ENGLISH MASSIVE CASE STUDY: Teaching English Across Ages in Kediri

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ABSTRACT

Along with the development of technology, mastery of English has become very important in various fields, but the material provided at school is deemed insufficient. This study aims to: (1) determine the learning process carried out by English Massive in an English learning environment, and (2) the students-teacher relationship during teaching activities. This study used a qualitative approach (observation and semi-structured interviews). The subjects in this study were English Massive management, 3 tutors, and 3 students from different levels. The finding indicated that: (1) English Massive spots were spread throughout Kerdiri City. English Massive develops its own curriculum, syllabus, and module books which are used as a reference in teaching. Young Learner learning activities incorporate several games to keep them interested, while in the Young Adult class, learning is more focused on material and discussion to develop their speaking skills. (2) The relationship between teacher and student during learning varies depending on the level. Tutors and students in the Young Learner class are like big brother and little brother relations. On the other hand, Young Adults and Adults consider their tutors like companions with whom they feel comfortable sharing their ideas.
Keywords: English Massive; Case study; English language learning

ABSTRAK

Seiring dengan berkembangnya teknologi, penguasaan Bahasa Inggris menjadi sangat penting dalam berbagai bidang, namun materi yang diberikan di sekolah dirasa kurang cukup. Penelitian ini bertujuan untuk: (1) Mengetahui proses pembelajaran yang dilakukan oleh English Massive pada lingkungan pembelajaran bahasa Inggris, (2) untuk mengetahui hubungan antara siswa dan guru selama aktivitas mengajar. Penelitian ini menggunakan pendeketan kualitatif (observasi dan wawancara semi-terstruktur). Subjek pada penelitian ini adalah manajemen English Massive, 3 orang tutor, dan 3 siswa dari level yang berbeda. Hasil penelitian ini menunjukkan bahwa: (1) spot English Massive tersebar diseluruh Kota Kerdiri. *English Massive* mengembangkan kurikulum, silabus, dan buku modul sendiri yang digunakan sebagai acuan dalam mengajar. Pembelajaran Young Learner banyak melibatkan berapa permainan untuk membuat mereka tertarik, sedangkan pada kelas *Young Adult,* pembelajaran lebih fokus kepada materi dan diskusi untuk mengembangkan kemampuan berbicara mereka. (2) Hubungan tutor dan siswa selama pembelajaran bervariasi tergantung pada level mereka. Pada kelas *Young Learner*, tutor dan siswa seperti kakak adik. Di sisi lain, Young Adult dan Adult menganggap tutor mereka seperti rekan, dimana mereka merasa nyaman untuk berbagi ide mereka.

Kata-Kata Kunci: English Massive; Studi kasus; Pembelajaran Bahasa Inggris

INTRODUCTION

Foreign language learning in Indonesia has a long history ever since the colonial era. Along with the times, foreign language learning is no longer for elitists only because everyone can learn foreign languages even from early ages. English seems to be an absolute necessity in this modern era. Thanks to rapid information and communication technology developments, our community has become a world that is no longer insulated and separated by distance and time. The world community becomes a unified and inseparable world community, resulting in mastery of foreign languages, especially English, which will become the door for the Indonesian people to interact as world citizens.

Indonesia has a 50 years' history of English language education but relatively shorter advantageous studies records. In current years, concern in English language teaching and mastering within the nation has established an upward trajectory at three tiers of education: primary (e.g., (Damayanti, 2014; Hawanti, 2014; Prastiwi, 2015; M. S. Zein, 2016, 2017), secondary (e.g., (Sundayana, 2015), and tertiary (e.g., (Dewi, 2017b, 2017a; Riyanti, 2017; Zacharias, 2016; Zacharias, Kristen, & Wacana, 2014) English as a new center of normativity is apparent because of the language's increasing prestige in society and the prominent social view that English is essential for social mobility, upward economic mobility, and participation in the global economy (S. Zein, 2019).

