

The Implementation of “Kampung Inggris” Program on Enhancing Students’ Listening Skill at SMP Muhammadiyah Plus Salatiga

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ABSTRACT

This study aims to analyze the effectiveness of the ‘Kampung Inggris’ extracurricular program in helping students at SMP Muhammadiyah Plus Salatiga improve their listening skills. The method used in this study is qualitative descriptive. Data was collected that students at SMP Muhammadiyah Plus Salatiga find English listening skills challenging because several factor such as cognitive skills, time management, etc. The results of this study show that the implementation of the ‘Kampung Inggris’ program involves curriculum changes, real listening activities, and the formation of a culture of speaking English that is mandatory in schools. The teachers interviewed reported that this program has succeeded in improving students' listening skills. This improvement was most evident in students' ability to recognize different accents, understand context, and respond to verbal instructions in real-life situations. The implementation of the ‘Kampung Inggris’ program proved to be an effective and successful measure.

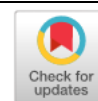
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INTRODUCTION

Globalization is essentially an economic process of interaction and integration that is linked to social and cultural aspects around the world. This has resulted in accelerated progress since the 18th century in the fields of transportation and communication technology. These improvements have fostered international trade and the exchange of ideas, beliefs, and cultures (Dash, 2022). Globalization has opened up opportunities for everyone in the world to communicate and exchange thoughts, information, share ideas and experiences (Mohammed, 2020). One of the biggest factors of globalization is the spread of foreign languages around the world, especially English. English is a language used by many countries to communicate and understand each other. English serves as a lingua franca (ELF), facilitating communication among speakers of diverse native languages. This phenomenon has gained prominence in various domains, including business and education, where English acts as a common medium for interaction (Macias Loor et al., 2024). English is increasingly recognized as the preferred contact language in multilingual settings, enabling effective relationships across cultures (Dewey, 2024). According to Soler (2025), English acts as a lingua franca used alongside native languages among different speakers. English is used to accommodate the interconnection between multilingualism and social life. In fact, organizations consider English proficiency as an important basic requirement for professionals to be able to work in certain positions and have the opportunity to build international relationships (Rahayu, 2020). English as a lingua franca allows for collaboration in global organizations and international networks. Lingua franca business communication occurs when people with different linguistic backgrounds do business. It is used to coordinate tasks such as people management, accounting, and marketing in multinational organizations, as well as to conduct international buying, selling, and

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 negotiating transactions. It incorporates a variety of communicative techniques, such as emails and meetings, with a focus on context and practitioners' perceptions (Kankaanranta & Räsänen, 2025). It is also the official language of conferences and political and scientific forums (Al-arifi, 2020).

Learning English has become a challenge, especially for EFL. In learning English as a foreign language, there are both external and internal obstacles that affect language proficiency and skills in various domains, including speaking, listening, reading, and writing. In this context, the designation English as a Foreign Language (EFL) pertains to the acquisition and application of the English language in nations where English is not employed as the official language, native language, or principal medium of instruction beyond the classroom (Gallo, 2021). Learning English for EFL presents various challenges influenced by psychological, environmental, and pedagogical factors. These challenges are particularly evident in diverse contexts such as rural environments, during global disruptions such as the COVID-19 pandemic, and in specific cultural environments. During the COVID-19 pandemic, students faced problems with internet access, a lack of learning media, and difficulties in understanding the material, which were exacerbated by academic dishonesty and laziness. The most significant problem is internet access, which hinders their ability to learn English and participate effectively. Other challenges include a lack of learning media, difficulty in understanding the material, examples of academic dishonesty, and feelings of laziness. These factors collectively affect their learning experience and highlight the need for better resources and support in online education (To'ifah & Sari, 2022). In rural environments, EFL learners face various obstacles such as a lack of English speakers and a tendency to use their native language more frequently. In addition, internet access and facilities are limited in remote areas, making it difficult to access learning materials more freely (Kristanto et al., 2025). These obstacles indirectly affect their psychology, these emotional barriers affect students' performance in all language skills, leading to low motivation and self-confidence, which significantly impacts their learning experience. EFL learners become unconfident in speaking English and doubt their ability to understand English (Ross & Stuckler, 2025). The educational frameworks of several EFL countries often place excessive emphasis on grammar and lexical components, especially for exam purposes, while inadequately addressing the improvement of productive skills (speaking and writing) and complex receptive skills (listening and speed reading) that are important for authentic communication (Sugianto, 2020). Furthermore, additional research has shown that English language teaching is usually conducted through translation and memorization, which can inadvertently trigger linguistic interference (L1 influence) in the phonological, syntactic, and lexical dimensions. This phenomenon can lead to communicative challenges, even after an extensive period of study (Jannah & Kurniawan, 2022).

