

# **SOCIOCULTURAL BASED EXPERIENCE OF EFL LEARNERS: A CASE STUDY IN KAMPUNG INGGRIS PARE KEDIRI**

**Musfiro <sup>1</sup>**

*Universitas Muhammadiyah Gresik*  
[viofiroh4@gmail.com](mailto:viofiroh4@gmail.com)

**Slamet Asari <sup>2</sup>**

*Universitas Muhammadiyah Gresik*  
[asari70@umg.ac.id](mailto:asari70@umg.ac.id)

**Nirwanto Maruf <sup>3</sup>**

*Universitas Muhammadiyah Gresik*  
[nirwanto.maruf@umg.ac.id](mailto:nirwanto.maruf@umg.ac.id)

## ***Abstract***

*In sociocultural perspective, by participating in communities of practice and their exposure to target language, learners are able to acquire languages. It enables many educators to design ESL settings for motivating their learners. As an impact, many researchers investigated sociocultural expansion in language acquisition and learning including the role of mediation in real classroom activities. Kampung Inggris Pare is a well-known English learners' Community that has been Vygotskian for a long time. Having more than 100 English courses and 20.000 learners, it serves EFL learners in ESL settings. Even though the investigations in Kampung Inggris Pare do not reach the mediation that occurs in social interaction outside the class. Applying a case study approach in this qualitative research, the researcher investigated social interaction between EFL learners and out-class society to capture how the out-class social interactions influence learning experience of EFL learners in Kampung Inggris Pare. Focus group discussion and semi-structured interview virtually engaged 5 respondents who came from different provinces and graduated from English courses in Kampung Inggris Pare. Then, the researcher used cross-case theme analysis that required reassembling the data based on logical connection among the themes. Findings of this study led to four dimensions of out-class society interaction in Kampung Inggris Pare including learner-roommate, learner-roomlady, learner-seller, and learner-transportation provider. Findings also highlight that the environment setting in Kampung Inggris Pare in which learners interacted within those dimensions could influence learners' English achievement, namely linguistic knowledge such as vocabulary, grammar, and pronunciation.*

**Keywords:** *socio cultural, experience, Kampung Inggris Pare*

## **INTRODUCTION**

In the education paradigm, the application of Vygotsky's theory is not a new idea anymore since Vygotsky declared his popular theory of socioculturalism (Nieto, 2007). It pays attention to the importance of social communities for language learning strategy. Social communities are areas where novice individuals

are invited by more experienced participants (whether teacher or peers) to participate in socioculturally-based practices in the classroom (Donato & McCormic 1994, Gao 2010). This idea is close to Vygotsky's SCT that indicated the origin of knowledge construction can not be found in the mind but in the co-constructed social interaction between less and higher knowledgeable individuals. Moreover, the construction of knowledge is a socioculturally mediated process affected by physical and psychological tools and artifacts (Lantolf, 2004). ESL learners, who are supported by a sociocultural environment, prove their proficiency better than EFL learners. It enables many educators to design ESL settings for motivating their learners. Many teachers use cultural content in their classrooms, believing that such a focus will motivate their students (McKay, 2004). The expansion of sociocultural theory encourages many studies such as the study about role of sociocultural setting in Language acquisition and learning such as Mendoca & Jhonson (1994), Villamil & de Guerrero (1996), Lee (1997), Anton (1999), Gibbons (2003), Zhang & Defoe (2009), Aljuhaish, Senom & Othman (2020), Alshamsi and Alsheikh (2020). Almost all of the studies were conducted to explore in-class activity, and only a few that investigated the role of out-class society setting for the English learning process.