Many researchers were concerned with people's perceptions of English. Murtisari & Mali (2017) study is an example: they researched 333 students from Salatiga, Central Java. The study's findings reveal debatable views toward English. While participants believed in English's practical value for international communication, they were also concerned about the side effects of English on the Indonesian language and culture. Manara (2013) has a more in-depth discussion of the impact of English on the Indonesian language and culture. Manara reported on a study in which 18 participants provided their perspectives on the issue via in-depth interviews. The participants acknowledged the importance of English in today's digital world while highlighting socioeconomic, cultural, and pedagogical tensions that demanded them struggle daily. The results suggest a linguistic hierarchy in which people regard English as more prestigious and appealing than Indonesian. Participants demonstrated the need to critically assess current English institutionalization to consider globalization's local and global relations dimension that underpins English teaching in Indonesia. Language awareness, sociolinguistic understanding, pragmatics, and intercultural competence are required.

English language teaching has driven a few sentiments in Indonesia. Zein (2019) reported a positive attitude toward English in his writing. He mentioned that the multilingual context of Indonesia requires a shift toward multilingual education. Multilingual education recognizes English as a global language that provides social and economic advancement opportunities. Equally, it prioritizes the promotion of Bahasa Indonesia as the national language and the preservation of indigenous languages, heritages, and cultures. Unfortunately, the Indonesian Revised 2013 Curriculum does not include English as a primary subject to teach in primary or elementary school. Instead, they focus more on character building and give children time to develop their mother tongue in local languages like Javanese, Sundanese, and others. That is why many researchers are concerned about primary school English education and competencies. (Gupta, 2019). Asriyanti, Sikki, Rahman, Hamra, & Noni, (2013) find that most teachers in South Sulawesi are not proficient in English and lack competencies in designing lesson plans and developing meaningful tasks

and assessments for young English learners. Renandya, Hamied, & Nurkamto, (2018) study also reflected these facts. They noted that primary school teachers have low confidence in English teaching and significant difficulty using English as the instructional language. Therefore, teacher education and professional development should be more concerned about these topics to better prepare teachers for the future.

English also seems to be an essential subject to learn in Indonesia at the tertiary level of education. Many universities mandate a minimum of two hours of credits for English in every department and even mandate a TOEFL score of 450 - 500 for students to complete their studies. Some universities also comprise English as a medium of instruction program (EMI) for the students. Dewi's, (2017) study depicts that on the tertiary level in Indonesia, the views upon EMI are complex, from linguistic matters to national identity. Through the EMI program and bilingual curriculum, we believe it could enhance graduation quality and internationalize the university. Many learning courses have been established in Indonesia, especially in English. Many consider English school lessons in Indonesia only focus on grammar and writing, lacking speaking practice. The choices are either students learning or practicing their English on their own or enrolling in one of these English courses.

English Massive is an Education Office of Kediri program that provides free English courses for the citizens of Kediri to join. This program aims to provide easy access to various groups of people who want to learn English. This achievement is expected to equip the people of Kediri in facing the global competition of the twenty-first century, which requires English communication skills. Quoted from the English Massive's official website (EMAS, 2022), this English program has grown across three districts, Mojoroto, Kota, and Pesantren, with 2347 learners from various age groups, 189 spots, and 238 classes. Therefore, this study will explore 1) how English Massive conduct the English teaching-learning activity and 2) how the teacher-learner relations during the teaching-learning activity.

METHOD

This research used case study design to explained English language teaching in English Massive. The case study is suitable, especially when the context is relevant to the phenomenon, such as examining performance gaps in a high school (the phenomenon) with a large second-generation immigrant population (the context). Case study design relies on multiple data sources for evidence because the perimeters between a phenomenon and its context are not often clear (Yin, 2018: 15). This research will use two primary instruments, observation, and interview, to collect the data.

The observation was done by overviewing English Massive's teaching-learning programs and components when it is running. The observation will be in a checklist form to ensure that the teaching-learning implementation aligns with the beginning plan and design. The researcher will include a few keynotes taken to be in data sources. The interview mainly focused on the teaching-learning activities and learner-teacher relations in English Massive. The participant in the interviews section are management of English Massive Management, three tutors, and three students with different levels.

After gaining enough data for the research, the data will go through three steps: 1) The researcher reads each transcript gained from observation and interview to obtain general information (generalization). 2) The researcher complies these general messages into specific messages (specifying). 3) The researcher will seek a general data pattern from these particular messages. 4) Then, the researcher will be grouping the data based on the related statement: how English Massive plan and conduct its English language teaching, and how

learner-teacher relation in English Massive is shaped. 5) After that, the data will be displayed in the form of narrative text to ease understanding of the context. The researcher will explain the data using descriptive narrative text to draw an overall conclusion.

