

IMPROVEMENT OF ENGLISH SKILLS YOUTH ORGANIZATION PENRANG VILLAGE ON WAJO REGENCY

Amiruddin¹, Satriani², Nur Inayah³, Muhammad Kafrawi⁴, Nur Hikmah⁵

^{1*, 2, 3, 4, 5} Institut Agama Islam As'adiyah Sengkang, Indonesia

Amiruddinn1@gmail.com

Abstract

This community service program is based on the importance of soft skills for the younger generation. The current initiative aims to stimulate highlanders' interest in learning English through environmental and natural folklore literature, as well as to improve soft skills for Karang Taruna in Penrang Village, Wajo. The goal is to pique people's interest in learning English and help them improve their skills (soft skills). To discover knowledge and support technology, the program use question and answer and discussion methods. During the learning process, the lecturing method was employed to obtain a theoretical understanding of English. Youth are more likely to understand English when it is taught through natural-themed storybooks, according to the findings. Youths exhibit significant improvement after using the book. Another benefit was that young adults may acquire English quickly and use it as a springboard for other activities.

Keywords: English skills, Youth Organization

Introduction

Education is one of humanity's most basic requirements (Nussbaum, 2002; Syamsul, 2018). From elementary education to postsecondary education, the Indonesian people are taught a variety of lessons. However, there are situations when the learning process itself has flaws. The presence of facilities and infrastructure in locations remote from the metropolis demonstrates this. The resources and infrastructure available to students in rural areas differ from those available to students in urban areas. As a result, children with an urban educational background frequently have a knowledge gap compared to children who reside in rural settings (Ma et al., 2018; Beal et al., 2018; Castañeda et al., 2018). When kids get to university, this divide will become more evident.

It's important to remember that technology evolves at a breakneck pace these days. Several things are affected by technological advancements. Education is one of the most affected sectors (Knezek & Christensen, 2001; Dočekal & Tulinská, 2015; Kalolo, 2019; Ghory & Ghafory, 2021). Von Goethe, one of the world's greatest philosophers, claimed that individuals who know nothing about foreign languages know nothing about their own (Cassirer & Lofts, 2020). The statements above imply is the need of acquiring a second (foreign) language in addition to one's mother tongue. In light of this, and in light of the current state of technological growth, knowledge of foreign languages is also necessary. English is one of the most important foreign languages in the world. This language is a lingua franca, meaning it is the most widely spoken language on the planet. As a result, being able to communicate in English will improve your prospects of competing for a better life in the future.

Language acquisition is fundamentally linked to communication courses. In the field of education, this communication lesson is then linked to oral or written instruction. Language has numerous purposes as a medium of communication, which is subsequently demonstrated in a variety of significant circumstances. The major goal of this oral communication is for the

interlocutor to be able to grasp the speaker's culture (Matsumoto, 2011; Shishavan & Sharifian, 2016).

The rapid advancement of technology and its impact on various aspects of life. As a result, knowledge must be imparted not just in schools but also in communities where proper education is lacking (Roco & Bainbridge, 2003; Scardamalia & Bereiter, 2006; Stromquist & Monkman, 2014). The benefits and use of information, particularly in the sphere of English knowledge, cannot be contested, and it has altered the way diverse tasks are carried out in nearly every aspect of life. The development of the tourism sector, which is increasingly in demand by tourists from overseas, is one of the criteria for the utility of English in everyday life. The rapid advancement of technology nowadays has an impact on the environmental damage that occurs in our world. Human inventions are designed to make people's life easier. As a result, the usage of these raw resources pollutes the environment. This indicates that as human invention progresses, our environment will become more perilous.

Penrang was chosen as the location for community service activities because, according to observations, traditional teaching methods are still used in schools. The same may be said for primary school English classes. They become bored and bored when they are constantly taught in a classroom setting. Natural conditions that are quite lovely can be a help for the learning process that can provide pupils a nice and refreshing feeling after going through observations. The team opted for this location based on these considerations.