Listening skills are often considered the most challenging competency for individuals learning English as a Foreign Language (Field, 2019). Listening is a complex cognitive effort that involves phoneme recognition, vocabulary processing, and meaning formation. Therefore, listening should not be considered merely a passive act of receiving auditory stimuli (Goh & Vandergrift, 2021). In academic settings, especially in areas where English is rarely adopted as a mode of everyday conversation, failure to comprehend spoken language can significantly hinder overall language competency. These challenges are not purely linguistic, they also encompass complex psychological and cognitive dimensions. Native speakers tend to articulate their speech at a rapid pace, while natural linguistic processes such as sound deletion, sound changes, and word linking (word segmentation) occur. This phenomenon, referred to as speech reduction, makes spoken language auditory input very different from written or individually memorized word forms (Putri et al., 2021). The differences between the phonetic systems of the native language (L1) and English (L2) pose considerable obstacles. Learners often misinterpret homophonic words or encounter difficulties with phonemes that do not exist in their L1. Furthermore, the intonation, word stress, and rhythm inherent in English convey very important meanings but prove challenging for EFL learners to identify and process (Saragih & Manik, 2021). Studies reveal that EFL

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learners face serious challenges, such as the speed of speech of native speakers, the phenomenon of speech reduction, and high cognitive load due to limited vocabulary and working memory (Putri et al., 2021; Sari et al., 2022). The inability to process spoken input quickly (real-time processing) often leads to listening anxiety, which hinders deeper understanding (Alkhudhair, 2023).

In response to the challenges faced by English learners in Indonesia, innovative steps need to be taken to bridge the gap between formal classroom learning and the need for authentic language exposure (Octaberlina & Muslimin, 2022). In pursuit of this objective, contemporary educational institutions offer extracurricular activities for individuals who exhibit an interest in the English language. Such extracurricular activities manifest in diverse formats, including English clubs and formal debates (Kinanti et al., 2023). The primary purpose of these activities is to enhance English proficiency among students through various initiatives, including the establishment of English clubs meticulously tailored for those who are keen on the language. Research shows that most students consider the English Club useful for improving their speaking skills, especially in terms of pronunciation, fluency, and vocabulary. With the English Club at school, students feel more comfortable because the learning environment is more relaxed (Naben & Sahan, 2025). Similarly, a study conducted at MA Patra Mandiri Paju demonstrates that 11th grade students get more confident and learn new words. From students' perspective, English clubs are more enjoyable than regular classes (Liana et al., 2024). The activities undertaken by the English Club consist of storytelling, role-playing, an English corner, and formal debates, all of which serve to improve students' speaking abilities and engagement. These extracurricular initiatives create an enjoyable environment for students to practice English beyond the confines of the classroom, thereby promoting superior language comprehension and communication skills (Hamid et al., 2022). Moreover, English Club encompasses interactive pedagogical approaches, educational games such as "Hi! My Name Is...", "Catch It!", and "Simon Says!", as well as technological media including captivating PowerPoint presentations and online games, all directed towards the enhancement of participants' English language skills and motivation (Maharani & Widiastuty, 2024). A study conducted at the State Islamic Institute (IAIN) Parepare involving seven student respondents who are members of LIBAM (*Lintas Imajinasi Bahasa Mahasiswa*) showed a significant improvement in students' speaking skills. In addition, this club also provides training for students who aspire to become English teachers in junior high and high schools, called TOT (Training of Trainers), in preparation for their roles as tutors (Maming et al., 2024). The English Club serves not only as an additional extracurricular activity but also as an important pedagogical intervention that acts as a powerful catalyst and experimental framework for language utilization, skillfully overcoming the shortcomings left by the formal curriculum in the educational setting (Nguyen, 2024). Improvements in English language skills through the English Club result from the harmonious interaction between motivation-oriented practices and a psychologically conducive environment. The most notable impact is observed in the improvement of productive *skills* (speaking and writing) and the strengthening of students' confidence (Astari & Hadi, 2023). Therefore, the English Club should be considered a crucial element of the school's language development strategy, not an alternative. Its implementation must be innovatively restructured using a project-based model to optimize its theoretical influence.