FINDINGS

These data are gained from observation and interviews with the management, three learners, and three tutors of English Massive. The data will be delivered according to aspects of Indonesia's National Educational Standards.

Standard of Graduates' Competence

From the interview with the management of English Massive, the researcher found that this program does not have specific goals like formal education does because its students come from many different backgrounds. Instead, they have goals to provide the citizens of Kediri a place to learn and practice their English skills. English Massive also wants to fill in the gap in school lessons which usually only focus on grammar and writing. Therefore, English Massive teaching emphasizes enhancing students' speaking skills besides teaching grammar, writing, and other skills.

The researcher also gained data from interviewing three students of English Massive, each from different levels of age, one Young Learner, one Young Adult, and one Adult learner. First, the Young Learner student from RUMKASARA spot. He is in 3rd Grade Elementary School and has been joining this program since February 2022. When asked about his reason for joining this program, he replied *"Emmm, I am involved in this program because my parent told me so, and I can study together with my friends and Mr U, and it's so fun." (translated).*

The second student is a 7th Grade Junior High School student who joined English Massive in 2017. This Young Adult learner revealed his reason for joining this program. He quoted *"Yeah, from the beginning I quite liked the English lesson. I also play online games and many of them use English. So, I hope I can learn more English with his program and I hope I can communicate with my online game friends from around the world using English."*

The last participant of the interview is from the GBE Community spot. This Adult learner is a working mother. When the researcher asked her reason behind joining this program, she elaborated *"So, I join this program because I want to give an example to my children that learning is not limited when you are graduate from school. But learning starts from childhood until our last breath. I also want to have better English skills because it is demanded in my work"*

Standard of Content

On the aspect of content standards, the researcher found that in these three spots the tutors used the modules provided by the EMAS (English Massive) as a reference in teaching. The teaching-learning activities refer to the existing syllabus in the module which has been adapted to the class and level of students with additional material provided by the tutor. For the YL (Young Learners) class, the material consists of basic English skills such as greeting, numbers, alphabet, place, time, animal, and food.

English Massive also developed its own curriculum adopted from the Common European Framework of Reference *(CEFR)*. With this curriculum, the students are split into several levels from beginner, elementary, intermediate, and advanced. Through this curriculum, a syllabus and module book was also developed according to the student's English level. The class was divided into three levels. Young Learners (YL) consist of Beginner (1,2, and 3) and Elementary (1,2, and 3). Young Adults (YA) and Adult (A) classes

level consists of Elementary (1 and 2), Intermediate (1 and 2) and Advanced (1 and 2) with a total of 189 spots.

Supporting the data from the observation, the researcher also conducted interviews with three English Massive tutors. Each one of them will represent a different class. The first one is Mr U who taught Young Learner students in the RUKMASARA spot. When asked about what materials were taught to the students, he replied *"The material taught is adjusted to the level of the learner, for the level of children who are beginner 1, it is still easy material, usually about colors, numbers 1-20, and so on."* He also stated that English Massive provides the tutors with a module book containing the materials that have been selected according to the existing curriculum and syllabus. These module books are available on various levels from beginner, elementary, and intermediate to advanced.

The second tutor is Miss D who teach Young Adult learner in the PASSION spot. According to Miss D, she focuses the learning on reading, speaking, wiring and also listening skills of the students. In developing the materials, she referred to the provided module book which has been already made in line with the syllabus and the curriculum. When asked about what is the minimum indicators that students have understood the materials, she replied "*Students' performance can be seen from daily activities, then from midterm and final-term exams. If they have reached the minimum criteria, it means they have mastered the material".*

The last is Miss T who teaches Adult learners in the GBE Community spot. She said that the material taught in the adult class was about daily expressions which had been adapted to the needs of students. He also added information about the modules and methods used. She said *"There is a module provided. Usually, I also add my own material so that learning doesn't seem monotonous. The material has been selected according to the syllabus and curriculum. So we just use or develop it."* She explained that the syllabus is the benchmark for student achievement.