A unique phenomenon of out-class society setting belongs to Kampung Inggris Pare Kediri Indonesia. Kampung Inggris Pare has been conducting English learning and teaching for more than 4 decades and more that 100 English courses provides ESL context even in an EFL environment for the learners. Surely, Tulungrejo and Pelem villages have fascination with people, even from all over Indonesia and other countries such Thailand, Timor Leste, Laos and Bangladesh to learn English (Yulianingsih, lestari, & Dewi, 2020). It is such a unique phenomenon for Indonesia which has an ESL setting within the EFL environment. Environment or society has a major role in forming ESL context during the EFL learning process. Walqui (2006) argues that, in every English language program, the students' culture and native language need to be valued and consolidated through classroom activities, proposing that learning is more than mere cognitive development but it is also heavily influenced by common

social practices. By having more than 20.000 learners, it is not surprising anymore that out-class society interactions are common social practices for the learners. It must be an up-to-date study to capture the role of out-class interactions in the English learning process.

Hence, this study seeks to find out EFL learners' experience in Kampung Inggris Pare as a community of practice. Moreover, this study aims to know how out-class society interactions within some domains i.g. learner-roommate, learner-roomlady, learner-seller, and learner-transportation provider, influence learners' English improvement during their exposure in socioculturally-based practice.

### **Interaction and Mediation in Sociocultural Theory**

Based on Vygotsky's Sociocultural Theory, interaction and mediation take a major role in the human development process. Walqui (2006) listed some assumptions as the core tenets underlying Vygotsky's SCT; (1) Learning precedes development, (2) Language is the main vehicle (tool) of thought, (3) Mediation is central to learning, (4) Social interaction is the basis of learning and development, and (5) The zone of proximal development (ZPD) is the primary activity space in which learning occurs. From those assumptions, clearly interaction and mediation correlate to the learning and development process. By mediation learning occurs, and mediation requires social interaction as the source. Further, society interaction is defined as an exchange between two or more individuals and is a building block of society. Then, mediation refers to the process by which socially meaningful activity transforms impulsive, unmediated, and natural behavior into higher mental processes through the use of instruments or tools (Minick, 1987). During human relations with the world socially, they need to be mediated by physical and symbolic tools. There are sources of mediation; (1) material tools or objects i.g. using computer, using gadget, (2) symbolic tool i.g. using verbal language, gesture or body language, and (3) person or human being i.g. behavior in social interaction. Nieto (2007) grouped three categories of mediation after reading common aspects in some studies of mediation. They are; mediation by dialoguing with one self, mediation by dialoguing with the other, and mediation through technology.

Language learning is included in the human development in which mediations occur, thus learners Learned a language by utilizing many sources (Maruf, N., & Anjely, A. M. R., 2020). For example in learning a new word a child may need a picture or real object to capture the meaning of the word. Then the child may need to understand each letter that arranges the symbol of that new word. Also some descriptions from adults or parents really help the child to master it. Eun & Soon lim (2009) stated that the important factors that contribute to the process of language development include the people engaging in the interactions, as well as the setting where the interactions occur. Regarding this idea, English learners absolutely can support their learning by mediating their development process through in-class interaction and out-class interaction. This study views mediation by others is not only the domain of the teacher and peer in the EFL classroom but also the society outside the class where EFL learners are.

### **Kampung Inggris Pare**

The most popular English learners' community for more than 4 decades in Indonesia is Kampung Inggris Pare. An English course center located in Kediri, East Java Indonesia, has more than 100 English courses and 20.000 learners not only from Indonesia but also from neighboring countries such as Thailand, Timor Leste, Laos, and Bangladesh (Yulianingsih, Lestari & Dewi, 2020). The first uniqueness of it is that the growth of English courses is proportional to the number of learners so that the atmosphere in Kampung Inggris Pare is familiar with English learners' activity. It is not a strange view to find learners speaking English, interaction among learners or teacher-learner or even teacher-teacher, any time and everywhere considering they are in the process of learning English which are trained by the policy of institution to as much as possible practice their English.

