
INVESTIGATING IMMERSIVE ENVIRONMENT'S CONTRIBUTING FACTORS FOR LEARNERS' METACOGNITIVE STRATEGIES IN AN INDONESIAN ENGLISH VILLAGE

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Abstract:

This paper investigated the immersive environment's contributing factors in developing learners' metacognitive learning strategies in an Indonesian English village. This study applied qualitative design through an ethnographic approach involving 14 participants from six English-speaking courses in "Kampung Inggris Pare," Indonesia. Data were collected from observation, interviews, and photographs, then analyzed in six stages: preparing raw data, organizing data for analysis, reading all the data, coding data, communicating the theme/description, and interpreting the meaning. The results indicated that the English village accommodates establishing the Authentic Immersion Environment, English Camps, and exciting classroom activities. The elements assisted the learners in centering, planning, arranging, monitoring, and evaluating their learning while studying and staying for some months in this environment. This study promotes three elements of an English village-based immersion environment and presents how their role commits to developing learners' metacognitive learning strategies in learning English.

Abstrak:

Makalah ini menyelidiki faktor-faktor pendukung lingkungan imersif dalam mengembangkan strategi pembelajaran metakognitif siswa di kampung bahasa Inggris Indonesia. Penelitian ini menerapkan desain kualitatif melalui pendekatan etnografi yang melibatkan 14 responden dari enam kursus berbahasa Inggris di "Kampung Inggris Pare," Indonesia. Data dikumpulkan dari observasi, wawancara, dan foto, kemudian dianalisis dalam enam tahap: menyiapkan data mentah, mengorganisir data untuk analisis, membaca semua data, mengkodekan data, mengkomunikasikan tema/deskripsi, dan menafsirkan makna. Hasil penelitian menunjukkan bahwa kampung Inggris mengakomodasi pembentukan Authentic Immersion Environment, English Camps, dan kegiatan kelas yang menyenangkan. Unsur-unsur tersebut membantu siswa dalam memusatkan, merencanakan, mengatur, memantau, dan mengevaluasi pembelajaran mereka selama belajar dan tinggal beberapa bulan di lingkungan tersebut. Penelitian ini mempromosikan tiga element lingkungan imersi berbasis kampung bahasa Inggris dan menyajikan bagaimana peran mereka berkomitmen untuk mengembangkan strategi pembelajaran metakognitif siswa dalam belajar bahasa Inggris.

Keywords:

Immersive Environments, Contributing Factors, Metacognitive Strategies, English Villages

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INTRODUCTION

English immersion is an innovation in teaching English (Chen, 2019; Supriyono, Saputra, & Dewi, 2020; Pratiwi, 2021). It answers critical issues to improve competitiveness in globalization (Andriyani, 2016). Some studies have reported various approaches and evidence that may be systematically utilized to assess communication success, especially English as a foreign language, due to the immersion experience. One of them is a study by Lockwood (2015), which explored how language assessment was typically used to measure language gain due to the immersion experience abroad.

English immersion programs have various benefits. Andriyani (2016) explains students typically have a wide range of vocabulary and English proficiency. The immersion program equips students with the skills necessary for fluent English communication. The study further clarifies the differences between immersion and regular language classes. The study also demonstrates how immersion classes are distinct from conventional language classes. The target language is only used as the subject matter in traditional courses. Students in immersion classes actively participate in the surrounding or "immersing" class while using the target language as a teaching tool.

Initially, the successful application of the immersion technique enriches the acquisition of second languages in Canada, expands their use, and substantially impacts the global arena (Chen, 2019). Moreover, English immersion has recently become popular in EFL and ESL nations as a cutting-edge approach to teaching and learning English (Supriyono, Saputra, & Dewi, 2020; Pratiwi, Atmowardoyo, & Salija, 2020). EFL Learners who attend schools with only four hours of instruction each week never acquire enough English. The impact, they have fewer chances to improve their talents.

When teachers try to escape their teaching duties, this might become a problem for students learning English in schools. They give out a lot of homework without regard for the primary goal of learning the language and frequently without consideration for the students speaking abilities. Furthermore, the intricacy of the assignments given by teachers during the condensed learning period in class, according to Akbari (2015), is detrimental to the growth of independent learning. Because they need additional stimulation and time to develop their communication skills in class, the students have not been appropriately prepared to learn independently after leaving the classroom. As a result, this problem adds to students' disengagement and unhappiness with English instruction in schools. Also, it has led to a significant outflow of money and an increase in the number of scholars dispatched to English-speaking nations. Hence, the immersion program is more time and money-effective (Deveau & Bang, 2004).

