

THE ENGLISH LEARNING TRAINING BASICS FOR SABBANGPARU COMMUNITY YOUTH THROUGH THE LECTURE METHOD

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Abstract

Basic English language learning in the community is one of the community service initiatives that try to provide English language learning. This project was overseen by As'Adiyah Sengkang, an English lecturer at FTK IAI. One of the activities carried out during the program was the presentation of basic English material using the lecture method. The lecture method has various advantages, including allowing lecturers to convey material in a more appealing manner, such as by utilizing personal pronouns, greetings, and introductions. Based on the results of this training, it is a new reference for other teachers to use in every program of formal, informal, and non-formal educational institutions. Furthermore, because this strategy is recognized as a simple method of teaching, young people can do peer tutoring with youth who have not yet had the opportunity to participate in the program. The establishment of community cooperation for the learning of advanced and basic English is another result of implementation.

Keywords: Basic English, English Learning Training, Lecture Method

Introduction

Many jobs have been generated in South Sulawesi, particularly in Wajo Regency, in recent years (Syukur, 2016; Manrapi & Tawe, 2017; Kadir, 2018; Said, Kusumasari, Baiquni, & Margono, 2019; Guntur, Nur, & Aslinda, 2020; Darhyati, Fitriyah, & Ma, 2020; Widyawan & Prasanti, 2021). The enormous number of infrastructure projects and buildings that will subsequently recruit human resources from South Sulawesi demonstrates this. Since the province of South Sulawesi was established, progress has been made in the province's many areas. This is exemplified, among other things, by the expansion of job options (Sondakh & Jones, 2003; Tsang, 2015; McMahon et al., 2015; Malik, Mertz, & Fensholt, 2017; Ahdiyana, Andari, Listyawati, & Mardiyati, 2021; Alisyahbana & Fatmawati, 2022).

Job chances that provide hope to the region's youth are claimed to be mushrooming (Seyfrit, Bjarnason, & Olafsson, 2010; Beittinger-Lee, 2013); boosting government employment opportunities is a particular focus (Resosudarmo, 2004; Suryahadi, Yumna, Raya, & Marbun, 2010; Tadjoeuddin, 2014; Tijaja & Faisal, 2014; Handayani, Chigbu, Rudiarto, & Putri, 2020; Fiantis et al., 2022), as seen by the progress of the tourism sector and other sectors that assist job creation (Fleischer & Felsenstein, 2000; Buckley, 2002; Sugiyarto, Blake, & Sinclair, 2003; Briedenhann & Wickens, 2004; Law, De Lacy, Lipman, & Jiang, 2016; Rogerson, 2017; Mahadevan, Amir, & Nugroho, 2017; Nur et al., 2019; Atmojo & Fridayani, 2021).

However, the problem of human resources in the area is a scourge for the government (Atmojo & Fridayani, 2018; Widodo, Budoyo, & Pratama, 2018; Ellitan, 2020; Darmawan & Kusumaningrum, 2021); while working age people play an important role in supporting government programs, the skills and abilities of the youth are still far below what is expected (Ziguras & Law, 2006; Fansury, Januarty, & Ali Wira Rahman, 2020; Ollivaud, 2021), particularly in English education, despite the fact that English is a world language and the language of foreign

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tourists who visit the area (Nero, 2009; Rao, 2019; Uzum et al., 2020; Torkington, Stanford, & Guiver, 2020; Pongsapan, & Patak, 2020), particularly in Wajo Regency.

Given that, as professors who teach English on campus, we are expected to contribute to the success of the government program, the FTK IAI was established. Adiyah serves the community as a lecturer in Sabbangparu District, Wajo Regency, by providing basic English training using the lecture style to make it simpler for young people to learn the basics of English.

The lecture method is a method of providing learning content that emphasizes teacher-student interaction (Rimm-Kaufman et al., 2015; Sun & Wu, 2016; Tsai, Liao, Chang, & Chen, 2020). When a lecturer explains and narrates his learning content to his students through a process of explanation and narration. There are a number of reasons why lectures are frequently used.