Next, Kampung Inggris Pare, truly in the EFL line, seems to have an ESL context since there are roles of society building an English community in it. The society is very tolerant of various English learning such as interviews, speech, and discussion in public places. Moreover, the unique and spontaneous participation of society can be found easily since they interact with learners using English. The

success of informal sector workers in Kampung Inggris Pare is shown by their trading or selling activities and their ability in communicating using English (Yulianingsih, Lestari & Dewi, 2020). The concept of this society participation is in line with Keith Davis who defines that participation is as mental and emotional involvement of persons in group goals and situations that encourage them to contribute to group goals and share responsibility for them (Huraerah, 2008:95). The researcher should conclude that the most precious uniqueness of Kampung Inggris Pare is its EFL socio-cultural that gets closer to ESL context. Learners of Kampung Inggris Pare have a big chance to expose themselves to English which the process is mediated inside the classroom by interacting in English learning and teaching instructions, also within society by building social interaction.

## **RESEARCH METHOD**

This research is qualitative research which employs the case study research approach. Case study research is a qualitative approach in which the investigator explores a real-life, contemporary bounded system (a *case*) or multiple bounded systems (cases) over time, through detailed, in-depth data collection, Creswell (2007). This research was conducted virtually in which it investigated the phenomenon of Kampung Inggris Pare Kediri that is the oldest and biggest English course community for more than 4 decades and more than 20.000 alumnus (Yulianingsih, lestari, & Dewi, 2020) The local society is involved in the English learning process. They support English courses policy such as outing English competition, English interview, and public speech. Consequently, Kampung Inggris Pare seems to have an ESL context.

### *Source of Data*

The respondents were the main source data since the research only focused on respondents' socioculturally-based experience in Kampung Inggris Pare. There were five chosen graduated learners as the respondents after sharing a questionnaire to more than 200 graduated learners. The five respondents filled in an e-form questionnaire that the researcher shared and stated that they were willing to be part of the research. Then they were invited in a WA group to ease

the next virtual communication. The summary of demographic information of the selected respondents is illustrated below.

Name Code	Origin	Age	Gander	English Course	Graduation year from the Course
R1	East Java	20	Male	BEC	2020
R2	West Java	19	Female	Elfast	2020
R3	East Java	36	Male	BEC	2013
R4	Aceh	20	Female	BEC	2021
R5	South Sulawesi	37	Female	EECC	2010

Figure 1. Summary of Respondents' Demographic Information

All the respondents experienced unique socio-cultural interactions in Kampung Inggris Pare for almost a year. Moreover, coming from different courses; BEC, EECC, Elfast, and different provinces in Indonesia; East Java, West Java, South Sulawesi, and Aceh, it must help researcher to complete the data regarding English class activity from various English courses also learning experience and society interaction in a new environment.

#### *Techniques of Data Collection*

In this case study, the researcher administered Focus Group Discussion via text-based chat room and Semi-Structured Interview virtually in video conference application as the instruments of the research. Qualitative data collection via the internet has the advantages of cost and time efficiency in terms of reduced costs for travel and data transcription. It also provides participants with time and space flexibility that allows them more time to consider and respond to requests for information (Creswell, 2013).

The respondents were invited to the WA group for communicating during the research before the first data collection step began. The researcher opened a text-based chat room to start the discussion by delivering starting questions such as “how was your experience during learning English in Kampung Inggris Pare?”, “did you speak English with the citizens?”, “How did you interact with them?”. During a week discussion, the researcher allowed the respondents to retell as

comfort as and as much as possible their experience for enriching the first data that would be read, analyzed, and developed into a deeper issue for the next step. Second, open-ended questions were included during the semi-structured interview, and respondents were free to respond as they felt pleasant. There were five semi-structured interviews each lasting approximately 30 minutes focusing on learners' perspective about their experience of social interaction in Kampung Inggris Pare. The interviews were recorded then transcribed to strengthen the researcher's read-and-re-reading data step. The respondents were directed to use English, but somehow it may be possible to describe unfamiliar terms in their first language.

#### *Techniques of Data Analysis*

Data analysis was begun informally during group discussion and interviews then continued during transcription. The researcher used cross-case theme analysis to rearrange the data relating learners' experience learning English in Kampung Inggris Pare. It involved reassembling the data based on logical connection among categories (Creswell, 2003). Once researchers had the data, the analysis was started. The phases of analysis of the data are described below.