Standard of Educational Process

For the standard aspect of the educational process, learning time is held twice a week with 90 minutes. The days and schedules followed the provisions that have been made by the English Massive center. From the three spots with three different classes, the authors found that the method applied in the learning process invited students to learn actively (student-centered), fun, and easy to understand.

In the PASSION spot, YA (Young adult) class, the tutor used a method that focuses more on the material, such as the use of PowerPoint slides. During the observation and interview, the Young Adult learners were learning about "FAMILY" with Miss D. The learning process went smoothly and was easy to understand. The tutor also engaged the students in active learning. One of the learners said "*At first, Miss D told us to write words regarding family members from the word "GRANDFATHER", kind of like a crossword. And then she engaged us in conversation about how many our family member, how old are they, and more.".* Then, continue to the core learning using PowerPoint slides and the speaking session where students are asked to talk about their family members including their name, age, and the people closest to them.

In Adult class, the learning tends to focus on speaking skills by conducting discussions about daily life, such as discussing Ramadan, work, and family. The researcher asked one of the Adult learners about the material learned and how the learning process is conducted. She replied *"Yeah, so far the tutors seem to be pretty fun and close to this "emak-emak" community and the learning process is flexible and fits our daily agenda. ". "We also learn about daily life topics, like*

how's your day, what you do in your spare time, etc.". She also added that the tutor uses an active method like discussion to always engage in conversation during the teaching-learning activities. This was tailored to their needs to do the hands-on practice. At the end of the lesson, all tutors invite students to review and conclude what they have learned that day.

There were also some interview results with three English Massive's tutors on what methods they used in teaching-learning activity. The first one is Mr. U who taught the Young Learner class in the RUKMASARA spot. He replied *"Yes, the method adapts to the learner who will be taught, and it frequently changes so it doesn't get boring."* He also replied that he makes some differences when teaching YL, YA, or A learners. He said: *"When teaching YL, I usually have more games because they like to play a lot. But, I can emphasize more on the materials when teaching YA. Adult learners are more flexible on the method and time, as long as the material is delivered and the students feel comfortable".*

Additionally, Miss D said that she usually uses PowerPoint to teach Young Adult learners if there are only a few students in the class because there is no LCD projector to use. She also engaged students in a discussion because it can drill their speaking skills and critical thinking. When asked about differences in teaching YL, YA, and Adult learners, she replied, *"Teaching YA or A learners is usually easier to organize, and they can easily receive the materials. On the other hand, teaching YL requires more work because they are usually more playful, noisy, and difficult to organize."*

The last Miss T who taught Adult learners in the GBE Community spot. According to her. There are different ways of teaching young learners and adults. To teach adults, she prefers to use the discussion method. She added: *"For children, I usually prefer to apply sequential methods, step by step clearly so that the child does not get out of control. But, when teaching Adult, like these mothers, I can be more flexible, starting from the method, the hours of study, and adapting to the busyness of the mothers. The important thing is that the material can be conveyed."*

In addition, there were activities which used to stimulate students' motivation, creativity, and interest. One of them is the "COIN EMAS" activity. COIN EMAS was a competition that was held every year and was the biggest English competition in the City of Kediri. It was an opportunity for all English Massive participants to demonstrate their English language skills, self-confidence, and creativity under the guidance of their tutors. In this activity, there were various competitions for 36 participants of all ages, both individually and in groups, such as speech, opera, storytelling, spelling bee, and other fun mini-games. Aside from teaching-learning activities by the tutors, English Massive also provides many activities to ensure an effective and efficient learning process. There are monthly workshops for the tutors, microteaching, and yearly evaluations to always improve in teaching English to the citizens of Kediri.

Standard of Educators and Education Personnel

For the standards of educators and education personnel, English Massive required all tutors to have a minimum TOEFL score of 500 or a minimum TOEIC of 575 with a maximum age of 27 years, graduates from English study programs with a minimum GPA of 3.00 and have a 1-year teaching experience. In addition, English Massive also held a program to improve the competence of educators' expertise in teaching. The programs held were English workshops every month and regular spot visits. This program gave tutors insights into solving problems in their classes and allowed them to share experiences with other tutors.

