answer the question. In the test, you would have 20 minutes to plan and write your response. Typically, an effective response will be 150 to 225 words. Test takers with disabilities may request additional time to read the passage and write the response.

READING PASSAGE

Critics say that current voting systems used in the United States are inefficient and often lead to the inaccurate counting of votes. Miscounts can be especially damaging if an election is closely contested. Those critics would like the traditional systems to be replaced with far more efficient and trustworthy computerized voting systems.

In traditional voting, one major source of inaccuracy is that people accidentally vote for the wrong candidate. Voters usually have to find the name of their candidate on a large sheet of paper containing many names—the ballot—and make a small mark next to that name. People with poor eyesight can easily mark the wrong name. The computerized voting machines have an easy-to-use touch-screen technology: to cast a vote, a voter needs only to touch the candidate's name on the screen to record a vote for that candidate; voters can even have the computer magnify the name for easier viewing.

Another major problem with old voting systems is that they rely heavily on people to count the votes. Officials must often count up the votes one by one, going through every ballot and recording the vote. Since they have to deal with thousands of ballots, it is almost inevitable that they will make mistakes. If an error is detected, a long and expensive recount has to take place. In contrast, computerized systems remove the possibility of human error, since all the vote counting is done quickly and automatically by the computers.

Finally some people say it is too risky to implement complicated voting technology nationwide. But without giving it a thought, governments and individuals alike trust other complex computer technology every day to be perfectly accurate in banking transactions as well as in the communication of highly sensitive information.

LECTURE TRANSCRIPT

(Narrator) Now listen to part of a lecture on the topic you just read about.

(Female professor) While traditional voting systems have some problems, it's doubtful that computerized voting will make the situation any better. Computerized voting may seem easy for people who are used to computers. But what about people who aren't? People who can't afford computers, people who don't use them on a regular basis—these people will have trouble using computerized voting machines. These voters can easily cast the wrong vote or be discouraged from voting altogether because of fear of technology. Furthermore, it's true that humans make mistakes when they count up ballots by hand. But are we sure that computers will do a better job? After all, computers are programmed by humans, so "human error" can show up in mistakes in their programs. And the errors caused by these defective programs may be far more serious. The worst a human official can do is miss a few ballots. But an error in a computer program can result in thousands of votes being miscounted or even permanently removed from the record. And in many voting systems, there is no physical record of the votes, so a computer recount in the case of a suspected error is impossible! As for our trust of computer technology for banking and communications, remember one thing: these systems are used daily and they are used heavily. They didn't work flawlessly when they were first introduced. They had to be improved on and improved on until they got as reliable as they are today. But voting

happens only once every two years nationally in the United States and not much more than twice a year in many local areas. This is hardly sufficient for us to develop confidence that computerized voting can be fully trusted.

Question: Summarize the points made in the lecture, being sure to explain how they oppose specific points made in the reading passage.

2. Read the question below. In a real test, you would have 30 minutes to plan, write, and revise your essay. Test takers with disabilities may request a time extension. Typically, an effective response contains a minimum of 300 words.

Question: Do you agree or disagree with the following statement?

A teacher's ability to relate well with students is more important than excellent knowledge of the subject being taught.

Use specific reasons and examples to support your answer.

Sample responses

Below are test taker responses exemplifying scores of 5 and 4 for both Writing tasks. The scoring rubrics used to score actual responses can be found on the TOEFL website's "Download Library" page.

QUESTION 1, RESPONSE A, SCORE OF 5

The lecture explained why the computerized voting system can not replace the traditional voting system. There are the following three reasons.

First of all, not everyone can use computers correctly. Some people do not have access to computers, some people are not used of computers, and some people are even scared of this new technology. If the voters do not know how to use a computer, how do you expect them to finish the voting process through computers? This directly refutes the reading passage which states that computerized voting is easier by just touching the screen.