The government does not yet completely recognize the importance of current environment-based English learning for youth organizations (Yulia, 2013; Martínez, Loyola & Cumsille, 2017; Prasetyo et al., 2020; Darmawan & Dagamac, 2021). In reality, if the learning approach is investigated further, it will substantially benefit youth organizations in raising awareness of the necessity of environmental protection as early as feasible. It is critical for humans to recognize that as technology advances, human capacities must evolve as well. However, it's equally crucial to keep in mind that risky things should always be avoided.

This type of instruction will help increase youth organizations' language skills, which will be extremely beneficial in their future lives. Unfortunately, many beliefs in society seem to suggest that acquiring English will cause people to forget their own language and culture. If this continues to be used as a criterion for whether or not English is necessary for youth organizations, their environmental awareness will deteriorate. Of course, the soft talents that should benefit them in the future will not appear instantly.

Visiting the youth organizations in this village is one of the measures to increase children's enthusiasm for studying English. Karang Taruna is a location or container that houses the community, particularly the younger generation. The community founded this organization with the goal of promoting and developing human resources as well as constructive economic activities that utilize the area's natural resources. Following that, primary school is a good place to start with this type of teaching. As a result, this service activity has two platforms for developing English learning methods in order to boost the inhabitants of Penrang Village's interest and soft skills.

Youth will not face many obstacles as a result of the methods and techniques to learning English in its use. This lesson's major goal is to bring youngsters closer together and raise awareness about the need of maintaining the environment as a place to live today and in the future. This implies that children and their surroundings share a deep connection. This is because it is something real and pure in the children themselves, and it is this quality that is ideal for establishing English learning methods.

This service activity focuses on increasing English abilities in partner villages, according to the above description. This volunteer program leads to a type of training that will help you expand your vocabulary and improve your daily conversations. The topic of everyday dialogue was picked

since it is something that youth organizations require. This is because the service team anticipates using these abilities in the workplace in the future.

Implementation Method

A service-learning approach is applied in this activity. This is one of John Dewey's suggested methods of implementation (Rogacheva, 2017; Williams, 2017). According to him, students might take this approach to learn if they actively generate meaning through guided real-life experiences. They will be able to improve their competency through critical thinking and reflection as a result of this approach. At the same time, as a manifestation of their social responsibilities, they can contribute to society. This community service project is divided into various sections that are well-planned. The goal is for this community service to run exactly as it should. Socialization, training, mentoring, and evaluation are the steps.

This service activity's implementation method relies around English language training activities. This training exercise was carried out in a variety of methods. This strategy was chosen because it is thought to be appropriate for carrying out this task. The approaches are (a) question and answer and (b) discussion. The question and answer method is used to encourage participants to think critically, while the discussion method is designed to widen participants' understanding of the study topic. (b) Lectures and discussions; This strategy is used to convey materials in the form of English language knowledge and theoretical understanding. (c) Demonstrations; This method is used to teach and practice English by interpreting folklore from the surroundings and nature. (d) Simulation: this method is used to demonstrate the success of the English language that has been implemented and the results of a storybook media.

This project is carried out with the collaboration of primary school children and youth groups. This project took about eight months to complete. Preparation, a pre-test (particularly for Karang Taruna partners), training, assessment and monitoring, post-test, and preparation of activity outputs are the stages of implementing this activity. Each meeting includes materials aimed at helping partners improve their English language skills.

Results and Discussion

This community service project focuses on developing partners' soft skills, specifically youth groups. Teaching basic English to youth groups was the first difficulty to be overcome. The approach for implementing the training is based on Van Els' ideas, according to which a good teacher is one who can use his knowledge immediately in the language field (Miller, 2012; Richards & Schmidt, 2013; Borg, 2015; Farrell & Jacobs, 2020; Freeman, 2020). The service team can provide partners with the following solutions based on the outcomes of the problem identification process.

Gather resources for carrying out service projects. Lecturers and students from linked study programs are among the resources assembled. The service team is, of course, chosen according to each teacher's abilities. Partners may gain new insights in teaching as a result of the solution provided in the form of materials. In addition, later in the process of this activity, partners and subordinates can exchange information and knowledge. As a result, this action can benefit both parties.

In community service, the speakers administered an initial test to the youth groups to evaluate where their abilities were. The first test assumes that this is just a normal conversation

(daily conversation). The implementation of this exam went successfully because it was clear afterward that the youth's talents were sufficient to begin the instruction right away.