Standard of Facilities and Infrastructure

The study room provided was quite spacious, comfortable, clean, and tidy for the standard of facilities and infrastructure. However, each spot had a different building and shape because it was not built or provided by the English Massive, but came from volunteers who gave their house or building as a place for the teaching and learning activity. There are tables, chairs, and a blackboard in each spot, but there is no LCD projector available, so it is less supportive if the tutors used PowerPoint or other digital media. At the PASSION/YA spot, the tutor only displays PowerPoint through the laptop screen which is only suitable to use if there are not too many students in the class.

These are the interviews result of the three learners when asked about the facilities. First, The Young Learner from RUKMASARA spot replied *"Yes, it is enough big brother. There are several folding tables and we can sit down on the floor. It is quite good because I like playing around the class."*. The Young Adult learner also replied the facility in PASSION spot is quite comfortable and accommodating because there are desks, chairs, and a whiteboard, enough for them to learn. One of the mothers from the GBE Community spot also stated that she does not have any complaints about it even though it is quite modest, only consists of a few round tables, and has to sit on the floor.

Standard of Management

In terms of the management of English Massive, the researcher found the vision and mission of this program, which aims to prepare Kediri citizens to face global challenges by enhancing their capacity and competitiveness in English communication skills. Their missions are to provide free English class services for the citizen of Kediri in all spots spread across 46 urban villages, to facilitate Local English educators with facilities, training, and other supplies to provide optimal learning services for program participants, and to provide a forum for participants to display their skills and learning progress through annual English Massive events.

English Massive curriculum system is adopted from the Common European Framework of Reference that splits learners into several levels from beginner, elementary, intermediate, and advanced. English Massive also has a clear organizational structure, led by the head of the Education Office of Kediri, down to the chief of the program, the expert team, master tutors and end up with tutors and students. English Massive has its own office room within the Education Office of Kediri which functions as the administration and information center and the management room. In terms of outside relations, English Massive had a COIN EMAS event. In 2020, English Massive collaborated with Denniz Perez, popular as *guruku Mr.D* to launch an English web series video for the citizens of Kediri to learn English (Detik.com, 2020).

Standard of Education Financing

English Massive is not charged education fees to its students. This program is fully funded by The Education Office of Kediri. For the tutors and the management, they got monthly wages from the Education Office of Kediri and the fund comes from the Regional Revenue and Expenditure Budget (APBD) of Kediri. The tutors also got monthly wages from teaching several classes and doing other jobs tasked by the English Massive. All three students that have been interviewed stated that they do not pay any education tuition. All of the activity in English Massive programs is completely free. But, they might spend some money on some special event. For example, when joining the mini-drama from the COIN EMAS event, they might have to pay for renting a costume, making properties, and other**s.**

Standard of Educational Assessment

For the type of assessment that English Massive do, the management answered that they do a Placement Test when students first join the program to determine what level they are at over the course of one learning term. At the end of the learning term, students will have a Level Test and if they pass it, they will learn one level above the next year and get a certificate. For the assessment with the tutors, there will be mid-term and final-term exams to test students' understanding of the materials. All of the assessments are regulated in the existing curriculum and syllabus.

DISCUSSION

This research was aimed to explore how English Massive conducted the English teaching-learning activity. After conducting the observation, the researcher found that English Massive's teaching-learning activities are varied in every spot and class.

RUKMASARA spot is located in Tamanan, Mojoroto district. This spot is relatively new because it only started last February 2022. From the observation, the researcher found that inside this spot are a few folding tables, a whiteboard, and bold markers, and students have to sit on the floor because there is no chair. Before the class begins, the Young Learners are already in the location, waiting for the tutor to arrive. When the tutor arrived, which at this time was Mr U. The lesson began with the opening, then brainstorming activity. In this case, Mr U wrote numbers 1 to 20 on the whiteboard, and then asked students one by one what number he pointed to. After that, he shared a paper with several numbers in the column on it. This time, they will play the BINGO game. Mr U explained the instructions for this game, what students have to do, listen carefully to what number he says, then mark the respective number on the paper. When they got all the numbers in one row or column, it is one BINGO. The one with the most BINGO will win the game. The Young Learners were very enthusiastic about this game because they felt challenged to compete with their friends.