Secondly, computers may make mistakes as the people do. As computers are programmed by the human beings, thus errors are inevitable in the computer system. Problems caused by computer voting systems may be more serious than

those caused by people. A larger number of votes might be miss counted or even removed from the system. Furthermore, it would take more energy to recount the votes. Again this contradicts what is stated in the reading which stated that only people will make mistakes in counting.

Thirdly, computerized voting system is not reliable because it has not reached a stable status. People trust computers to conduct banking transactions because the computerized banking system is being used daily and frequently and has been stable. However, the voting does not happen as often as banking thus the computerized voting system has not been proved to be totally reliable.

All in all, not everyone can use a computer properly, computer cause mistakes and computerized voting system is not reliable are the main reasons why computerized voting system can not replace the traditional voting system.

Score explanation

This response is well organized, selects the important information from all three points made in the lecture, and explains its relationship to the claims made in the reading passage about the advantages of computerized voting over traditional voting methods.

First, it counters the argument that computerized voting is more user-friendly and prevents distortion of the vote by saying that many voters find computers unfamiliar and some voters may end up not voting at all.

Second, it challenges the argument that computerized voting will result in fewer miscounts by pointing out that programming errors may result in large-scale miscounts and that some errors may result in the loss of voting records.

Third, it rejects the comparison of computerized voting with computerized banking by pointing out that the reliability of computerized banking ("reached a stable status") has been achieved through frequent use, which does not apply to voting.

There are occasional minor language errors: for example, "people not used of computers"; "miss counted"; "computer cause mistakes"; and the poor syntax of the last sentence ("All in all . . ."). Some spelling errors are obviously typos: "everyoen." The errors, however, are not at all frequent and do not result in unclear or inaccurate representation of the content.

The response meets all the criteria for the score of 5.

QUESTION 1, RESPONSE B, SCORE OF 4

The lecture disagreed with the article's opinions. It's not a better solution to use the computerized voting systems.

Firstly, it might be hard for the voters who don't use the computer so often, or the users who is fear of the technology, even some of voters can not afford a computer. Touch screen may also be hard to use for people who is not familiar with computers. Secondly, computer is programmed by human beings, which means it can also have errors. Instead of human being's counting error, which only results one or two counting error in number, an error in the program code could cause tremendous error in number. In case of the computer crash or disaster, it may lost all the voting information. We can not even to make a re-count. Lastly, our daily banking or other highly sensitive information system, is actually improved as time goes by. They were also problematic at the beginning. As we use them so often, we have more chances to find problems, and furthermore, to fix and improve them. However, for the voting system, we only use them every 2 years nationally and some other rare events. We just don't use it often enough to find a bug or test it thoroughly.

Score explanation

The response selects most of the important information from the lecture and indicates that it challenges the main argument in the reading passage about the advantages of computerized voting systems ("it's not a better solution").

First, the response explains that some people will not find computers to be user-friendly; however, it fails to relate this clearly to the point made in the passage that computerized voting will prevent distortion of the vote. That is clearly an omission, but it is minor.

Second, the response does a good job of pointing out how programming and errors can cause greater problems than miscounts cause in the traditional voting system.

Third, the response provides a nice explanation of how the frequent use of systems like the banking system has contributed to such systems' reliability, and then it contrasts that with the computerized voting system.

There are more frequent language errors throughout the response—for example, "users who is fear"; "some of voters can not afford"; "people who is not familiar"; "it may lost"; and "can not even to make." Expressions chosen by the writer occasionally affect the clarity of the content that is being conveyed: "results one or two counting error in number . . . an error in the program code could

cause tremendous error in number” and “use them every 2 years nationally and some other rare events.” However, it should be noted that in these cases, a reader can derive the intended meaning from the context.

Due to the more frequent language errors that on occasion result in minor lapses of clarity and due to minor content omission, especially in the coverage of the first lecture point, the response cannot earn the score of 5. At the same time, since the language errors are generally minor and mostly do not interfere with the clarity of the content and since most of the important information from the lecture is covered by the writer, the response deserves a higher score than 3. It meets the criteria for the score of 4.