	Phases	Description
	Collecting data	The data are collected from all instruments used; text-based chat room and semi-structured interview. They are recorded then transcribed.
	Analysing data	
1	Read-and-re-reading section	After the data is completed, researchers have to read and reread many times to familiarize themselves with the data.
2	Identifying	Determining the similarities and differences of the data from each respondent. Focusing on some dimensions of out-class society interaction.
3	Coding	Similarities and differences data in each topic are put and coded based on the researcher's logical understanding.

---

4	Concluding	Stating inferences based on the evidence, so far. Describing how each dimension of out-class society interactions occurred and played a significant role in learners' English development.
---	------------	--

---

Figure 2. Data Analysis Phases

## FINDINGS AND DISCUSSION

According to respondents, throughout all their experience in learning English in Kampung Inggris Pare, the interaction occurred not only in the class during their English learning process, but also in the society outside the class as they stayed in a camp or boarding house, and within local society as they transacted to fulfill their needs. R4, the respondent that graduated from the oldest English course in Pare, stated,

*“Yeah absolutely. Cause my environment was in camp, so I had friends from another course, that we had to speak English in the camp. I ever spoke with local people... As the owner of my camp, she was graduation from BEC years ago. To the owner of iin, donuts seller, batagor seller. They didn't talk fluently, because they're old and never spoke English in their daily. They studied as well in BEC years ago”.*

According to respondents' experience, they used to speak English even though it was not easy for them. But they realize that they should practice their English everytime, in every place possible. In this study, the researcher found that during the out-class society interactions the learners had a wide opportunity to interact with roommate, roomlady, sellers, and transportation provider.

### Learner-Roommate Interaction

The interaction in daily activities between learners and their roommate went naturally as English daily conversation. It really helped learners to practice their speaking. R3 described a common conversation with his roommate as follow;

*“usually with my uncle like,,, wake up, wake up, man! It's time to take course. Okay, sir, thank you for waking me up. don't forget to get campus. Okay. Just like that, daily activity and daily conversation”*

Discussing about practicing English, R1 retold his embarrassing experience while practicing his English.



*“In my boarding house, West Trotoar, we had to make agreement that we must speak English in my boarding house. Sometimes, it was embarrassing moment, myself and my friend as well. When I was in the bathroom and behind me there was my friend, then we talk about new concept, Miss. As like sambung kata. Then there was some took video and sent to WA group West Trotoar”.*

From the descriptions above we know that learner-roommate English interaction was built consciously not only in practicing daily conversation but also in completing tasks from the course successfully. Another precious learner-roommate interaction came from R5 who had such an English repair agreement from which the learner got better understanding in English.

*“At that time, my friends, they tried to talk even it was wrong. One of us will correct it. Not angry but was shy, might be. but I felt must be good”.*

R3 had the same experience about roommate correction as well. He welcomed corrections to repair his sentence as stated below.

*“Yes, that’s right. Just try to speak English. And sometimes, my English is wrong or bad then corrected by my friend. when I don’t speak English, but sometimes I wrong, my sentences, he tells me, hei not like that. Will be better like this ..., ow, Okey, Thank you. Ya, I like it. It’s Okey”.*

The environment setting in which many EFL learners were in progress of learning influenced their passion to struggle more to increase their English. Even though it was imperfect English, they realize the importance of practicing English. R2 retold her Indonesia-English speaking experience that was seen as a learning process.