Deveau & Bang (2004), Park (2006), Jeon (2012), & Barimani (2013) are a few researchers who have studied the effects of immersion programs on language teaching and learning. According to their studies, immersion programs have positively impacted students' English proficiency. A method of teaching second languages called immersion uses the target language for all interaction and communication (Curtain, 1986; Genesee & Jared, 2008). In this approach, teachers mostly employ the target language when

conducting conventional learning or teaching English. At the same time, the students are taught the subjects through English as the instruction and communication language.

Two distinct immersion types, immersion in bilingual education and intensive language programs, have been researched in the literature (Park, 2006). There is still a need for intensive language study and acquisition with students immersed in the target language and culture. The term "intensive language program" was first used to characterize the intensive language programs expanded by the US armed forces during World War II. Because students converse in the target language to carry out regular academic tasks, language immersion is a method of teaching foreign languages in this setting. Contrarily, in bilingual education, immersion refers to the percentage of teaching delivered in the second language; it is recommended that this percentage be at least 50% throughout a particular academic year. Thus, the bilingual immersion program is frequently provided in the context of classroom language instruction, while the intensive immersion program is typically developed in an English village setting. This study center on the rigorous language program in the English village. Comparatively, classroom activities for bilingual education are not further discussed.

English Village is a setting designed for English language learners in ESL or EFL countries, where learners are encouraged to stay for extended periods while studying. Due to Indonesian learners' numerous difficulties in learning English, English villages have been seen as a creative alternative (Trottier, 2008). Trottier (2006) claims that English villages mix non-formal and experiential learning with content-based language immersion in multicultural theme parks. The English village ideas represent a significant movement in educational theory, practice, and policy in favor of a more expansive, forward-thinking, and constructivist understanding of learning in general and English language learning in particular. Learners from throughout Indonesia visit the village of Indonesian English. As a result, the learners also bring their own cultures, which helps them learn about other cultures in this English community.

Remarkably, researchers like Ahsanu, Februansyah, & Handoyo (2014), Mori & Takizawa (2019), & Lee (2011) examine the effectiveness of English villages in their own countries. Lee (2011) investigated a South Korean English-speaking community. He reported that the English village in South Korea promotes a distinctive brand of "edutainment" centered around studying English, with three main ideologies: globalization, alternative economic education models, and experiential learning. Mori and Takizawa researched Tokyo Global Gateway (TGG) in 2019. They argued that the type of immersion program demonstrates the effectiveness of becoming a national center for English education. Their research in "Kampung Inggris Pare," an English village in Indonesia, Ahsanu, Februansyah, & Handoyo (2014) found that the Indonesian English villages help learners' communication abilities. These researchers' investigations show that although these English villages are situated in different nations, this immersion program positively impacts learners' success in learning English.

Connecting the problems faced by EFL countries, including Indonesia, one of which can be overcome by providing an immersive environment with various research results

reporting the positive impact of an immersive environment, the researchers were interested in investigating what factors of immersive environment that contribute to developing learners' metacognitive strategies in an Indonesian English village and how they contributed. Although the accomplishment levels obtained in language immersion programs have been defined, little is known about how learners acquire those levels (Chamot & El-Dinary, 1999). Previous studies on immersion education concentrated more on the language and academic outcomes than teaching and learning processes, such as investigating metacognitive learning strategy. According to Flavell (1999), metacognition is thinking about thinking.

Therefore, this discrepancy highlighted the need for the current study, which earlier researchers less focused on it. The research question was formulated as follows:

1. What are the metacognitive strategies employed by learners in an Indonesian English village?
2. How do the immersive environment's factors contribute to developing learners' metacognitive strategies in an Indonesian English village?

By answering the research questions, this research was expected to contribute to the body of knowledge in second language acquisition (SLA) and has implications for accelerating mastery of English as a foreign language, especially in improving speaking skills.

RESEARCH METHOD

This research applied qualitative design with a case study approach. The research setting was in an Indonesian English village of Kampung Inggris Pare, Kediri, Indonesia. The village was selected because it is the larger English immersion program in Indonesia, and some researchers reported some successful learners after learning English there. Thus, this research investigated immersive environment contributing factors for learners, especially their metacognitive strategy.