SMP Muhammadiyah Plus Salatiga, as a respected educational institution distinguished by its "Plus" branding and promotion, has a deep moral obligation to nurture graduates who are proficient in global communication skills. However, in the hierarchy of linguistic skills, listening is often considered a "neglected skill." The main scientific challenge is students' inability to perform phonological decoding. In terms of students' cognitive abilities, they mainly acquire vocabulary through written forms (texts). Thus, when words appear in natural dialogue that includes connectors, elisions, and assimilations, students often cannot recognize them. Additionally, the limited duration allocated for English language teaching (1x35 minutes) for each lesson period (JP) forces educators to minimize listening instruction in order to cover new English content. Such time constraints result in the loss of

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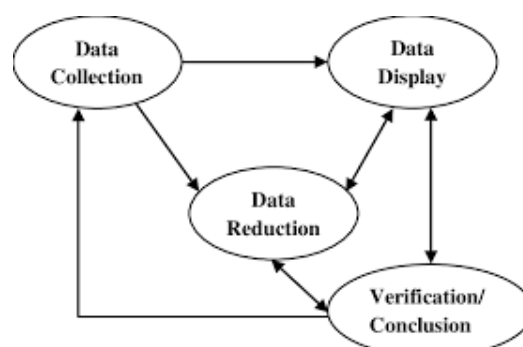
opportunities for comprehensive feedback sessions. Students may misinterpret words. However, when the lesson ends, inaccuracies remain unaddressed. An intensive immersion learning model is an attractive alternative. At SMP Muhammadiyah Plus Salatiga, this model is popularly implemented through the "Kampung Inggris" concept. As a dynamic educational institution, SMP Muhammadiyah Plus has integrated the "Kampung Inggris" program into the curriculum and extracurricular activities. This program is designed to create an environment rich in English exposure in order to optimize students' language acquisition skills. This implementation is a creative response to the traditional challenges of EFL. Thus, this study aims to analyze the implementation and measure the effectiveness of the "Kampung Inggris" program at SMP Muhammadiyah Plus Salatiga, especially in its role in improving students' listening skills. The findings of this study are expected to provide empirical evidence about the potential of the learning model applied in the context of formal EFL schools and serve as policy recommendations for the development of a more effective and innovative language curriculum. An intensive immersion learning model is an attractive alternative. At SMP Muhammadiyah Plus Salatiga, this model is popularly implemented through the "Kampung Inggris" concept. As a dynamic educational institution, SMP Muhammadiyah Plus has integrated the "Kampung Inggris" program into the curriculum and extracurricular activities. This program is designed to create an environment rich in English exposure in order to optimize students' language acquisition skills. This implementation is a creative response to the traditional challenges of EFL. Thus, this study aims to analyze the implementation and measure the effectiveness of the "Kampung Inggris" program at SMP Muhammadiyah Plus Salatiga, especially in its role in improving students' listening skills. The findings of this study are expected to provide empirical evidence about the potential of the learning model applied in the context of formal EFL schools and serve as policy recommendations for the development of a more effective and innovative language curriculum.

METHOD

This study used a descriptive qualitative method with a case study approach to analyze the implementation of the "Kampung Inggris" program at SMP Muhammadiyah Plus Salatiga on enhancing students' listening skills. The research participants consisted of English teachers and VIII grade students. Data were collected through observation of the program activities, semi-structured interviews with the teacher and documentation such as lesson plans and activity schedules.

Table 1. Research Methodology Overview

Aspect	Description
Research design	Descriptive qualitative research with a case study approach
Research Setting	SMP Muhammadiyah Plus Salatiga
Participant	Three English Teachers
Data Collection	Observations, Interviews, and Documentation
Instruments	Observation checklist, interview guidelines, and relevant documents
Data Analysis	Miles and Huberman's interactive model: data condensation, data display, and conclusion drawing
Trustworthiness of Data	Triangulation of data sources



Miles and Huberman's Data Analysis Model

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The data were analyzed using Miles and Huberman’s interactive model, which includes data condensation, data display, and conclusion drawing, while triangulation was applied to ensure the trustworthiness of the findings.