*“Sometimes speak English, hehe, because (semacam kesadaran diri sendiri buat ngomong bahasa inggris). Sometimes I talk with my friend with speak English because we want to practice every time, every day and every place in pare. Usually I speak English if I say with my teacher because my teachers speak English with me and I would like respon in English (juga). But when my friends say with bahasa Indonesia, ya I replay with Indonesia language.”*

Roommates who were EFL learners as well the respondents found that they should force themselves and use the chance to learn English in Kampung Inggris

Pare as best as possible because the supportive environment setting in it could not be found when they return to their city and school. R2 stated,

*“For me the special thing is the environment. It’s a positive vibe from the teacher, environment, friends who give spirit. They supported in increasing English. Pare is the most comfortable. I think people in Pare were understanding about us that we were studying English. 12 years learning English in school didn’t understand but paid by 6 months in BEC for understanding English very well”.*

### **Learner-Roomlady Interaction**

Boarding house and a camp of the course were the places where the learners could choose to stay while they were learning English. Surely, there was the owner of the boarding house or the chief of the committee of the camp who took a role in the learners' success. It was described by the intensive and progressive interactions between the learner with the roomlady. R4 retold her common daily conversation with the owner of the camp that occurred in his boarding house.

*“we ever try with the environment there. The owner of my camp was graduated from BEC. We speak in English, in the morning, or when she wanted to ask the money for camp fee. Remind us when something wrong in English or give advice”.*

It shows that the roomlady supported the learner to always practice her English. Moreover, the warmest attention was also built during their interaction. It might break the learner's block in learning English since she felt pleasant.

R4’s interaction during her living in the camp showed that the interaction was not only vis-a-vis interaction but also virtually. It made English interaction wider and maximally. Certainly, the learner had the opportunity to increase her writing skill. The virtual interaction in WA group as follow;

*“Usually in group chat, the owner asked. As like Hasna, Linda, Uni, please pay boarding house fee. I will waiting for you. They respond, Okey, Mom thanks for remaining us. Okay, you’re welcome.”*

R5, a respondent that had twelve-month-English learning experience, shared her experience interacting with roomlady in the camp. She said that by interacting, she got many experiences. She might increase her vocabulary and speaking as

well because her room lady had a very discipline policy regarding English. It can see below;

*“As I remember I always interacted with Ms. Yeni. She was the head of marvellous camp. Ms. Yeni gave 5 vocabs everyday to be memorized and practiced by the members. And in the afternoon we have study discussion about any topic, and for those who don't speak English, Ms. Yeni give punishment to clean the bathroom”.*

*“At that time, my friends, they tried to talk even it was wrong. One of us will correct it. And you know, about Ms. Yeni. The person who was the most afraid of that time was Ms. Yeni. She would not answer questions that used bahasa or ‘gado-gado’. She was very disciplined. Fun hahaha..., I realize my English was getting bad now. Not angry but was shy, might be. but I felt must be good”.*

English policy was also found by R4 in her boarding house. It affected the learner to as much as possible use English as the vehicle to interact with others, no matter in correct or false sentence, speech repair would come later. As R4 stated that,

*“I think we just speak English, not really thinking about grammar, just speak. But the owner of the camp, absolutely understands the grammar. And sometimes she will correct us. That's why we have to talk in English. If my friends didn't speak in English, she directly said why don't you speak English? The point the point..., we will get punishment”.*

From those descriptions the researcher knows that the roomlady took an important role not only taking responsibility for the learners' living needs but also playing as a teacher or tutor for the learners by modeling, explaining, and instructing during their learning process in the camp or boarding house.

### **Learner-Seller Interaction**

The sellers were captured by the researcher as another dimension of out-class society interaction that could not be avoided by the learners. Trading transactions might happen as habitual activities because the learners need to complete their living necessary. The surprising one was the learners found that many sellers could speak English as R1 and R2 described below.

R1, who had finished his study in some English courses described the atmosphere around the course.

*“You know, in front of BEC, there is seller of batagor. He can speak English well, Miss. Because he graduated from BEC as well. I think in front of BEC, some of sellers can speak English, Miss. Wow, it’s fast respon, Miss. Because do you know, daily activity, miss. Some of students of BEC, when they were buying batagor, they had to speak English until right now, Miss. If you didn’t believe in me, you can go to pare. I still remember the batagor seller’s sentence, ‘never try never know’”.*

R2 confirmed the opinion above. she stated that,

*“when I buy in the coffee shop, ngelayaninnya pakai bahasa inggris, ada. Ada juga pedagang makanan ada juga yang bisa pakai bahasa Inggris”. (when I bought in the coffee shop, the waitress used English. There were also food sellers who can speak English).*

In this study, the researcher found many interactions in the form of conversation for transactions. The learners were used to speak English at every chance they had.