Fourteen participants participated in this study, including ten learners as main participants and four tutors as supporting participants. They were chosen from six speaking skills-oriented English institutions: PEACE, Mr. Bob, Kresna, The Daffodils, ELLA, and Global English. The participants were chosen after considering several factors: male or female; my classmates; completed junior high school; first trip to "Kampung Inggris Pare" when this study was conducted; consented to participate in this study. Learner participants were symbolized as P1-P10. At the same time, the tutor participants were symbolized as P11-P14.

This research aimed to investigate what factors of the immersive environment contribute to developing learners' metacognitive strategies in an Indonesian English village and how they contributed. Two stages were done to achieve the goals. Firstly, explore the metacognitive strategies employed by learners in an Indonesian English village. Secondly, investigate how the immersive environment's factors contribute to developing learners' metacognitive strategies in an Indonesian English village. The theory of metacognitive strategy was based on Oxford (1990), who defined learning

strategies as intentional actions learners do to make learning easier, faster, more enjoyable, more self-directed, more efficient, and more context-adaptable. The metacognitive learning techniques are divided into three primary groups: centering the learning, arranging and planning the learning, and evaluating the learning. These three primary groups have their specific classification. The table was presented as follows:

Table 1. Oxford Classification of Metacognitive Learning Strategy

No	Categories	Classification
1	Centering the learning	Overviewing and linking with already-known material; Paying attention; Delaying speech production to focus on listening.
2	Arranging and planning the learning	Finding out about language learning; Organizing; Setting goals and objectives; Identifying the purpose of a language task (purposeful listening/reading/speaking/writing); Planning for a language task; Seeking practice opportunities.
3	Evaluating the learning	Self-monitoring; Self-evaluating.

The researchers employed observation as a qualitative data supported by the interviews and photographs. The researchers attended class daily to learn, completed the project with the group, and formed connections with participants inside and outside the classroom. It is intended to take advantage of additional opportunities for direct observation, interviews, and even informal chats. The researchers used an observation checklist to know the learners' metacognitive strategies in an Indonesian English village. It was also confirmed that used closed-ended questions by answering "yes or no." The checklist and guided interview were adopted from Oxford's classification of metacognitive learning strategy (table 1). The researchers also used field notes to record how the immersive environment's factors contribute to developing learners' metacognitive strategies. Interviews followed up the interesting and unique data. The researchers needed a camera and recorder to snap pictures and voices during the data collection.

The data were then analyzed in six stages adapted from Creswell (2014). They were preparing raw data (transcripts, field notes, photographs, etc.), organizing and preparing data for analysis, trying to read all data, manually coding data (themes or descriptions), communicating the theme/description, and then interpreting the meaning of the theme/description. Then, Creswell (2014) described eight primary validity strategies, some of which were used in this research, including triangulating, detailed description, member checking or negotiation, clarifying the bias of the study, and

prolonged time. These strategies were then used to determine the trustworthiness of this research's findings.

RESULTS AND DISCUSSION

This research explored the metacognitive strategies employed by learners in an Indonesian English Village. It also investigated how the immersive environment's factors contribute to developing learners' metacognitive strategies in an Indonesian English village. These objectives are described in detail in the following sub-theme.

Metacognitive Strategy

Before checking the learners' classification of metacognitive learning strategies, the researchers directed the questions to investigate whether they manage themselves to plan, control, and evaluate their learning progress when completing the language task, especially speaking. Most of the learners responded, "yes." This learning strategy was the first one that arose when the learners arrived. Unfortunately, most learners did not realize this strategy when they were interviewed and looked confused when asked to explain the process of these metacognitive strategies. Therefore, while observing and filling out the checklist, the researcher let the learners tell one of the speaking tasks given by the tutor in the class. From their stories, most participants in this English village applied metacognitive strategies classified by Oxford (1990).

