

**STUDENTS' PERCEPTION ON FORMAL AND NON-FORMAL  
LEARNING CONTEXT AND THE EFFECT ON THEIR  
SPEAKING PERFORMANCE**



**A THESIS**

Submitted to the Faculty of Cultural Sciences Hasanuddin University as  
Partial Requirements to Obtain Bachelor Degree in  
English Literature Study Program

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**2024**



# APPROVAL FORM

ENGLISH LITERATURE STUDY PROGRAM

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## APPROVAL FORM


With reference to the letter of the dean of Faculty of Cultural Sciences Hasanuddin University No. 1385/UN4.9.1/KEP/2023 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by Sasmiasi Sachruddin (F041201049) to be examined at the English Literature Study Program of Faculty of Cultural Sciences.

Makassar, 17<sup>th</sup> Oktober, 2024

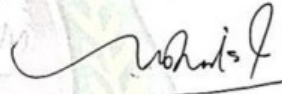
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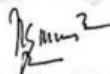
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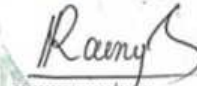
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DECLARATION

The undergraduate thesis by Sasmiatl Sachruddin (F041201049) entitled *Students' Perception on Formal and Non-Formal Learning Context and the Effect on Their Speaking Performance* has been revised as advised during the examination on 15 November 2024, and has been approved by the Board of Undergraduate Thesis Examiners.

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LEGITIMATION

UNDERGRADUATE THESIS

STUDENTS' PERCEPTION ON FORMAL AND NON-FORMAL  
LEARNING CONTEXT AND THE EFFECT ON THEIR SPEAKING  
PERFORMANCE

BY

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AGREEMENT

On 15 November 2024, the Board of Undergraduate Thesis Examination has approved the undergraduate thesis by Sasmiati Sachruddin (F041201049) entitled *Students' Perception on Formal and Non-Formal Learning Context and the Effect on Their Speaking Performance* submitted in fulfillment as one of the requirements to obtain a bachelor's degree in the English Literature Study Program, Faculty of Cultural Sciences, Universitas Hasanuddin.

Makassar, 19 November 2024

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Hereby, the writer declares that this thesis is the original work of herself. It does not contain any plagiarism from published sources, and it only cites other people's ideas through quotations and references.

Makassar, 19 November 2024

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## ACKNOWLEDGEMENT

Praise and gratitude the researcher expresses the presence of Allah SWT, for all His blessings, grace, and gifts that have given physical and mental health, knowledge, experience, strength and patience to the researcher so that the researcher be able to complete this thesis. However, the researcher actually realizes that without the help and support of various parties, the preparation of this thesis may not have gone well. Until the completion of the writing of this thesis, the researcher has received a lot of help in the form of time, energy and thoughts from many parties.

In this regard, on this occasion, the researcher would like to express his deepest gratitude to:

1. Prof. Dra. Nasmilah, M.Hum, Ph.D as the first supervisor of this thesis who always guides well, provides input and appropriate problem solving, perfecting directions, and guides wholeheartedly until this thesis is completed. Dra. Marleiny Radjuni, M.Ed., as the second (two) supervisor in writing this thesis who always provides motivation, reminds the researcher to always be careful and punctual, and provides very good direction, so that the preparation of this thesis can run smoothly. The author expresses many thanks for being guided wholeheartedly
2. Infinite gratitude to my beloved parents, my father Sachruddin Saguni, S.H., M.H and my mother Ir. Ruaidah Alfiani have become extraordinary parents for the researcher, giving sincere and honest love, being willing to sacrifice time and energy both morally and materially, providing endless support and prayers so that the researcher's spirit and enthusiasm never fade, making the researcher always have the motivation to work on this thesis until this thesis can be completed well without any pressure and demands in its completion
3. Thanks and longing that the researcher can no longer hold back to my beloved grandmother, Almh. Hj. Sitti Aminah. Thank you for being a loving and caring grandmother figure throughout her life, who since childhood the researcher has had many happy and historical memories that will always be remembered in my reflections. A figure that will always be carried in every step of the researcher's life forever. Hopefully, all the achievements that the researcher has



tried so far can make the deceased proud and happy in a life that is no longer in the world