FINDINGS AND DISCUSSION

The results of this study are based on interviews with three English teachers who teach the ‘Kampung Inggris’ program at SMP Muhammadiyah Plus Salatiga. The researchers identified several main categories in the teachers' explanations, namely the background of the program, its objectives, implementation, challenges, strategies, and evaluation.

Background and Objectives of the “Kampung Inggris” Program

The findings indicate that the “Kampung Inggris” Program is one of the school's flagship programs at SMP Muhammadiyah Plus Salatiga, which has been in operation for some time. Based on interviews with Teacher 2, this program has been implemented as a mandatory program for eighth-grade students since 2019. Over time, the program expanded into “Kampung Bahasa” with the inclusion of Arabic. However, this study focuses especially on the English component of the program.

These findings further reveal that the program aims to enhance students’ communication skills, particularly in speaking and listening skills, which are not often practiced in regular classes. Teacher 2 explained that the program prioritized in practical communication rather than theoretical learning. In addition, the program's objectives align with the school's vision as a bilingual school; hence, students require consistent opportunities to practice the language. Teachers emphasize that this program is needed to stimulate an English-speaking environment at school. This program also plays a role in preparing students to participate in the International Mobility Program to Malaysia and Singapore, thus their listening and speaking skills must be adequate enough to interact with foreign speakers.

The Implementation of Listening Activities through Authentic Materials

The findings indicate that the implementation of the “Kampung Inggris” program to enhance students’ listening skills is carried out through a flexible syllabus, the use of authentic materials, adequate learning facilities, and project-based learning practice.

Flexible Syllabus Design to Support Authentic Listening Activities

The “Kampung Inggris” program applies a syllabus compiled by the program coordinator, and “*It changes every year*” (Teacher 2) to suit the needs of students and school conditions. The core material consists of an introduction, description, interviews, and explanations, which are systematically designed to support the final project. The teacher 1 explained that the sequence of material was chosen therefore the students could participate in the final activity, namely interviewing the foreign tourists. This focus reflects the role of listening as a foundational skill in language learning. Gilakjani & Sabouri (2021) stated that listening is a basic skill for EFL learners in understanding vocabulary, language structure, and discourse patterns before language production occurs. Therefore, the structure of the syllabus in the “Kampung Inggris” aligns with the fundamentals of language processing for EFL learners.

The Use of Authentic Listening Materials

The findings indicate that programs aimed at improving students' listening skills are implemented through various authentic media. The materials include listening to native recordings, watching short movies and films, completing listening comprehension tasks, engaging in storytelling, dialogue, and interview practice, listening to news anchors, watching YouTube videos, utilizing British Council materials, and listening to songs. The teachers noted that students showed a stronger preference for listening activities through the songs than dialogues or monologues.

The use of songs and other authentic materials is an alternative approach to boost students' motivation and encourage them to become more enthusiastic. Exposure to diverse listening inputs allows students to experience real language use in meaningful contexts. According to Wulandari et al. (2025), authentic materials significantly improve Indonesian students' listening comprehension because they present real contexts. Similarly, Purwanto et

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al. (2022) explained that engaging material, such as songs, can increase students' focus and reduce their anxiety during listening activities, thereby improving their comprehension. This statement aligns with the students' interest in listening activities through songs.

The Media and Facilities to Support Listening Inputs

This implementation of listening activities is also supported by adequate learning media. The findings indicate that each classroom is equipped with a smart TV, which facilitates the use of Smart TVs, allowing teachers to show videos, audio, news, and other listening resources without technical obstacles. Thus, the implementation of the program not only provides more frequent listening exposure but also increases the comprehensible input that students receive.

Project-Based Activities as Authentic Listening Practice

A distinctive feature of this program is the implementation of project-based learning through the creation of vlogs and interviews with foreign tourists at Borobudur or Parambanan Temple. The teacher 1 emphasized that, "*The main objective is to interview foreign tourists.*" This activity provides students with direct experience in communicating with foreign speakers and applying their listening and speaking skills. This finding is reinforced by Wulandari et al. (2025), who demonstrated that direct exposure to communication situations can enhance students' listening and speaking skills, particularly when students receive language input in real-time. Therefore, the project-based activities in this program offer added value by integrating language learning through cultural and social experience.