The next activity they had was counting the animals' pictures on paper. They were asked to count and write how many lions, crocodiles, elephants, and other animals were on the paper. After that, they wrote it in their book, for example, "three lions", "four crocodiles", and "one elephant". Not only did they learn English numbers, but also plural words and vocabulary in this activity. This activity is in line with Malik, Mahmud, Anshari, and Salija's (2020) research that found teachers in Kampung Inggris Pare also used flashcards and games to teach vocabulary to the learners. The last activity they had was concluding the materials they had learned that day. Mr. U as the tutor always engages the learner to be active in learning by asking them questions or conversation. He also revealed that his method of teaching always differs from one to another. Like in this class, because the children are active and like to play around, he tends to involve many games so students can have more enjoyment in learning. This approach is in line with Nurhadi (2012)'s theory that children tend to like learning by playing, repetitive storytelling, and involving many physical activities. From the observation, the Young Learners in this spot seem to better understand the material with the learning activity involving game and physical activity.

Unlike RUKMASARA which is considered a new spot, PASSION is one of the spots that have joined English Massive since 2017. This spot is located in Bandar Lor, Mojoroto district has a more complete facility like desks, chairs, a whiteboard, and bold markers. The researcher observed a few classes in this spot, mostly Young Learners class and one Young Adult class. During the observation, the class was delayed from the schedule due to heavy

rain before. After that, there were only a few students attended the class. This time, the class is taught by Miss D, one of the experienced tutors in English Massive. She started the class by asking the students to write one word representing a family member. Then, students should write other family members from the previous word in a crossword form. After that, they had the main activity which was learning about FAMILY. Miss D showed students the PowerPoint she made on the laptop screen. There was some active interactions between them because Miss D engaged the students in conversation or asked them some questions. This finding is in line with Aziz & Setyo Dewi (2020) that a PowerPoint slide can be helpful in teaching because it provides video, audio, and animation, to engage students in learning and achieve a better result. At the end of the learning activity, Miss D asked students to conclude their lesson and reminded them that they would have an exam next week. Unlike the Young Learners class, with many games in the learning, the Young Adult class seems to focus more on the materials because the students are easier to manage and receive learning from the tutor.

The third spot that has been observed is GBE Community located in Bujel, Mojoroto district. Like the RUKMASARA spot, it also has fairly basic facilities like big round tables, a whiteboard, bold markers, and the students also sitting on the floor. In this spot, the researcher observed the Adult learner class which was attended by several housemothers. One of the mothers revealed her reasons for joining this program: that she wanted to give the spirit of learning to her kids and learn more English skills due to the demand from her work. This fact is in line with Zein (2019)'s thoughts about how English has become essential for social mobility and the global economy. This Adult class was held at night due to their busy schedule during the day. Miss T, who taught in this class revealed that she does not have a strict lesson plan for this class. Instead, she mostly engaged the students in active conversation. When the class was observed, Miss T and the mothers were having many talks, chit-chatting, in and out on the topic of learning. Miss T started by asking the mothers, *"how was your Ramadhan Kareem, Ma'am?''* Then they answered the question one by one.

The learning continues with a question and answer. Each student has to pick one of the papers provided by Miss T. Then, they should read and answer the question on it orally. Miss T said this week is reviewing materials because they will have a midterm exam next week in the form of an interview. This activity is considered best for learning as Gubta (2019) stated that modeling the learner what to do instead of just telling them will give a meaningful learning experience and increase students' self-confidence. That is why Miss T always engaged students in active conversation to drill their speaking skills.

From the result of observation in three spots and classes from different levels of ages, the researcher drew a similarity among them. All of the tutors employed a communicative approach in the teaching-learning scenario. The overall teaching-learning method can be divided into three steps; opening, main activity, and closing. In the opening stage, tutors did warm-up activities that employed physical activities such as writing or drawing and actively encouraged students to use English. The point of this stage was to engage students in learning English.

The next stage is the main activity. In this stage, tutors employed various communicative learning activities. For example, opinion sharing used in Adult class teaching-learning of English Massive, information gap used in Young Adult class, scavenger hunt in Young learner class, and other activities suited to students' needs. Through these activities, tutors engaged students in speaking English as much as possible and did not

directly correct their speech. This act was meant to build students' confidence and drill their English speaking in daily speech. This act is in line with Rohmah (2013) that stated the communicative approach is devoted to promoting L2 acquisition and creating a low anxiety classroom environment to make students confident and comfortable in delivering their speech in L2.