This study did not follow Oxford's three categories of the metacognitive learning strategy, in which self-monitoring and self-evaluation were included in the "evaluating the learning" category (see Oxford's classification of metacognitive learning strategy in Table 1). Here, the third category of Oxford expanded. Thus, four categories of metacognitive learning strategy were examined in this study: centering the learning, planning and arranging the learning, monitoring the learning, and evaluating the learning. The result confirmed whether the learners had different ways to monitor and evaluate their learning. They approved, and this new classification was accepted. The following are the four categories of metacognitive learning strategy:

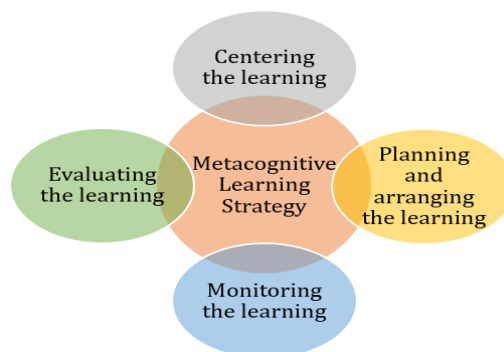


Figure 1. Metacognitive Learning Strategy Categories

Based on the observation checklist, some categories emerged that were the same as the first and second Oxford's classification of metacognitive learning strategy, but

others were developed. While monitoring and evaluating the learning, the learners did various learning strategies.

Centering the Learning

Thinking and finding a concern for learning is crucial because, without this strategy, language learning has no direction and seems confused. This term refers to how participants focused on achieving the learning goals quickly, especially in speaking. In the implementation, the researcher found all tutors P11-P14 did the same stages to attract the learners' concern.

Firstly, they motivated the learners to change their mindset that English was fun and easy. After learners relaxed, they accompanied them to the material by ice breaking. Then, they continued to explain the materials step by step. The researcher saw that learners were centering on their learning when tutors explained materials in the class. They were active when the situation demanded them to talk and ask. In contrast, they were silent when they needed more concentration to grab the lesson.

All the observation checklists were accepted in this category. The classifications involved learners overviewing and linking with already known material, paying attention, and delaying speech production to focus on listening. The table is as follows:

Table 2. Oxford's First Classification of Metacognitive Learning Strategy

Centering the Learning
Overviewing and linking with already-known material
Paying attention
Delaying speech production to focus on listening

Planning and Arranging the Learning

This strategy touched a series of activities implemented by learners to help them organize their learning to achieve their goals. Based on observations, they applied these strategies. Still, they did not realize and understand the activities they used to manage their learning, especially in the tasks given by tutors in the speaking classes. To explore these strategies, the researcher asked learners to provide an example of a task and told how they regulated themselves to work the job.

P1 was asked to choose one from several topics provided by his tutor. When the tutor explained the task, he paid attention and listened well. Finally, he got to the point where he had to develop the issue and present it in front of his friend in the next meeting. When arriving at his boarding house, he thought about the task and found a way to complete it. He organized the steps and started doing the job by reading some references from the internet and arranging the ideas into paragraphs. After finishing, he read again and looked for opportunities to practice. He usually did the presentation alone but recorded the video on his mobile phone. He said it was more effective than practicing in front of his friend because he could replay the video to see the performance.

The similar task explained by P2, P3, P4, P8, P9, P10. They also did the same step of activities to accomplish the speaking assignments. After being informed, they thought

about how to complete the job and what was needed. They arranged a time to complete tasks and provided all tools they needed. To develop the issues, they certainly needed a lot of references from the internet, so they must have a stable network and media to access the references. P4 admitted that he usually did assignments in the bedroom after attending evening classes at camp. However, unlike P1, these participants preferred involving others in this process. After searching the internet, they discussed it more with friends, noted the critical points, and arranged them. When practicing it, they made presentations in front of their friends. P2 also revealed that he often practiced in front of a mirror rather than recording a video alone.

From the stories, the actions involved in this strategy were thinking and finding about language learning, organizing, doing and completing the task, and seeking practice opportunities. Unfortunately, this research only found four categories in Oxford's second classification of metacognitive learning strategy because "setting goals and objectives and identifying the purpose of a language task" were explained by tutors when explaining the task. Those four categories are as follows:

Table 3. Oxford's Second Classification of Metacognitive Learning Strategy

Planning and Arranging the Learning
Thinking and finding about the learning
Organizing
Doing and completing the task
Seeking practice opportunities

Monitoring the Learning

Monitoring the learning was used to keep the performance on track and eliminate such errors. These activities mostly involved learners in their interactions with others. For example, a tutor's involvement when giving pedagogical intervention and strategy training or helping learners within their limitations in expressing ideas. In conducting the monitoring process, learners in this immersive environment managed replacement, adjustment, and effective strategies, such as inserting Bahasa or using the synonym when speaking with people. The third classification is as follows:

Table 4. Oxford's Third Classification of Metacognitive Learning Strategy

Monitoring the Learning
Solving the problems when speaking
Solving the problems in listening/understanding

Evaluating the Learning

The last stage was the evaluation. This strategy was applied to measure the extent of learning progress and improvement in speaking skills. Besides, it was aimed to assess whether the learning methods used so far have been successful. The evaluation also functioned to track the source of errors and could help determine the strategies that were not appropriate so that alterations and improvements could be made. After the exploration, learners in "Kampung Inggris Pare" implemented four ways of self-

evaluations: making video recordings, remembering and linking with already-known knowledge, asking questions, and listeners' responses.

Five learners reported often recording their videos to evaluate their learning programs. P1 also said that he recorded the video to measure what should be improved in the next performance. While making a video recorder, P8 said, the evaluation sometimes came directly without using media. For example, soon after making a presentation or having a discussion, he suddenly remembered and linked his previous knowledge about vocabulary or pronunciation errors or the lack of ideas he just talked about.

Five learners said they sometimes asked their tutors or friends about their presentation or the progress of their learning, especially their competence in speaking. Some also revealed they asked the listeners whether they understood what they had just said. Then, they asked for a correction of what should be improved. The fourth classification shows as follows:

Table 5. Oxford's Fourth Classification of Metacognitive Learning Strategy

Evaluating the Learning
Video recording
Asking questions
Audiences' responses
Remembering and linking with already-known knowledge



Figure 2. Self-evaluation by video recording

Livingston (2003) states that metacognition is a higher-order thinking that requires active control over the cognitive processes that drive learning and is essential for effective learning. However, it is also second-order cognition, which involves knowledge about knowledge, thoughts about thoughts, or actions. Therefore, metacognition has been strongly linked with problem-solving. Thus, this process can lead

people to select, evaluate, revise, and abandon cognitive tasks, goals, and strategies, considering their relationships with one another. Although there are numerous definitions of metacognition in the literature, all descriptions share a common core: individuals' awareness and management of their learning processes.

Metacognitive immersion speaking strategy refers to the way learners of English immersion programs regulate their learning to gain goals quickly. These strategies started from centering the learning, planning and arranging the learning, monitoring the learning, and evaluating the learning. All learners who stayed in “*Kampung Inggris Pare*” have proven to be able to organize themselves from the first time they arrived. These learners were far from their families. They were able to manage the study schedules, set learning goals, monitor performance, and evaluate learning. They were also trained to manage all the necessities of life.

The Immersive Environment's Contributing Factors

Some field notes and photos were presented to show the condition and learning process in this immersive environment, especially for those six English course institutions in “*Kampung Inggris Pare*.”

Table 6. Field Notes

Setting	Field Note	Condition
General Atmosphere	1	Learners spend at least two weeks studying at “ <i>Kampung Inggris Pare</i> ” (for one period). If they like the atmosphere of studying in this English community, they may stay for months or even years. They rent camps or boarding houses during their studies, though they typically choose to remain in camps and rent bicycles to help them get around.
	2	Learners do not have any relatives. They must meet their needs while studying and residing in this English village. To achieve their learning goal at “ <i>Kampung Inggris Pare</i> ,” they must control themselves and their learning.
	3	Learners study both in and outside of the classroom. Some of them go to food stands or cafes to eat after their classwork. To get what they need, they bargain with the locals. Some are also observed talking with mates along the sideroad about the lesson they just learned or other subjects. The learners try to interact and converse in English with peers and the local community.
Classroom	4	Kresna course institute provided guidebooks for learners, including in the “Speaking 6” class. This level is the highest-grade speaking class in Kresna which focus on improving learners' speaking skills and critical thinking. Therefore, learners are trained to produce academic writing correlating their perceptions, experiences, and knowledge with reliable evidence. These activities are not intended to check the learners' writing grammar but are more focused on the quality of content and presentation

		techniques. Thus, the guidebook provides strategies for preparing and delivering material, starting and ending presentations, and presenting many sentences and phrases samples for presentations.
English Camp	5	When teaching at camp, the tutor explained his learning strategy and said, "You know, I'm not an English major, but I'm capable of being an English tutor at Pare. Sure, since I'm very motivated to learn English. I travel to Pare on my vacation, even though I will only stay here for a short while because I live in Kediri. But I spent my time learning a lot here and then practicing it at home. I can recall having a question for one of the tutors who speaks clearly. I inquired about his English-learning process. He claimed to enjoy singing and that his earliest learning came from listening to others. He sang the song after listening, which unintentionally helped him with his pronunciation. He memorized every word in the song by singing it over and over, which indirectly increased his vocabulary. Now, I will demonstrate to you how to use this strategy through a number of classroom exercises. When you have time, you can separately apply it. Nevertheless, it's merely from a song; you can find podcasts or other sources of what you loved by viewing a movie, for example."