The Challenge of the Implementation

The findings indicate that students had difficulty understanding Unfamiliar accents and fast speech. Teacher 3 noted that students often struggle with the British Accent and audio delivered at a high speed. This suggests that when students are exposed to British accents and audio conversations with fast speaking speeds, they struggle to catch key words and fully comprehend the content of the conversation. This aligns with the findings of Ikhsan & Ismail (2021), who identified that unfamiliar accents, speed, and audio duration are the most common obstacles in listening comprehension among Indonesian EFL learners.

Another challenge concerns the differences in abilities among students. While the students can follow the instructions quickly, others require repeated explanation to achieve the same level of understanding. In addition, the next challenge is that learning time is often scheduled at the end of the school day, where the end of the learning period is adjusted to accommodate prayer times. Furthermore, the use of English in daily life is not yet optimal because some teachers lack confidence in speaking English. Teacher 2 stated that most teachers still have inadequate English skills. Alifah & Trisno (2024) also found that students' listening is influenced by their perception of the learning environment, including the teacher's use of language. Overall, these challenges collectively hinder the optimal development of students, listening skills.

The Strategies implemented

The teachers implemented several strategies to address the challenges in students' listening comprehension by replacing British accents with American accents, which are considered easier to understand. Additionally, teachers repeatedly played the audio recordings to help students gradually understand the listening materials.

The teachers also provide pre-listening activities to help students familiarize themselves with the vocabulary before the listening task. As supported by quasi-experimental studies by Hidayati (2023), which found that pre-listening guides reduce cognitive load and improve comprehension. Furthermore, the use of audiovisual media such as videos, films, and native speaker recordings has also been shown to have a positive effect on EFL learners' listening skills.

To maintain students' engagement, the teacher varied listening activities by incorporating games and hands-on practice. Teacher 1 explained, "*We increase the amount of practice so that it is not monotonous.*" Overall, the combination of these various strategies shows that the teachers' approach aligns with pedagogical recommendations for creating an engaging and supportive listening environment.

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Evaluation of Listening Skill Development

The evaluation is conducted continuously through worksheets provided after each learning session. These worksheets are used to assess students' ability to understand dialogues, monologues, songs, and videos played, as well as to identify specific difficulties that arise, such as unfamiliar vocabulary, unclear pronunciation, or audio that is too fast for some students. Teachers then compare students' work between meetings to monitor their progress gradually and ensure that the material provided meets the needs of the class. In addition to being used as a formative assessment, the assessment results are also utilized as material for annual reflection in curriculum preparation and revision, allowing the program to be continuously updated and adapted to meet the needs of students from year to year. This evaluation approach is in line with the findings of Rahmawati & Hakim (2023), who emphasized that ongoing formative assessment enables teachers to identify students' listening barriers and adjust teaching strategies according to their needs. This consistent assessment is useful to ensure that “Kampung Inggris” not only focuses on activities, but also on the continuous improvement of listening and learning effectiveness.

CONCLUSIONS

“Kampung Inggris” is a significant program in enhancing student English listening skills. Through various enjoyable activities such as listening to songs, practicing being a news anchor, watching videos from YouTube and TikTok, and watching movies, students can greatly improve their listening skills. Supported by a flexible syllabus, authentic listening materials, meaningful field activities such as creating vlogs in English, and interviews with native speakers, the practical application of listening skills through international mobility programs to Malaysia and Singapore creates a communicative and student-centered learning experience. These components allow students to receive diverse feedback in reinforcing their understanding and prepare them to interact with speakers from different linguistic backgrounds. Strategies implemented by teachers including selecting accents that are easier to understand, repeating audio during lessons, providing vocabulary support before listening, and using various audiovisual media, have been shown to help overcome these challenges and enable students to gradually improve their listening skills. Overall, the “Kampung Inggris” program makes a significant contribution to the development of students' listening skills by providing continuous exposure, authentic practice, and structured guidance. With the continual improvement of materials, media, and teaching approaches, this program has great potential to further enhance students' English proficiency in the future.

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