4. To the best friends who are like sisters to the researcher, Syarifah Farah Salsabila (Rara) and Era Ariani Arafah (Era) who since Junior High School have played a role in remaining there in all situations and conditions, always supporting and praying for the researcher. Although the meetings and communication were less intense in the past year, it did not reduce the researcher's gratitude for all their support and enthusiasm. Thank you for all your kindness so far who always understand the attitude and behavior of the researcher and continue to maintain the solidarity of friendship, may you both be accompanied by all the goodness in life
5. To my best friends in senior high school namely Jeridh, Hanun, Riska, Noca, Asih, Dewi, Pearly and Retha thank you for all the support, motivation, prayers, and laughter so far, thank you for being a place to complain and be patient with the behavior of the researcher during the period of working on this thesis
6. To all of my best friends during college including Lala, Indah, Fani, Dissa, Qinin, Aurel, Aqila, including circle Kodomo and all other friends that the researcher cannot mention one by one, without you the author would not be able to complete this thesis, thank you for your patience and all the help so far, thank you for giving the most beautiful memories during college





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## ABSTRACT

Sasmiasi Sachruddin, 2024, Students' Perceptions of Formal and Non-formal Learning Contexts and Their Impact on Their Speaking Achievement (Supervised by Nasmilah and Marleiny Radjuni.)

This study aims to explore and describe students' perceptions of formal and non-formal learning contexts on their speaking achievement. This study was conducted with ten participants divided into two categories, namely five participants were English Literature students from Hasanuddin University and five other non-English students were also alumni of Kampung Inggris Pare, most of them were outside Sulawesi.

This study uses a qualitative descriptive approach to analyze the data collected. This study uses a data collection method in the form of interviews that provide a comprehensive understanding of students' experiences related to their speaking fluency in formal and non-formal learning contexts.

The results of the discussion of this study indicate that students' perceptions of formal learning are that their speaking skills are not very prominent and not so often trained because the learning hours are not too many so they rarely speak English which results in their speaking skills not improving in depth. They practice their speaking skills more often outside the classroom or in non-formal learning contexts. Non-formal learning contexts also play a role in building their self-confidence and overall communication skills.

*Keywords: Perception, Speaking Achievement, Formal and Non-formal Learning Contexts.*



## ABSTRAK

Sasmiati Sachruddin, 2024, Persepsi Mahasiswa terhadap Konteks Pembelajaran Formal dan Non-formal serta Dampaknya Terhadap Prestasi Berbicara Mereka (Dibimbing oleh Nasmilah dan Marleiny Radjuni.)

Penelitian ini bertujuan untuk mengeksplorasi dan mendeskripsikan persepsi mahasiswa mengenai konteks pembelajaran formal dan non-formal terhadap prestasi berbicara mereka. Penelitian ini dilakukan dengan sepuluh participants yang terbagi atas dua kategori yaitu lima orang partisipants adalah mahasiswa Sastra Inggris dari Universitas Hasanuddin dan lima orang mahasiswa non Sastra Inggris lainnya juga merupakan alumni Kampung Inggris Pare, yang sebagian besar berada di luar Sulawesi.

Penelitian ini menggunakan pendekatan deskriptif kualitatif untuk menganalisis data yang terkumpul. Penelitian ini menggunakan metode pengumpulan data berupa wawancara yang memberikan pemahaman yang komperhensif tentang pengalaman mahasiswa terkait kefasihan berbicara mereka terhadap konteks formal dan non-formal.

Hasil pembahasan dari penelitian ini menunjukkan bahwa Persepsi siswa terhadap pembelajaran formal yaitu kemampuan berbicara mereka tidak terlalu menonjol dan tidak begitu sering berlatih karena jam pembelajaran tidak terlalu banyak sehingga mereka jarang berbicara menggunakan bahasa Inggris yang mengakibatkan kemampuan berbicara mereka tidak meningkat secara mendalam. Mereka lebih sering melatih kemampuan berbicara mereka di luar kelas atau dalam konteks pembelajaran non-formal. Konteks pembelajaran non-formal juga berperan dalam membangun kepercayaan diri mereka dan kemampuan komunikasi secara keseluruhan.