R4 retold her transaction with a seller that she still remembered because she used to. The common conversation as follow;

*“ya, I still remember with doughnut seller. I will buy three doughnuts, sir. How much the price? All three thousand, one doughnut is one thousand. If you buy three, you will give me money three thousand. Yaa, like that”.*

The respondents’ conversation with the seller was also described by R2 below;

*“Oh my God,, haaaa... I almost forget it. Usually, like..., sir, can I order this milk, or drink, or food, then I point the menu. And, oke, Miss, wait a minute. You can sit before, I will delivery your drink or your food....jadi cuman begitu saja percakapannya, gak ada yang ngobrol banyak, hanya kebutuhan beli itu (that the conversation. There was not much to talk, just need the transaction)”.*

The expression interacting with the seller also occurred when R1 wanted to to buy batagor as follow;

*“Like that, Miss... excuse me, sir. I want to buy batagor. How much? Five thousand, without chili. And then the seller say, what happens with your stomach? Yaaa, just talk about the buying”.*

Realizing that they had to always practice their English, they felt fine mixing L1 and L2 in order to convey the messege. R6 confirmed as below;

*"I bought food everyday, but not always speak English. Or we can say or speak 'gado-gado', English Indo."*

According to R3, an embarrassing experience happened when he mixed L1 with L2 in his interaction for some food.

*"long time ago...I try to order some food in front of my boarding exactly, and I said..buk.. order satu (one)..steam of sprout, spinach and cabbage with peanut sauce and iwak (meat) chicken..but she's little confused and then she's said what order exactly?...finally I said..pecel iwak ayam..I still remember this conversation till now. Haha..."*

The phenomenon of learner-seller interaction could be described by R1. In fact, the sellers' grammar was good because they had studied in the course as well. Learners were enthusiastic about buying because they wanted to practice. Even more, the learners might get corrections for their errors or mistakes. R1 stated that,

*"Iya, as far as I can see, just say they want to say. Actually the grammar is very good as well, Miss. Because some of the sellers are alumnus, they studied in the course. This is my reason to buy batagor and pecel, Miss. I could practice English. When I was CTC I didn't know about grammar. When the seller or madam speak English, I didn't know what wrong the sentence. It could be wrong or it could be true. I don't know. I Hadn't known yet. The point, in the environment very support, Miss. Ya, sometime they repeated again their sentences, if I took conversation with them, if I was wrong in grammar, she answer it back. They reminded us".*

### **Learner-Transportation Provider Interaction**

Learner-transportation provider interaction should not be ignored. Even though in this study it was just a small part of finding but consequently it strengthened the learner's English experience. R5 was the only respondents who experienced interacting with transportation provider. She might have intensive interaction so she could describe her experience below;

*"sometimes with Pak Becak who picked me up from prapatan to Marvelous camp. Just made joke like, where are you from? How long you have been stay here? What was your favorite food? Which one*

*place did you ever visit? Did you like hangout in Garuda? There were kind of my conversation."*

*"Pak becak understood when we spoke in English but the grammar not accurately right. One of them sometimes asked me just mbak mbak where you go?? As I mean he would say "Where would you go?"*

*"Pak becak "Mbak where you go?" I answered, would go to marvelous camp pak "With me (he repeated) only five thousands rupiah" May be maksudnya Naik becak only five thousand rupiah already got there "Mbak you study where?" BEC pak Mr. Kalend "Yah Mr kalend is good" Mungkin mau bilang Mr Kalend is a good person "Many people from daerah2 mba" Yes pak there were lot of people from others region here from sabang to merauke I said. There are my conversation which I remember. Anyway we understand what pak becak means".*

Imperfect sentence trained the respondent's English sense by which they could maintain mutual understanding. The conversation between R5 with Pak Becak above showed that even if Pak Becak spoke in imperfect English, the learner could understand what Pak Becak meant. It may support the learner to learn about the context of the conversation. It helped the learner to understand the meaning or message of the sentence.