QUESTION 2, RESPONSE A, SCORE OF 5

I remember every teacher that has taught me since I was in Kindergarten. If a friend wants to know who our first grade teacher was in elementary school, all they have to do is ask me. The teachers all looked very kind and understanding in my eyes as a child. They had special relationships with nearly each and every one of the students and were very nice to everyone. That's the reason I remember all of them.

A teacher's primary goal is to teach students the best they can about the things that are in our textbooks and more important, how to show respect for one another. They teach us how to live a better life by getting along with everyone. In order to do that, the teachers themselves have to be able to relate well with students.

My parents are teachers too. One teaches Plant Biology and one teaches English, but that's not the reason I'm calling them "teachers." They are teachers because they teach me how to act in special situations and how to cooperate with others. I have a brother, and my parents use different approaches when teaching us. They might scold my brother for surfing the internet too long because he doesn't have much self-control and they need to restrain him. He almost never studies on his own and is always either drawing, playing computer games, or reading. On the other hand, they never tell me off for using the computer too long. I do my own work when I want and need to because that brings me the best results and my parents understand that. They know that I need leisure time of my own and that I'll only play until needed. My parents' ability to relate well with my brother and I allows them to teach, not just the subject they teach but also their excellent knowledge on life.

Knowledge of the subject being taught is something taken for granted, but at the same time, secondary. One must go through and pass a series of courses and tests in order to become a teacher. Any teacher is able to have excellent

knowledge of their subject but not all teachers can have the ability to relate well with students.

A teacher's primary goal is to teach students the best they can about how to show respect for one another, so teachers use different approaches when teaching, and knowledge of the subject being taught is secondary. For these reasons, I claim with confidence that excellent knowledge of the subject being taught is secondary to the teacher's ability to relate well with their students.

Score explanation

This essay conveys the idea that as important as teaching knowledge is, it is as important if not more important for teachers to possess other qualities, all of which the writer classifies as necessary for being able to relate well with students. Those other qualities include having "special relationships" with students; the teaching of respect (in the first two paragraphs); and taking different approaches for different individuals. The writer develops the last idea primarily by using a clearly appropriate extended and complex example of the writer's own parents, who are teachers but whose special qualities in raising the writer and the writer's brother had to do more with taking varied approaches. The writer then goes on to convey that knowledge is a given—"something taken for granted"—because all teachers take course work and pass tests to gain their jobs but not all have the qualities the writer considers more important.

This response very effectively addresses the topic and the task. It is true that this response is different from most essays: the overall idea is stated explicitly but only at the end of the essay. However, because of very good language structure and good conceptual transitions between ideas, the reader is able to follow the writer's development of ideas without becoming confused. The response is thus seen to be well organized. Errors in language are almost nonexistent here. This response meets all of the 5-level criteria from the Scoring Guide.

QUESTION 2, RESPONSE B, SCORE OF 4

I disagree with the idea that the possessing the ability to relate well with student is more important than excellent knowledge of the subject being taught for a teacher. There are several reasons why I disagree with that idea.

First, teachers' job is to educate their student with their knowledge. The ability to relate well with their student is something a counselor should possess, not a teacher. That's why the board of education gives an award to a teacher with an excellent knowledge of the subject they teach. Teachers who can get along

with their students but have no knowledge can be popular and be liked by his or her students, however I don't consider a teacher with no knowledge a good teacher.

Second, Students go to schools because they want to learn knowledge from their teachers not to get along with their teachers. I knew a math teacher who was well known among other mathematics teachers. Some students always complained how he never entertains his students which made many of his students to fall asleep. Nevertheless, all of his classes were all full even before the semester began because many students who were eager to learn already booked in. He won the Apples prize (it's given to a noticed teacher annually) a couple of times and that enabled students to firmly believe in his way of teaching.