*Kata kunci : Persepsi, Prestasi berbicara, Konteks Pembelajaran Formal dan Non-formal.*



# CHAPTER I

## INTRODUCTION

### 1.1 Educational background

Speaking is the most important of the four skills and requires students' full attention and concentration. This is the most important skill because it is the basis of communication. It is an activity that encourages individuals to interact with each other. Furthermore, speaking allows students to convey any message and express their ideas, beliefs and feelings in conversation or dialogue using several expressions. It can effectively ask for something, share knowledge, or exchange information.

In Indonesia, people study English as a foreign language (EFL) and still encounter several problems related to speaking skills that affect their English language abilities. To obtain specific ways to improve speaking skills, students have significant strategies to achieve it. Many English courses have evolved to assist EFL students in mastering the language to reduce this problem. The English course designated in this research is Kampung Inggris. The location is in Pare, East Java. The researcher chose English course in this study because the researcher want to tell about the impact that students felt after participating in this, which could help students who want to practice English improve their sh skills. Various programs from Kampung Inggris Pare are available to help students increase their English language skills. Students receive instruction



and training to make English practice entertaining and straightforward. EFL students participating in the course & camp should become bolder and more confident speakers; as a result, improving their communication skills. Several studies related to the perceived influence of English Camp have been conducted previously. English course & camp is a simple activity that can have a significant impact on a person's ability to communicate in English.

This research aims to determine the perceptions of students from Kampung Inggris Pare regarding their speaking skills and to find out how students perceive the importance of attending the English Course & Camp in Kampung Inggris Pare. This research is important for the teaching and acquisition of English speaking skills because it can identify the impact of students after attending the English course program. By conducting this research, it is important to study students' perspectives regarding the activities/ways they know to strengthen their understanding of English.

It is hoped that this research can provide useful information for many people involved in the learning process and contribute theoretically and practically to the progress of English language teaching.

## 1.2 Identification of problems



1. On the background above, the authors focus on the following problems :

The difficulty in interpreting sentence

2. The difficulty in pronouncing words
3. Lack of vocabulary
4. Limited time in studying english
5. Having no friends to practice with.

### **1.3 Scope of the problem**

In this study, the researcher want to know students' perceptions about the importance of taking English courses in Kampung Inggris Pare on their speaking fluency. Researcher only focused on students who had taken English courses in Kampung Inggris Pare. The participants are five students from English Department of Hasanuddin University and five non-English students who were also alumni from Kampung Inggris Pare, most of them are outside Sulawesi.

In relation to the various obstacles that have been mentioned above, the researcher focused on how students perceive the importance of taking an English course in Kampung Inggris Pare for their speaking fluency, especially related to the lack of study time in their formal learning and also the lack of intensity of practicing speaking with friends in class.



## 1.4 Research Questions

1. How do students perceive about learning in formal context in improving their speaking ability?
2. How do students perceive about learning in non-formal context in improving their speaking ability?
3. How do these two aspects (formal and non-formal learning context) affect their speaking performance?

## 1.5 Objectives of the study

Based on the research statement above, the objectives of this research are:

1. To find out the perceptions of students who graduated from Kampung Inggris Pare regarding their speaking fluency from formal and non-formal learning contexts
2. To determine the effectiveness of these two aspects (formal and non-formal learning context) in their speaking performance
3. To reveal how formal and non-formal learning context affect their speaking performance

## 1.6 Significance of the study



There are two significances of this research : theoritical and practical. Theoriticaly, it is expected that the findings of this research can support and



complete the previous theories related to students' perception on taking English course in Kampung Inggris Pare for their speaking fluency. Practically, the findings of this research hopefully can be beneficial for researcher and especially for students. This research is expected to give some benefits for the students as the following. The students can be more motivated in learning English, especially in developing their speaking fluency. Then, the students are hoped can be more interested in upgrading their speaking skill not only from the class but also from the English course.



## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Previous Study

This section reports several previous studies that are relevant to the topic being studied. First is a study conducted by Tuomainen, S (2015) in his study entitled “Recognition and Student Perceptions of Non-formal and Informal Learning of English for Specific Purposes in a University Context” The recognition of prior learning (RPL) principle acknowledges all learning acquired throughout life, allowing for the validation and accreditation of learning from formal, non-formal, and informal learning environments. This study examined Finnish business and economics students' perceptions of non-formal and informal learning in enhancing their English for Specific Purposes (ESP) proficiency. The research focused on the students' perceptions of RPL, practical arrangements, information, guidance, and examinations, as well as the ESP exemption examination system at the UEF Language Center. The study used a mixed methods research design, including a quantitative questionnaire, individual interviews, and electronic surveys.

