EXTRACURRICULAR ACTIVITIES IN ENGLISH FOR STUDENTS IN FACING THE INDUSTRIAL REVOLUTION 4.0

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Abstract

Teaching English to elementary school students (SD) was created as an extracurricular activity. However, impediments such as instructor capacity or aptitude, as well as school conditions, can demotivate children from learning English. This community service project (PKM) seeks to provide English language help to elementary school children in Wajo Regency in their extracurricular English learning. The goal of the project is to develop a fun and fascinating English teaching and learning process and method at Wajo Inpres Elementary School through online tools like Zoom, WhatsApp Group, and Google Classroom (impact of the COVID-19 pandemic). Pammana Subdistrict, Wajo Regency, was very successful or experienced an increase, particularly in speaking and listening, as evidenced by the results of the pre-test listening (53.87 percent) and speaking (55.32 percent) after doing the post-test. Increased listening (81.6 percent) and speaking (55.32 percent) after doing the post-test (82.3 percent).

Keywords: Mentoring, English Extracurricular, Industrial Revolution 4.0, Elementary school

Introduction

Teaching English to children must be able to increase student motivation so that students can learn English in a pleasant environment. Students should be able to use English in the context of class, school, and family, in addition to a favorable environment (Karabenick & Noda, 2004; Wang & Eccles, 2013). Even the government does not completely recognize the importance of learning English for children and connecting with the present status of the environment; it is still undervalued.

Students can easily access English in their daily life because of the rapid advancement of technology (Ahmadi & Reza, 2018; Szymkowiak et al., 2021). As a result, teachers must be familiar with the qualities of children, the characteristics of language learning, and the methods or strategies employed in language instruction. A language teacher must have enough language skills in theory and practice, as well as knowledge of children's psychological development and learning, as well as practical expertise in developing learning resources, such as media and teaching approaches (Anthony, 2008; Whong, 2011; Bunch & Martin, 2021; Medwell et al., 2021). English is now an extracurricular activity in the 2013 curriculum. SDN 96 Simpursia Pammana, located in Pammana District, Wajo Regency, South Sulawesi, is also affected. Thus, how important is it for the younger generation to improve their English language skills, given that English language skills are extremely important in the era of global competition, as the industrial revolution 4.0, which is supported by technological advances and the main communication tools to win global competition, is based on English language skills (Hariharasudan & Kot, 2018; Tulung, 2020; Farrell, Newman, & Corbel, 2021).

Extracurricular activities are curricular activities carried out by students outside of school hours for extracurricular and co-curricular activities, under the supervision and guidance of the education unit, with the goal of optimally developing students' potential, talents, interests, abilities,

personality, cooperation, and independence to support the achievement of educational goals (Seow & Pan, 2014; Guilmette et al., 2019; King, McQuarrie, & Brigham, 2021). Another factor that can aid teachers in successfully implementing extracurricular programs is their ability to select effective teaching approaches for English lessons (Carless & Walker, 2006; Honigsfeld & Dove, 2010; Seker, 2016; Kirss et al., 2021). The method teaching is learned/presented is referred to as a teaching technique.

According to the PKM Team's early observations, the principal and instructors believe that studying English is highly important and that engaging English instruction is required by students, particularly at the school in Wajo Regency. The school and pupils are confused when the Ministry of Education and Culture (Kemendikbud) passed a new policy prohibiting students from learning English at the primary level. Considering the foregoing, English extracurricular mentorship activities are a must-have for English language tutors in particular and teachers in general. At SD Inpres Pammana, Wajo Regency, there are still some flaws in the enthusiasm in learning English, as well as a lack of English language skills and teachers who have not implemented the most recent learning.

The following are the relationship issues that must be addressed based on the situation's description and analysis: The issue of instructors' lack of knowledge about current learning to promote the enhancement of the learning process and cognitive development of children. The issue is that the youngsters at SDN 96 Simpursia Pammana are not interested in learning English. Based on the issues raised above, it is thought important to build a solution that can assist educators in overcoming obstacles that arise frequently in the learning process of children's emotional, social, and physical development. Learning and training approaches that use media in the form of illustrated modules with topics that are appealing to primary school students are regarded appropriate for use (Librero et al., 2007; Hennessy et al., 2016; Alakrash et al., 2021; Mukherjee, 2021; Pribadi & Susilana, 2021).