In addition to observing the ability directly, the conversation exam was chosen as a means of becoming acquainted with the kid. Does this discussion exam include questions like what is your hobby? where do you work? what is your favorite food? where do you work? and what time do you normally arrive at work? What are your thoughts on this program?

For about ten meetings, activities for youth organizations were carried out. At youth groups, the emphasis is placed on their capacity to write a cover letter in English, speak English, and study books about environmental conservation. Moreover, the model used in this service is cooperative learning. This model the strategy employed in terms of speaking. This is one of the learning strategies that stress the participants' active involvement in the learning process (Meena, 2020; Namaziandost, Homayouni, & Rahmani, 2020; Chen, 2021). The cooperative learning method was chosen since it is seen to be a good fit for this type of instruction. Participants will be able to work together to answer the questions that will be presented using this manner.

Furthermore, persons with positive connections are better able to collaborate and form study groups (Syafri, 2007). Participants will be more excited about learning if they have exchanges like these. This strategy is also used in the teaching of reading and writing. Reading is not a passive activity; it is something that must be actively pursued. The meaning to be conveyed must be reconstructed by the reader. The material is presented in the form of a picture book and includes instructions for planting trees and avoiding flooding. As a result, some of the youth organizations organized a refreshment campaign in the form of tree planting.

An interview exam was administered as part of the pre-test to measure the participants' abilities during the initial meeting with the participants. The service team conducted the first interview test. The participants were then given a list of questions to answer and performed interviews with each other. This is done so that people with good test results can be paired with persons with less good test results. This is done in accordance with the cooperative learning paradigm (Namaziandost, Neisi, Kheryadi, & Nasri, 2019; Telaumbanua, Yalmiadi, Martini, & Hasbi, 2020). This test is conducted at random to allow participants to improvise.

Not to mention, there is a stage of evaluation in this action. At this step of the evaluation, youth participate in an exercise or take a test to see how much of the material they can assimilate. Exercises in the form of conversation or writing are used to assess youth. In terms of evaluation, the existence of practice in the form of discussion is also used. This PKM activity will include a variety of evaluation techniques, including process evaluation. During this review, the implementation team went through a training session to improve their English abilities. The implementation team will identify any challenges that arise during the activity at this step. Teaching materials, the training procedure, and the participants are all examples of these roadblocks.

In terms of teaching materials, the service team created material based on the book *English for Everyone: Level 1* (English for Everyone: Level 1) (De leon, 2015; Viswanathan, 2020). This book was chosen since it is extremely comprehensive and contains material that corresponds to the lesson's theme during the activity. The efficiency of time and learning outcomes from participants during this service procedure can be seen in the training process. Finally, the term "participants" refers to the sincerity and presence of participants in the training process.

Furthermore, for the final evaluation, which is the second. The final evaluation is completed after the conclusion of this service activity. This assessment comprises the attainment of the activity's objectives, the participant's knowledge of the information, and opinions on the training activity's long-term viability. The final assessment revealed that participants were highly capable of using everyday speech. The service team was able to observe this progression during the last interview, which was conducted as part of the post-test.

It can be determined that it is still in the Good group based on the post-test findings received. In this post-test, the lowest average score is 70.3, while the best is 75. When compared to the pre-test, this result has improved significantly, as seen by a 3 percent raise. This percentage depicts the difference between before and after the learning process. The lowest score is 64.3 (one person), and the highest score is 73 (one person).

Some of the outcomes of community-based activities are crucial in the implementation of this activity. Youth in this community are expected to benefit from soft skills such as foreign language capabilities, one of which is English. This is due to the fact that language mastery is one of the factors that might boost people's competitiveness in the technological age (Faridi, 2009; Ciampa, 2014; Iftanti, 2015; Widiyarto & Sulastri, 2015; Charness & Czaja, 2018; Fansury, January, & Ali Wira Rahman, 2020). The following are the outcomes of the activities completed in this PKM activity: 1) English-speaking youth, 2) English-language environmental/natural folklore books, and 3) skilled human resources. This type of training also results in the participants' ability and desire to learn more. This is consistent with the assertion that participants are more interested in learning English, as seen by their active participation in asking questions. The pleasant ambiance also aids in the development of a more efficient material delivery system.