Similarly, Fadda M. A (2020) also conducted research related to formal on-formal learning context entitle “The Impact of Non-Formal FL Learning Museum on Vocabulary Learning. A Virtual Experience” The current study



seeks to investigate the impact of a CLIL and non-formal FL learning module centered on a virtual museum tour on students' EFL receptive and productive vocabulary knowledge. The museum's actual artworks served as the foundation for the development of interactive activities that were critical to enhancing students' vocabulary learning in creative ways in terms of both teaching methodology and mode of delivery. Lexical knowledge is an important aspect of learning a foreign language. However, it is the component that creates the most troubles and concerns among students. Previous study, largely conducted using qualitative approaches, has shown that museum FL learning can improve students' vocabulary learning. In this investigation, statistical approaches were used.

There is another study conducted by Johnson, M., and Majewska, D. (2022) entitled "formal, non-formal and informal learning: what are they, and how do we research them?" This overview discusses the differences between formal, informal, and informal learning, focusing on their advantages and disadvantages. Formal learning is typically associated with structured, institutionalized methods, while informal learning is often overlooked. Non-formal education is often perceived negatively, making it crucial to understand its meaning. Formal learning is easier to research and works best with organized or limited curricula. Understanding informal and non-formal learning processes in classrooms can be challenging.



Furthermore, the most relevant study conducted by Sugirin & Puspitasari (2023) entitled “Translanguaging Used in Speaking Class of Non-Formal Education Program: Students’ and Teachers’ Perceptions”. The study explores the use of translanguaging in English as a Foreign Language (EFL) classes at Kampung Inggris, Pare, Kediri. The research involved a teacher and a student, who both felt knowledgeable about the procedure. The study found that translanguaging, using English, Javanese, and Indonesian, creates a safe space for student participation, improves understanding, and serves as a method of information transfer. Teachers are already adept at using translanguaging strategies, and students benefit from translations.

in addition, in Indonesia a study by M Danial, et al. (2023) investigating “Exploring English Learning on Non-Formal Education as an Effort to Enhance Students Speaking Ability” about Nonformal education can help learners develop their abilities in any skill. The purpose of this study is to reveal how English learning was implemented in MOEC Majene as a non-formal education unit, as well as how students perceived it. This study used a quantitative approach utilizing descriptive data. The participants in this study were English Education students from Unsulbar University and STAIN Majene who were chosen using a purposive sampling technique. They are MOEC Majene students who want to

improve their English skills despite being English education students at university. The research data was collected by observation, interviews, and



questionnaires. The results of this study suggested that English education students from Unsulbar University and STAIN Majene had low speaking skills previously.

Another researcher was consulted by Gujjar, A. A (2024) about “A Comparative Study of The Study Habits of The Students From Formal and Non-Formal Systems of Education in Pakistan” The term "study habits" refers to the theme of the subject to be learned or investigated, as well as the predisposition of pupils or students to study when given the opportunity. Students cannot apply efficient study skills if they do not have good habits. One person learns more fast and thoroughly than another due to superior study habits. The study was done to evaluate the differences in study habits between students in Pakistan's formal and non-formal education systems. 500 pupils The sample consisted of 500 students from the Allama Iqbal Open University's Bahawalpur region and the Islamia University of Bahawalpur. Students were given a forty-item questionnaire on a five-stage scale, which was divided into seven clusters.

Hidayanti, D (2024) investigated in their study entitled “The Enhancement of Students’ Speaking Skills through Project-Based Learning in Non-Formal Education” This research investigates the efficacy of Project-Based Learning (PBL) in increasing speaking abilities among Paket C students at PKBM

Bekasi, a non-formal education institution in Indonesia. Using the ADDIE igm (Analysis, Design, Development, Implementation, and Evaluation), the ch systematically designed and evaluated PBL materials to improve



speaking proficiency. A mixed-methods approach was used, which included quantitative measurements of fluency, coherence, and pronunciation with qualitative assessments of student engagement and communication skills. The findings show considerable increases in pupils' speaking abilities, including fluency, coherence, and pronunciation. Additionally, pupils displayed increased desire and engagement when compared to traditional instructional techniques. Despite these excellent effects, the study notes some practical difficulties to PBL implementation. Key hurdles included poor technology infrastructure and the need for teachers.