## **CONCLUSION AND SUGGESTION**

Learning a foreign language is a more complicated process than learning a second language which needs more effort to set the context, in terms of environment, getting closer to native context, or at least second language context. Moreover, there must be some crucial factors that influence the learning language process. In this study, one of the concepts of sociocultural theory called mediation was investigated to determine the role of out-class learners' interaction during their English learning process and learners' achievement in English competency during their social interaction by dialoguing with others. Five respondents' answers to the questions of group discussion and interviews relating to sociocultural factors were analyzed to obtain overall pictures of their opinion based on their English learning experience. Based on the respondents' experience, they got a wide opportunity to have conversation with their roommates, roomlady, sellers and transportation provider in a daily conversation while interacting in the

society. The passion to practice English was the reason why each conversation went smoothly as surely as the reciprocal response even in “imperfect” English. One thing, they agreed to, was forcing themselves to practice English everytime and everywhere, no matter what mistakes might be produced. Impressive experiences belong to all respondents because there was significant English development that could not be underestimated. In brief, by interacting in out-class society the learners could: (1) practice their speaking skill not only about daily activities, transactional conversation, but also some other topics in discussion section, (2) increase their writing skill via text-based conversation, (3) enrich their vocabulary while learning by practicing continuously, (4) get better English knowledge such grammar, since they received error or mistake corrections, and (5) study the context of conversation for mutual understanding.

Based on the findings of the study, the researcher suggests that the English teacher or educator must understand the importance of environment or setting for English learning and teaching. Innovation and creativity in designing the setting definitely influence learners' achievement. Last, further socioculturally-implemented research for pedagogical practice will contribute to the English teaching paradigm.

## REFERENCES

- Ahsanu, M., Febriansyah, R., & Handoyo, R.P. (2014). English Basecamp: An Alternative Learning Method for Enhancing Speaking Skill (A Case Study in Kampung Inggris, Pare, Kediri, East Java). *International Integration for Regional Public Management (ICPM 2014)*. January 2014 DOI: 10.2991/icpm-14.2014.68.
- Aljuhaish, S.F., Senom, F., & Othman, J. (2020). From EFL to ESL Context: The Impact of Sociocultural Environment on Teachers' Professional Identity Development. *3L: The Southeast Asian Journal of English Language Studies* – Vol 26(4): 74 – 86 <http://doi.org/10.17576/3L-2020-2604-06>.
- Alshamsi, A.S., & Alsheikhi, N.O. (2020). Sociocultural Integration of Bilingualism and Biliteracy of Emirates: Explanatory Study in a Group of Fifth-Grade Students. *3L: The Southeast Asian Journal of English Language Studies* – Vol 26(3): 66 – 80 <http://doi.org/10.17576/3L-2020-2603-06>