Figure 3. Learners' Learning Activities in Immersive Environment

The Indonesian English village of "Kampung Inggris Pare," established in 1977, has many English institutions that create an immersive environment. Additionally, it

encourages the owners and residents to build boarding homes and camps for learners. The atmosphere in the classroom also sets immersion English learning apart from Indonesian schools. Based on the interviews, the learners found learning in public school classrooms boring, and the environment made them sleepy. In contrast, learners enjoyed learning in class in this immersive environment, even during the day. Therefore, it was crucial to create or preserve the distinctiveness of this immersive experience. Tutors inspired learners, taught them learning strategies, displayed a good teaching model, provided exciting materials, etc.

Figure 3 presents various learning conditions at three types of learning places in “Kampung Inggris Pare,” including learning activities outside, in the classroom, and learning activities at camp. Many learners were learning outside the classroom in restaurants, cafes, food stalls, or on the roadside. Thus, after learning in some classrooms in “Kampung Inggris Pare,” they sometimes met their friends. They practiced their English while eating together, or they might use English while walking around the village enjoying the afternoon panorama with friends.

Tutors handled Indoor Classroom activities. Therefore, their learning was following the tutors' instructions. For example, they should work in a group to discuss one topic, or they might practice telling the picture in their group. The other activity was usually speaking face-to-face with a partner.

The unique one that did not belong to other places was camp. It was the place where they stayed to spend nights. It seemed like a boarding house. There were usually five to ten learners in one camp, led by a tutor. There might be more than a hundred camps. At camps, learners could learn with their friends. Some learning activities could be conducted at camps. Learners might complete their classroom assignments together with friends or might ask a tutor at camp. A Camp was usually set as an English zone. Therefore, learners should speak English and be punished if they break the rule.

Considering some interviews and observations of this study, the researcher identified three critical factors contributing to developing learners' metacognitive strategy, including the authentic immersion environment, English camps, and exciting classroom activities.

Authentic Immersion Environment

“Kampung Inggris Pare,” a settlement in Kediri regency, is away from the bustle of vehicles and air pollution. Instead, the wind is clean and fresh, with several rice fields, woods, and rivers. This village impacts memory improvement. Thus, the brain gets more at ease, making it easier to record new information. The learners who study and stay in this peaceful atmosphere might be inspired to think about other inspiring topics, resulting in numerous excellent thoughts and other productive tasks. As a result, educational institutions create environment-based learning methods, also known as contextual teaching and learning, in this favorable environment (CTL). According to Johnson (2002), CTL is a philosophy of learning in which learners get knowledge from academic content and understand the purpose of their assignments. Then they connect the information and theory they already know and have gone through. CTL encourages

learners to take ownership of their education and connect what they learn to many situations in their daily life (Satriani, Emilia, & Gunawan, 2012). Contextual Teaching and Learning (CTL) assists teachers in connecting the material being taught with the issues that learners face in the real world and motivates them to relate their knowledge and its use in daily lives as members of society. Learners must comprehend what learning entails, its advantages, its current state, and how to advance. This method lets the learners know that their learning is theoretical and practical.

In addition to the calm atmosphere, thousands of learners are among the identified tourists that come to Pare each month. They all have the same intention: to learn English. Once they have learned English, learners return home to fulfill their ambitions. Several of them used their days off from work to return to school and continue their studies. Some stayed put for a very long period to learn English, and they finally developed an interest in teaching. Some people come back to study because they have bigger aspirations. It is the ideal time to design English as a tool for everyday communication because this process takes decades.