Educators can create games with images, videos, and texts to help students think more quickly and precisely (Hedgcock & Ferris, 2018; Gilakjani, 2012; Erbas, Çipuri, & Joni, 2021). In this context, it instructs and trains children on how to reason and think critically. In light of the foregoing, the action of Assisting Students in English extracurricular learning in facing the industrial revolution is a worthwhile endeavor. 4.0 English language instructors, in particular, and teachers of SDN 96 Simpursia Pammana, Wajo Regency in general, are required to participate in extracurricular activities at the Pammana presidential instruction Elementary School.

Implementation Method

The methods used in carrying out this activity are as follows:

1. Counseling

Counseling is conducted to provide additional knowledge to students and teachers of SD 96 Simpursia Pammana, Wajo Regency about the importance of English as a language of instruction used in various countries, as well as various types of information and technology so that it can be used to communicate and understand various types of information and technology. Furthermore, at the Inpres Pammana Elementary School, Wajo Regency, extracurricular English language learning assistance is provided for students facing the industrial revolution 4.0 by prioritizing topics that are in direct contact with the circumstances or conditions of the surrounding environment so that they can be quickly absorbed and practiced by elementary school students, and it should be noted that for elementary school children, the language of the English language is essential.

2. Workshop on Materials and Learning Process

The workshop model is being implemented in this learning by participating teachers/partners of teachers at SDN 96 SimpursiaPammana, Wajo Regency, by assisting students in English extracurricular learning in facing the Industrial Revolution 4.0 at the Elementary School with interesting topics based on their situation, where the students are students teachers participating in this partnership program. It is then assessed on students when it has been fully comprehended and comprehended correctly. The service team only tried it out or practiced it with two elementary school teachers, chosen at random, on the assumption that all of the first PKM teachers had understood and been able to carry out learning in accordance with students' wishes with topics and themes tailored to the needs of elementary students, such as greetings, introducing self, asking personal information, conversation about hobbies, shopping, likes, and dislikes, and Things. The teachers will also teach these materials at Wajo Regency's SDN 96 Simpursia Pammana school. This mentoring includes several examples of language learning materials for children, as well as important design considerations such as when and where to do group work, connecting lessons before and after, avoiding activities or tasks that take a long time, determining the duration of learning activities, providing additional activities, and balancing activities.

3. Coaching/Mentoring

Mentoring, discussion, demonstration/simulation, and facilitation were used to conduct PKM activities at SDN 96 Simpursia Pammana School in Wajo Regency. Various teaching mediums, games, laptops, LCDs, audio, and internet connections are among the equipment used.

Results and Discussion

The following is a general outline of how intensive mentoring activities are carried out:

1. Initial assistance

Focus group discussions with school principals and teachers were used to carry out the exercise. These activities are targeted towards students who want to learn English.

2. Second assistance

The activities included a seminar titled "Sharing Seminar on Teaching English to Young Learners."

3. Third assistance

The activity that follows is about the characteristics of teachers and young students (Teachers and Young Learners Characteristics).

4. Fourth assistance

The purpose of this activity is to demonstrate and practice English language learning resources. Greetings, numbers, alphabet, family numbers, parts of body, fruits, animals, introducing oneself, things at park, transportation, food and drink, clothes, day, date and month, conversation, uniform, profession, my house, telephoning, command and requests were just some of the topics covered by the PKM team during this activity. The PKM Team focuses on the students of SDN 96 Simpursia, Wajo as an English extracurricular in addressing the industrial revolution in speaking, reading, writing, and listening skills. 4.0.

5. Fifth assistance

An evaluation of activities in the form of sharing advantages, disadvantages, difficulties, development opportunities, and what lessons can be derived from this activity will be carried out as part of this activity. The activity will be evaluated before it begins, throughout it, and after it

concludes. This assessment is meant to provide as a forewarning if difficulties or deviations from the stated objectives are discovered.