- Amerian, M., & Mehri, E. (2014). Scaffolding in Sociocultural Theory: Definition, Steps, Features, Conditions, Tools, and Effective Considerations. *Scientific Journal of Review*, (2014) 3(7) 756-765 ISSN 2322-2433 doi: 10.14196/sjr.v3i7.1505.
- Behroozizad, S. Nambiar, R. & Amir, Z. The Relationship between Language Learning Strategies and Teacher's Mediating Role. *3L: The Southeast Asian Journal of English Language Studies* – Vol 18(2): 35 – 48
- Creswell, J.W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3<sup>rd</sup> ed). London: SAGE Publications, Inc.
- Donato, R. & McCormick, D. (1994). A Sociocultural Perspective on Language Learning Strategies: The Role of Mediation. *The Modern Language Journal*, Vol. 78, No. 4 (Winter, 1994), pp. 453-464 <http://www.jstor.org/stable/328584>
- Eun, B. & Lim, H. (2009). A sociocultural View of Language Learning: The Importance of Meaning-Based Instruction. *Tesl Canada Journal/Revue Tesl Du Canada*, VOL, 27, NO 1, WINTER 2009.
- Kung, F. (2017). Teaching and Learning English as a Foreign Language in Taiwan: A Socio-cultural Analysis. *The Electronic Journal for English as a Second Language*, August 2017–Volume 21, Number 2.
- Lantolf, J. P. (2008). *Sociocultural theory and the teaching of second languages*. London: Equinox Publishing.
- MacKay, S.L. (2004). Teaching English as an International Language: The Role of Culture in Asian Contexts. *THE JOURNAL OF ASIA TEFL*, Vol. 1, No. 1, pp. 1-22, Spring 2004.
- Maruf, N., & Anjely, A. M. R. (2020). Utilizing Cooperative Integrated Reading and Composition (CIRC) with mobile learning to enhance students' reading comprehension. *British (Jurnal Bahasa dan Sastra Inggris)*, 9 (2), 10-19.
- Nieto, C.H.G. (2007). Applications of Vygotskian Concept of Mediation in SLA. *Theoretical Discussion Paper*. Universidad Distrital Francisco José de Caldas Facultad de Ciencias y Educación.
- Nurhayati, Hendrawaty, N., & Angkarini, T. (2013). The Acquisition Of English As A Foreign Language In Pare East Java (Kampung Inggris) (A Case Study Of What And How The Acquisition Of English In Pare). *DEIKSIS*. Vol. 05 No.02 Mei - Agustus 2013.



- Ozfidan,. Machtmess,. & Demir. (2014). Socio-cultural Factors in Second Language Learning: A Case Study of Adventurous Adult Language Learners. *EUROPEAN JOURNAL OF EDUCATIONAL RESEARCH*, Vol. 3, No. 4, 185-191 ISSN 2165-8714 Copyright © 2014 EUJER <http://www.eurojedu.com>.
- Reis, D.S. (2011). Non-native English-speaking teachers ( NNESTs) and professional legitimacy:a sociocultural theoretical perspectiveon identity transformation. *International Journal of the Sociology of Language*, 0165-2516/11/0208-0139 DOI 10.1515/IJSL.2011.016.
- Ruhamak, M.D., & Sya'idah, E.H. (2018). Pengaruh Word Of Mouth,Minat Konsumen Dan Brand ImageTerhadap Keputusan Konsumen(Studi Pada Pelajar Lembaga Kursus Di Area Kampung Inggris Pare Kediri). *Jurnal Ekonomi Universitas Kadiri EkoNiKa*, Vol. 3 No. 2 , September 2018. Doi : <https://10.30737/ekonika.v3i2.186>.
- Shabani, K. (2016). Applications of Vygotsky's sociocultural approach for teachers' professional development. *Cogent Education*, (2016), 3: 1252177 <http://dx.doi.org/10.1080/2331186X.2016.1252177>.
- Tellis, W. (1997). Introduction to Case Study. The Qualitative Report, Volume 3, Number 2, July, 1997 <http://www.nova.edu/ssss/QR/QR3-2/tellis1.html>.
- Wertsch, J. V. (1991). Voices of the mind: A sociocultural approach to mediated action. Cambridge, MA: HarvardUniversity Press.
- Yulianingsih, W., Supriyono., Rasyid, A., & Dayati, U. (2018). The Involvement of Informal Sector Workers In Society Learning Activities at Kampung Inggris Pare Kediri. *Journal of Social Studies Education Research*, Volume 9, Issue 3, 132 - 144, 01.07.2018.
- Yulianingsih, W., Lestari, G.D., & Dewi, U. (2020). Learning Society Kampung Inggris. Kota Batu: Beta Aksara. ISBN: 978-623-7853-95-4.
- Zang, D., & Slaughter-Defoe, D.T. (2009). Language attitudes and heritage language maintenance among Chinese immigrant families in the USA. *Language, Culture and Curriculu*, Volume 22, 2009 – Issue 2.