Thirdly, teachers are responsible for conceding their knowledge to their next generation. Teachers already had an experience of getting advantaged education from college. Teachers should not let that privilege become useless and workless. We all learn because we want to become the better person that this world needs. Students will also eventually grow up to be influencing other people and teachers should volunteerily be their students' role models.

For conclusion, I think the most important quality a teacher must have is an excellent knowledge of the subject they teach, not an ability to relate well with their students.

Score explanation

This is a more traditional-looking essay that is organized with a point of view in the first paragraph stating the writer's disagreement with the writing prompt, followed by three pieces of supporting reasons and examples.

The second paragraph makes the point that counselors are the ones who are supposed to relate to students and that teachers with no knowledge are not worthwhile as teachers.

In the third paragraph the writer tries to describe the fact that knowledge is important by stating that students wanted to take courses from a teacher who was known to possess special knowledge even though they knew the teacher was not entertaining.

The fourth paragraph contains the very interesting idea that teachers have the obligation to pass on what they have had the privilege of learning, but this paragraph in particular has a few problems with somewhat unclear expression of concepts: (1) errors of word choice in the word "conceding" (not clear exactly what word is intended here) and in the term "'advantaged' education" (advanced

education or advantages of education?) and (2) a problem with unclear connection of ideas (why is it said that “We all learn because we want to become the better person that this world needs?”).

Overall, this essay is well organized, but the slightly unclear connection of ideas and the language chosen, especially in the final paragraph, prevent this response from rising above the 4 level.



SECTION 2

Questions 11 – 16

Answer the questions below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

What **TWO** factors can make social contact in a foreign country difficult?

- 11
- 12

Which types of community group does the speaker give examples of?

- theatre
- 13
- 14

In which **TWO** places can information about community activities be found?

- 15
- 16

Tapescript

You will hear an extract from a talk given to a group who are going to stay in the UK.

Good evening, and welcome to the British Council. My name is John Parker and I've been asked to talk to you briefly about certain aspects of life in the UK before you actually go there. So I'm going to talk first about the best ways of making social contacts there. Now you might be wondering why it should be necessary. After all, we meet people all the time. But when you're living in a foreign country it can be more difficult, not just because of the language, but because customs may be different.

If you're going to work in the UK you will probably be living in private accommodation, so it won't be quite so easy to meet people. But there are still things that you can do

to help yourself. First of all, you can get involved in activities in your local community, join a group of some kind. For example, you'll probably find that there are theatre groups who might be looking for actors, set designers and so on, or if you play an instrument you could join music groups in your area. Or if you like the idea of finding out about local history there'll be a group for that too. These are just examples. And the best places to get information about things like this are either the town hall or the public library. Libraries in the UK perform quite a broad range of functions nowadays – they're not just confined to lending books, although that's their main role of course.

Answers:

11 & 12 *in either order* language
customs

13 & 14 *in either order*
music (groups)
local history (groups)

15 & 16 *in either order*
(the) (public) library/libraries
(the) town hall

*Words in brackets are optional - they are correct, but not necessary.
Alternative answers are separated by a slash (/).
General Training Writing sample task – Task 1*

Task 1

You should spend about 20 minutes on this task.

***You live in a room in college which you share with another student.
However, there are many problems with this arrangement and you
find it very difficult to work.***

Write a letter to the accommodation officer at the college. In the letter,

- ***describe the situation***
- ***explain your problems and why it is difficult to work***
- ***say what kind of accommodation you would prefer***

Write at least 150 words.

You do **NOT** need to write any addresses. Begin your letter as follows:

Dear Sir or Madam,

Speaking sample task – Part 1

Part 1 Introduction and interview

[This part of the test begins with the examiner introducing himself or herself and checking the candidate's identification. It then continues as an interview.]

Let's talk about your home town or village.

- What kind of place is it?
- What's the most interesting part of your town/village?
- What kind of jobs do the people in your town/village do?
- Would you say it's a good place to live? (Why?)

Let's move on to talk about accommodation.