The last stage was closing. In this stage, tutors strengthen learners' understanding of the materials by questioning, restating, and others. All the learning processes are meant to make students comfortable and build their confidence in speaking English little by little. Therefore, tutors adapted their learning style and activities according to the learners' age, knowledge level, and learning style.

The researcher also found that all English Massive's activities were held online during the past pandemic due to the mandatory quarantine. From the teaching-learning activity, Level Test, to administration is held using online communication technology. Because of that, many students, especially Young Learners, feel the discomfort of online learning. It is a common problem during the pandemic, as stated by Meşe and Sevilen (2021), that many students' motivation has been negatively affected by online learning situations due to the lack of social interactions and problems in the learning organization. Some of the students feel less motivated to join the lesson or just do not have the device needed and are overwhelmed by this new online learning situation

Regarding the financing sector, the English Massive program is fully funded by the Education Department of Kediri. Therefore, this program is entirely free for all the citizens or residents of Kediri City. The tutors get monthly wages from the accumulation of the classes and teaching hours they get. This result is in line with PERMENDIKBUD, NO. 69, 2009, which stated that each education unit should have a financing calculation that includes the salary of the educators, education personnel, and other allowance. In this case, English Massive got its funding from the Education Department of Kediri, which allocated to tutors' salaries, allowances, and the subsidization to make the learners not have to pay the fees of education in English Massive. But, some parents or people look down on this program because it is free and think it is not as good as the paid learning course.

On the other hand, this research has revealed the opposite of that thought. English Massive has a monthly workshop for the tutors, which can yield better teaching-learning practices. There is also a spot visit program where the experts visit the class and give feedback. There is also COIN EMAS, an annual event with many competitions like speech, storytelling, and mini-drama for students to join and channel their talent and creativity.

English Massive has created an interactive teaching-learning activity using the Communicative approach. This situation made the learning process interactive and encouraged students to participate actively without being afraid to try and practice directly. The students felt comfortable because they could communicate freely, express their thoughts, and do what they were told without pressure. Here the role of the tutor is not to be a scary figure but a facilitator who can help them develop their English skills. The learning that occurs is not teacher-centered but student-centered so that students are not getting bored quickly because they are directly involved. They also don't feel pressured because learning is done in a relaxed and fun way. In YL class, their relationship is like brother and sister, where a tutor can guide, invite, and direct them well without coercion. In YA and A classes, tutors are like their own friends, so they are easier to accept the material and are not shy to ask questions. This relationship allowed maximum knowledge absorption because students did not feel burdened during the learning process.

CONLUSION AND RECOMMENDATIONS

From the data gained through observation and interview, the researcher concluded that English Massive is a free English course program funded by the Education Department of Kediri City. This program is intended to overcome the future global challenges where English is widely used in worldwide communication and interaction.

English Massive's teaching-learning activities are conducted in several places spread across Kediri City. In each spot, there are several classes with different levels, from Young Learners, Young Adults, and Adult learners, and they study for 90 minutes per session twice a week. English Massive developed its own curriculum, syllabus, and module books that the tutors can use in teaching the learners. The tutors used a communicative approach to make an interactive learning process for the students. For Young Learners, the tutors incorporate activities like a scavenger hunt and many games to make the class enjoyable. In contrast, Young Adults and Adult learners employed more material-focused learning and active discussion activities like opinion sharing and information gaps to drill their speaking skills.

The use of a communicative approach has created a meaningful relationship between learner and teacher. The teachers became facilitators who guided and taught students without pressure, so students felt comfortable in the learning process. The learning did not focus on teacher-centered but student-centered so that students were not getting bored quickly because they were directly involved.

This research is limited in finding how the English teaching-learning activity in English Massive is conducted and the learner-teacher relations between them. Future research might employ more focus on the curriculum, or research on different levels of English proficiency like Beginner, Intermediate, and Advanced. Future research can also take more observation time in one class or take more participants. For English Massive, this finding can be used for evaluation purposes especially in motivating students after the pandemic situation.

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