Conclusions and Suggestions

Based on the previous discussion, it can be stated that the activity to raise interest in learning English in this region is highly beneficial and grabs the participants' attention. Because children and teenagers have the opportunity to learn and absorb the teachings that are taught to them. This is seen by their enthusiasm for the learning process and the occurrence of a more useful action following the service activity. The applied theory can offer the expected results in this service activity. Several participants' skill values have increased as a result of this. Despite the fact that this value did not grow too high, several participants saw a large increase. The content provided to participants is deemed appropriate for both elementary school and youth organizations. This is also based on the findings of the participants.

References

- Beal, T., Tumilowicz, A., Sutrisna, A., Izwardy, D., & Neufeld, L. M. (2018). A review of child stunting determinants in Indonesia. *Maternal & child nutrition*, 14(4), e12617.
- Borg, S. (2015). *Teacher cognition and language education: Research and practice*. Bloomsbury Publishing.
- Cassirer, E., & Lofts, S. G. (2020). *The philosophy of symbolic forms, Volume 1: Language*. Routledge.
- Castañeda, A., Doan, D., Newhouse, D., Nguyen, M. C., Uematsu, H., & Azevedo, J. P. (2018). A new profile of the global poor. *World Development*, 101, 250-267.
- Charness, N., & Czaja, S. J. (2018). Age and technology for work. In *Aging and work in the 21st century* (pp. 234-254). Routledge.
- Chen, R. (2021). A review of cooperative learning in EFL Classroom. *Asian Pendidikan*, 1(1), 1-9.
- Ciampa, K. (2014). Learning in a mobile age: an investigation of student motivation. *Journal of Computer Assisted Learning*, 30(1), 82-96.
- Darmawan, M. D., & Dagamac, N. H. (2021). Situation of environmental education in senior high school programs in Indonesia: Perspectives from the teachers of Palembang. *Interdisciplinary Journal of Environmental and Science Education*, 17(3), e2241.
- De Leon, L. H. P. (2015). *English for Everyone: Distance English Video Instruction for Remote Students* (Doctoral dissertation, California State University, Northridge).
- Dočekal, V., & Tulinská, H. (2015). The impact of technology on education theory. *Procedia-Social and Behavioral Sciences*, 174, 3765-3771.