- Tell me about the kind of accommodation you live in?
- How long have you lived there?
- What do you like about living there?
- What sort of accommodation would you most like to live in?

[Note: This is an extract from a General Training Reading text on the subject of the history of cinema. The text preceding this extract gave a general overview.]

Although French, German, American and British pioneers have all been credited with the invention of cinema, the British and the Germans played a relatively small role in its worldwide exploitation. It was above all the French, followed closely by the Americans, who were the most passionate exporters of the new invention, helping to start cinema in China, Japan, Latin America and Russia. In terms of artistic development it was again the French and the Americans who took the lead, though in the years before the First

World War, Italy, Denmark and Russia also played a part.

In the end it was the United States that was to become, and remain, the largest single market for films. By protecting their own market and pursuing a vigorous export policy, the Americans achieved a dominant position on the world market by the start of the First World War. The centre of filmmaking had moved westwards, to Hollywood, and it was films from these new Hollywood studios that flooded onto the world's film markets in the years after the First World War, and have done so ever since. Faced with total Hollywood domination, few film industries proved competitive. The Italian industry, which had pioneered the feature film with spectacular films like "Quo Vadis?" (1913) and "Cabiria" (1914), almost collapsed. In Scandinavia, the Swedish cinema had a brief period of glory, notably with powerful epic films and comedies. Even the French cinema found itself in a difficult position. In Europe, only Germany proved industrially capable, while in the new Soviet Union and in Japan, the development of the cinema took place in conditions of commercial isolation.

Hollywood took the lead artistically as well as industrially. Hollywood films appealed because they had better constructed narratives, their special effects were more impressive, and the star system added a new dimension to screen acting. If Hollywood did not have enough of its own resources, it had a great deal of money to buy up artists and technical innovations from Europe to ensure its continued dominance over present or future competition.

From early cinema, it was only American slapstick comedy that successfully developed in both short and feature format. However, during this 'Silent Film' era, animation, comedy, serials and dramatic features continued to thrive, along with factual films or documentaries, which acquired an increasing distinctiveness as the period progressed. It was also at this time that the avant-garde film first achieved commercial success, this time thanks almost exclusively to the French and the occasional German film.

Of the countries which developed and maintained distinctive national cinemas in the silent period, the most important were France, Germany and the Soviet Union. Of these, the French displayed the most continuity, in spite of the war and post-war economic uncertainties. The German cinema, relatively insignificant in the pre-war years, exploded on to the world scene after 1919. Yet even they were both overshadowed by the Soviets after the 1917 Revolution. They turned their back on the past, leaving the style of the pre-war Russian cinema to the émigrés who fled westwards to escape the Revolution.

The other countries whose cinemas changed dramatically are: Britain, which had an interesting but undistinguished history in the silent period; Italy, which had a brief moment of international fame just before the war; the Scandinavian countries, particularly Denmark, which played a role in the development of silent cinema quite out of proportion to their small population; and Japan, where a cinema developed based primarily on traditional theatrical and, to a lesser extent, other art forms and only gradually adapted to western influence.

Questions 34 – 40

*Look at the following statements (Questions 34-40) and the list of countries below. Match each statement with the correct country, **A-J**.*

*Write the correct letter, **A-J**, in boxes 34-40 on your answer sheet.*

NB You may use any letter more than once.

- 34** It helped other countries develop their own film industry.
- 35** It was the biggest producer of films.
- 36** It was first to develop the 'feature' film.
- 37** It was responsible for creating stars.
- 38** It made the most money from 'avantgarde' films.
- 39** It made movies based more on its own culture than outside influences.
- 40** It had a great influence on silent movies, despite its size.

List of Countries

- A** France
- B** Germany
- C** USA
- D** Denmark
- E** Sweden
- F** Japan
- G** Russia
- H** Italy
- I** Britain
- J** China

Answers

34 A

- 35 C
36 H
37 C
38 A
39 F
40 D