1. Lectures method are a 'cheap' and 'simple' way to learn. In contrast to other approaches such as demonstrations or demonstrations, the lecture process is inexpensive in the sense that it does not necessitate comprehensive equipment. Lectures, while simple, rely solely on the lecturer's voice and hence do not necessitate extensive preparation (Charlton, 2006; Lujan & DiCarlo, 2006).
2. Lectures method can cover a diverse range of topics. That is, the lecturer can synthesize or explain a large amount of material in a short amount of time (Konovalenko et al., 2021).
3. Material points that need to be highlighted can be found in lectures. That is, the lecturer can decide which content elements should be stressed based on the demands and objectives to be met.
4. Because the class is totally at the authority of the teacher who conducts the lecture, the lecturer can affect the state of the class through lectures.
5. The arrangement of a lecture-based class can be simplified. Lectures do not necessitate a range of classroom locations or time-consuming preparation. The lecture might be completed as soon as students take their seats to listen to the instructor.

Implementation Method

In Sabbangparu District, Wajo Regency, the following types of activities will be carried out to develop technology-based English utilizing the lecture method:

1. Can increase young people's knowledge and motivation about the value of studying English as a tool of international communication.
2. Can raise awareness of the importance of responsible youth in developing the village's potential.
3. Can help children enhance their knowledge and abilities, making it easier for them to get work.
4. The development of youth to actively support government tourist projects.

The process of learning English language training is included in this level. Young people and women are assembled in a place/hall or room to participate in the presentation of the material, which is then followed by the distribution of dictionaries and handbooks, as well as the administration of evaluation exams for learning Basic English.

Results and Discussion

This service activity, which is a basic English learning training, is held in Sabbangparu District, Wajo Regency, in the Sabbangparu District Office.

This training is one method of disseminating information or basic English skills to the general audience. Furthermore, this training overcomes people's ignorance of the presence of numerous technology-based learning resources that can help them learn more effectively through the use of videos, photos, and other visual aids. People who live in locations, districts, or villages far from the city center can lessen the disparity of technology-based learning by actively participating in basic learning training.

The goal of this community service project is to teach English as a second language through the lecture method. The findings show that English language abilities among youth and the community in Sabbangparu sub-district are improving. These findings are applicable to a number of prior studies on the lecture technique of English learning. As a result, the method utilized can be used as a reference for future community service.

In keeping with the government's initiative to improve neighborhood quality so that residents are more competitive and ready to enter the workforce. This community service project is a learning concept that is structured very simply and attractively so that young people and village officials may understand it. Furthermore, this basic English learning training is also a program that is socialized to people in rural areas so that they know the basics of English and are able to build communication, even if it is still very basic, so that young people's problems with applying for jobs will gradually be resolved.

Furthermore, village authorities can represent the village at meetings at the local or national level as community assistants in order to be a reflection on increasing self-quality that is no longer frightened of English. As a result, basic English learning activities should be continued and improved. In connection with this, numerous communities in Sabbangparu sub-district, Wajo Regency, have expressed interest in learning basic English and have collaborated to conduct the training.

Conclusions and Suggestions

The following are the outcomes of a Community Service session that lasted several days in Sabbangparu District, Wajo Regency: The main activity was to conduct a one-day basic English training. As'Adiyah Sengkang, an IAI FTK Lecturer, was in charge of the course activities. The average competence in the medium category in mastering English in everyday conversation dominated the results acquired by the participants from the English material.

The findings of the lecturers' evaluation of training are categorized into three categories: good, medium, and low. The participants, both youth groups and community members (general groups), became very enthusiastic about English as a result of the community service team's implementation of the course in the form of an intensive course, despite the fact that the workshop program only lasted one day at the location.

Acknowledgment

The community service program completed by a team from the IAI As'adiyah Sengkang English tadris study program was inextricably linked to the many contributions and participation from various parties, for which our advisory team would like to express their heartfelt gratitude to:

1. Chancellor of IAI As'adiyah Sengkang, Grt. Mr. Dr. H. Muh. Yunus Pasanreseng Andi Padi, M. Ag.
2. Dean of the Faculty of Tarbiyah and Teacher Training at IAI As'adiyah Sengkang, Grt. Mr. Drs. Yusuf Razaq, M.pd.
3. The participants in the training include teenagers and members of the Sabbangparu District, Wajo Regency.

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