- Fansury, A. H., Januarty, R., & Ali Wira Rahman, S. (2020). Digital content for millennial generations: Teaching the English foreign language learner on COVID-19 pandemic. *Journal of Southwest Jiaotong University*, 55(3).
- Farrell, T. S., & Jacobs, G. M. (2020). *Essentials for successful English language teaching*. Bloomsbury Publishing.
- Faridi, A. (2009). Inovasi pembelajaran bahasa Inggris berbasis ICT dalam rangka meningkatkan mutu pendidikan. *Lembaran Ilmu Kependidikan*, 38(1).
- Freeman, D. (2020). Arguing for a knowledge-base in language teacher education, then (1998) and now (2018). *Language Teaching Research*, 24(1), 5-16.
- Ghory, S., & Ghafory, H. (2021). The impact of modern technology in the teaching and learning process. *International Journal of Innovative Research and Scientific Studies*, 4(3), 168-173.
- Iftanti, E. (2015). What makes EFL students establish good reading habits in English. *International Journal of Education and Research*, 3(5), 365-374.
- Kalolo, J. F. (2019). Digital revolution and its impact on education systems in developing countries. *Education and Information Technologies*, 24(1), 345-358.
- Knezek, G., & Christensen, R. (2001). Impact of new information technologies on teachers and students. In *IFIP World Conference on Computers in Education* (pp. 169-178). Springer, Boston, MA.
- Ma, Y., Hou, X., Huang, J., Wang, W., Li, Y., Zhou, X., & Du, X. (2018). Educational inequality and achievement disparity: An empirical study of migrant children in China. *Children and Youth Services Review*, 87, 145-153.
- Martínez, M. L., Loyola, L. I., & Cumsille, P. (2017). Quality of participation in youth organizations: Relationships with identity and sense of sociopolitical control. *Youth & Society*, 49(7), 968-993.
- Matsumoto, Y. (2011). Successful ELF communications and implications for ELT: Sequential analysis of ELF pronunciation negotiation strategies. *The Modern Language Journal*, 95(1), 97-114.
- Meena, R. S. (2020). The effect of cooperative learning strategies in the enhancement of EFL learners' speaking skills. *Asian EFL Journal Research Articles*, 27.
- Miller, P. (2012). Ten Characteristics of a Good Teacher. In *English Teaching Forum* (Vol. 50, No. 1, pp. 36-38). US Department of State. Bureau of Educational and Cultural Affairs, Office of English Language Programs, SA-5, 2200 C Street NW 4th Floor, Washington, DC 20037.
- Namaziandost, E., Neisi, L., Kheryadi, & Nasri, M. (2019). Enhancing oral proficiency through cooperative learning among intermediate EFL learners: English learning motivation in focus. *Cogent Education*, 6(1), 1683933.
- Namaziandost, E., Homayouni, M., & Rahmani, P. (2020). The impact of cooperative learning approach on the development of EFL learners' speaking fluency. *Cogent Arts & Humanities*, 7(1), 1780811.
- Nussbaum, M. (2002). Education for citizenship in an era of global connection. *Studies in philosophy and Education*, 21(4), 289-303.
- Prasetyo, W. H., Ishak, N. A., Basit, A., Dewantara, J. A., Hidayat, O. T., Casmana, A. R., & Muhibbin, A. (2020). Caring for the environment in an inclusive school: The Adiwiyata Green School program in Indonesia. *Issues in Educational Research*, 30(3), 1040-1057.
- Richards, J. C., & Schmidt, R. W. (2013). *Longman dictionary of language teaching and applied linguistics*. Routledge.
- Roco, M. C., & Bainbridge, W. S. (2003). Overview converging technologies for improving human performance. In *Converging technologies for improving human performance* (pp. 1-27). Springer, Dordrecht.

- Rogacheva, E. (2011). International dimension of John Dewey's pedagogy: Lessons for tomorrow. In *Phenomenology/Ontopoiesis Retrieving Geo-cosmic Horizons of Antiquity* (pp. 147-169). Springer, Dordrecht.
- Scardamalia, M., & Bereiter, C. (2006). *Knowledge building: Theory, pedagogy, and technology* (pp. 97-118).
- Shishavan, H. B., & Sharifian, F. (2016). The refusal speech act in a cross-cultural perspective: A study of Iranian English-language learners and Anglo-Australian speakers. *Language & Communication*, 47, 75-88.
- Stromquist, N. P., & Monkman, K. (2014). Defining globalization and assessing its implications for knowledge and education, revisited. *Globalization and education: Integration and contestation across cultures*, 1, 1-21.
- Syamsul, M. A. (2018). Education as a Foundation of Humanity: Learning from the Pedagogy of Pesantren in Indonesia. *Journal of Social Studies Education Research*, 9(2), 104-123.
- Telaumbanua, Y., Yalmiadi, Y., Martini, M., & Hasbi, H. (2020). E-political caricatures-assisted cooperative learning: Disengaging EFL learners from individualistic, competitive and racial discrimination's learning settings. *Studies in English Language and Education*, 7(2), 504-526.
- Viswanathan, C. (2020). English for everyone-programmes for first-generation learners. *Learning Curve*, (7), 37-41.
- Widiyanto, S., & Sulastri, S. (2015). Peranan Kemampuan Komunikasi Bahasa Inggris Guna Peningkatan Daya Saing Sdm Menghadapi Mea (Masyarakat Ekonomi Asean). *JABE (Journal of Applied Business and Economics)*, 2(2), 193-201.
- Williams, M. K. (2017). John Dewey in the 21st century. *Journal of Inquiry and Action in Education*, 9(1), 7.
- Yulia, Y. (2013). Teaching challenges in Indonesia: Motivating students and teachers' classroom language. *Indonesian Journal of Applied Linguistics*, 3(1), 1-16.