Yet, efforts to foster an immersion atmosphere can only be successful if all participants in an English immersion environment develop a shared purpose. The course institution establishes English area regulations or other norms to encourage the acceleration of English mastering. The tutor takes on the facilitator role and ensures that the English area regulations are appropriately applied. Finally, learners are taught to adhere to English-speaking zones. In addition to these three components, native speakers' support for the English immersion program is essential. For example, native speakers must participate in learning English and use it in everyday student interactions. They must also convey a sense of comfort, safety, and security. A metacognitive technique involves a sequence of steps, beginning with the classroom learning phase, looking for opportunities to practice in real life, and considering all the strategies used in each stage. Learners try to structure their learning to accomplish their objectives within the allotted time.

English Camp

The term "camp" refers to the dorms where learners stay in this English immersion environment. The learners should commit to at least one or two weeks in this immersed environment. Hence, they have two options for housing: boarding houses and camps. Usually, the locals rent out boarding houses. While local communities and particular organizations run a handful of the camps, the majority are handled by English institutions.

An English camp, according to Ahsanu, Februansyah, & Handoyo (2014), is a setting that promotes a symbiotic or reciprocal connection between teachers and learners and between other learners in a welcoming and warm environment. The learners have more chances to connect and speak with the camp instructors without feeling intimidated while they are there. This democratic environment fosters the learners' motivation and active engagement in the camp. Camps were essential components that can assist learners in identifying and creating learning strategies,

especially metacognitive strategies. The three critical points of the camp were rules, structured learning activities, and sanctions. There are stringent rules about the English area and the camp's cleaning routine, including a rigorous English study program. The learners should also participate in the camp's learning program. They must control themselves and regulate their learning to stay out of trouble. Those all covered the learners' metacognitive skills.

Exciting Classroom Activities

Teachers must be accountable for the various teaching techniques and classroom instruction, effective classroom management techniques, and effective evidence-based teaching and learning pedagogies to foster a positive learning environment for all learners. This research discusses one of the institutions in "Kampung Inggris Pare" offering English-speaking classes. For learners, especially those enrolled in "Speaking 6," the Kresna Course Institute offered handbooks. The highest-grade speaking class in Kresna at this level concentrated on developing learners' public speaking and analytical skills. As a result, they were taught how to write academically by correlating their observations, experiences, and knowledge with trustworthy facts. These exercises were more concerned with the topic and presentation strategies than checking the learners' writing for grammar. The handbooks offered advice on preparing and presenting information, beginning and concluding presentations, and providing numerous examples of sentences and phrases. Based on the observation, learners were instructed to select one of the 16 themes listed in the handbook to be presented in turns during the first meetings. Learners were given full rein to arrange their presentations once they had chosen the right topic. This activity taught them how to best organize their learning while using downtime to research materials, brainstorm, and practice presentations with new people they met. Before presenting their topic to the class, they discussed it, if feasible, with their camp housemates or tutors.

If learners had not had their turn to present the topic at that time in class, they would have become the audience and listened to their friends' presentations so that they also developed listening abilities. While the audience took note of unfamiliar vocabulary and the performance's key topics, the learners tried to perform to the best of their abilities. Also, a question-and-answer period followed the activities, encouraging all learners to continue speaking. This practice also improves speaking fluency and vocabulary, broadens perspectives and critical thinking, and boosts self-confidence, which explains the learners' enthusiasm. The sequence of procedures gives the learners excellent metacognitive learning strategy training.

Immersion language instruction fosters the development of strategies and procedures that help ESL or EFL instructors make their lessons more approachable and engaging. This claim affirms the application of engaging and interactive language instruction in most institutions within this immersive environment.

CONCLUSION

Indonesian largest English village, “*Kampung Inggris Pare*,” which has existed since 1977, provides an English immersive environment where learners can utilize many things to increase their learning, especially for English-speaking purposes. This English village's context accommodates the establishment of the Authentic Immersion Environment, English Camps, and Exciting Classroom Activities. These three main contributing factors were identified to assist the learners in managing their metacognitive learning strategies, especially in centering, planning and arranging, monitoring, and evaluating their learning while studying and staying for some months in this English immersion environment. Furthermore, good management in this supportive environment escorted learners' cognitive strategy to be autonomous learners to achieve the goal of mastering English quickly, especially in speaking. Thus, this research promotes an immersion environment such as an English village completed by its three contributing factors as one venue to learn English. This research may contribute to the body of knowledge in Second Language Acquisition (SLA) and has implications for accelerating mastery of English as a foreign language, especially in improving speaking skills because good metacognitive strategies in a supportive environment lead learners cognitively to become independent to achieve the goal of mastering English quickly while studying in this English village.

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