Rahmawati, et al. (2024) in their research “Teacher Questions and Student Responses In The Speaking Class Of Non-Formal Education” Giving questions in a speaking lesson is essential for encouraging pupils to talk in the target language. This study looks into the many types of instructor questions, how students respond to them, and which types of questions encourage and discourage students from speaking, as well as why. A case study was utilized as a research approach to investigate the effect of instructor questions in promoting active learning, as evidenced by student replies in an English course in Indonesia. Data were collected by observation, documentation (audio recordings and field notes), and interviews. The results reveal that display/closed-ended question types became most posed by teachers and were more influential.



So, that previous studies were more focused on the advantages and relevance of formal and non-formal learning contexts according to the views of teachers or previous authors in the learning environment, while this study conducted more specifically by finding out students' perceptions of learning in formal, non-formal or both learning contexts and the effect on students' speaking performance.

## 2.2 Theoretical Framework

### 1. Perception

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

The perception process follows four stages: stimulation, selection, organization, and interpretation. A person 's awareness and acceptance of the stimuli play an important role in the perception process. Receptiveness to the stimuli is highly selective and may be limited by a person 's existing beliefs, attitude, motivation, and personality (Assael, 1995). When the stimuli have been chosen, then it gets into brain and being processed. The



output will come out as a reaction of the stimuli and become an interpretation in a way that makes sense using our existing information about the world. This interpretation called perception which happen thousands of times a day.

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

#### 1. Factors Affecting Perception

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

##### 1) Internal factors

- a. Needs and Desires: In the words Rao and Narayana (1998, p. 341), People at different levels of needs and desires perceive the same thing differently. Furthermore, the expectations, motivations and desires of people also shape their perception of other and situations around them.
- b. Personality: Individual characteristic behavior is another strong influence on what you perceive about that individual.
- c. Experience: Combined with knowledge, experience has a perpetual impact on the perception of an individual.





—Successful experiences enhance and boost the perception ability and lead to accuracy in perception of a person whereas failure erodes self-confidence.

## 2) External Factors

- c. Size: Perceptual stimulus of larger sizes has higher chances of being perceived. This is due to the fact that the factor of size is commonly associated with dominance and others to standing out for selection.
- d. Intensity: This factor has to do with promoting the chances of a stimuli being selected. For example, some of the strategies that foster intensity are underlining or bolding or italicizing words in a written text. —The greater the intensity of a stimulus, the more likely it will be noticed.
- e. Frequency: Addresses the attention that seen from the steady repetition of a particular stimulus. That is, the art of repetition simply attracts our alertness and boost our sensitivity to the message being sent across. The stimulus that is repeated with greater intensity is more likely to qualify for selection as it were.
- f. Status: The status of a person being perceived use a lot of influences on a perception. Within an organization, highly placed officers expectedly influence employees than persons



who occupy lower rings of the organization's hierarchy.

- g. Contrast: Stimulus that share common features with the environment are less likely to qualify for selection by the perceiver compared to those that contrast sharply with the environment.

## 2. Formal Learning context

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

Teachers develop some decision series related to instructional steps that help them to control and recognize the problem efficiently (Rodriguez, 2009). The learning process and curriculum are planned sequencely and hierarchically which contain purposes, approach, and evaluation (Mak,



2004). In assessment part, the product is much more considered rather than process.

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

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

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



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

### 3. Non-Formal Learning context

Coombs and Ahmed (1974) were the first to use the term nonformal education'. They had a belief that school and settings in education can no longer be bounded with time and place or quantified by years of exposure, and should change the perspective that education is always occurs everywhere, everytime and with any process (Coombs & Ahmed, 1974, p. 8). Coombs and Ahmed defined non-formal education as: any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children (Coombs & Ahmed, 1974, p. 8). Non-formal learning refers to learning in structured programs for developing skills and knowledge required by workplaces, communities and individuals needs. These do not lead to nationally internationally accredited formal qualifications (Misko, 2008, p.10). Non-formal learning occurs in a planned but highly adaptable manner in institutions, organizations, and situations out of the area of formal or informal education.



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

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

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

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



- Not provided by an institution; instead learning takes place through planned activities (e.g. workplace training, structured online learning, civil society organisations)

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