From activities such as aiding pupils in learning English extracurricularly in preparation for the fourth industrial revolution at the Pammana Elementary School in Wajo Regency, among others, as a way of introducing fundamental English (Basic English) and its application in everyday life. Improve students' speaking and listening abilities at SDN 96 Simpursia Wajo. The test results were acquired based on the findings of a pre-test of English language skills of fifth grade students from SDN 96 Simpursia Pammana, Wajo Regency in figure 1 below.
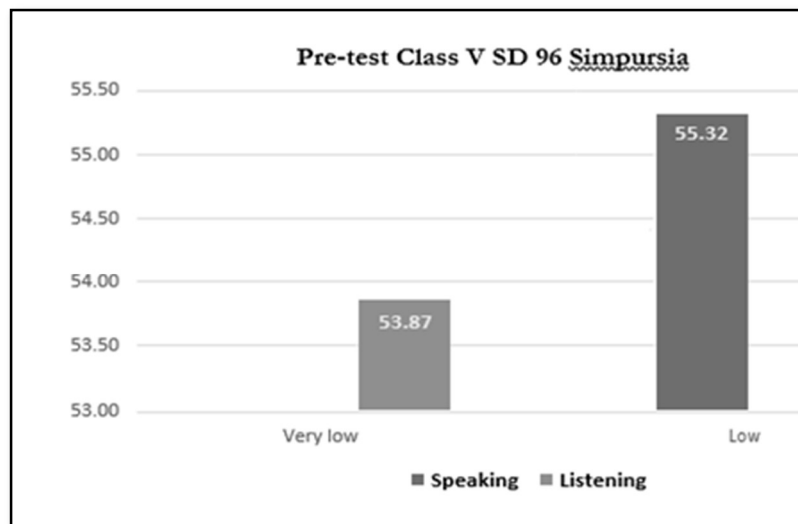

Figure 1. Results of the Pre-Test of Speaking and Listening Skills

Based on the results of the pre-test of students' speaking and listening skills in fifth grade at SD 96 Simpursia, it was discovered that the average pre-test score on students' listening skills was in the very low category (53.87 percent), while the average pre-test score on students' speaking abilities was in the low category (55.32 percent). Furthermore, after completing English extracurricular mentoring activities for 20 lessons/materials, the PKM TEAM administered a test in the form of a post-test, and the results are shown in Figure 2 below:
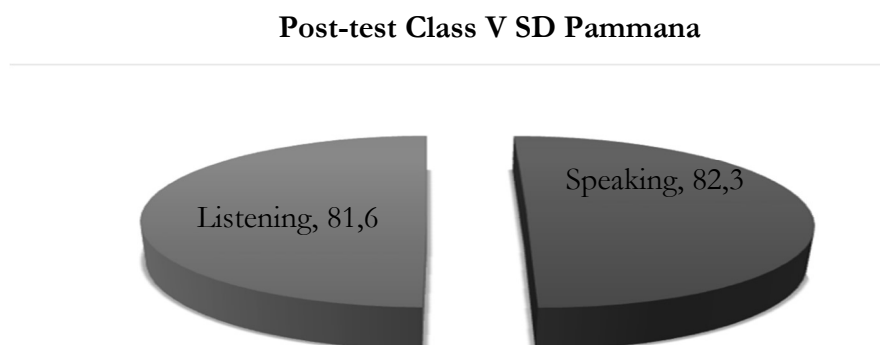
Post-test Class V SD Pammana

Figure 2. Post-Test Results of Speaking and Listening Ability

According to the findings of a post-test of students' speaking and listening skills in class V SDN 96 Simpursia, the average post-test score on students' listening skills was in the same category as high (81.6 percent), while the average post-test score on students' speaking abilities was in the same category as high (82.3 percent).

Following the completion of the post-test and English language extracurricular mentoring activities for 20 lessons/materials, the PKM TEAM continues English extracurricular assistance from lessons 21 to 30 based on the material prepared by the PKM Team and included in the modules that were given to partners (students at SDN 96 Simpursia Pammana, Wajo Regency).

a) Improving students' English comprehension, particularly vocabulary mastery.

b) Increase the students' self-confidence in speaking English wherever they are in SDN 96 Simpursia, Pammana District, Wajo Regency.

c) To teach fundamental English and how to use it in everyday situations.

d) To prepare students from SDN 96 Simpursia, Pammaa District, Wajo Regency for junior high school, while English is not a required subject in elementary school.

Conclusions and Suggestions

Community service activities (PKM) carried out at SDN 96 Simpursia, Pammana, Wajo Regency were very successful or experienced an increase. And the students are very enthusiastic about the implementation of extracurricular English learning assistance for students in facing the Industrial Revolution 4.0 through online: zoom, WA Group, Google Classroom and they are happy with the distribution of English modules and memorization books as well as PDF books.

Hope for the local government to continue to encourage the inclusion of community service whose benefits can be felt directly, such as assisting students' English extracurricular learning activities in elementary schools in facing the industrial revolution. 4.0, so that SDN 96 Simpursia, Pammana District, Wajo Regency does not become an icon for common learning materials only, but is able to increase students' interest in continuing to learn, especially when learning an important language. For LP2M, IAI As'adiyah Sengkang will provide training and mentoring in order to encourage lecturers to submit proposals and to remind them to fill out and report log books as well as progress reports, which is a requirement of the Tri Dharma of Higher Education as a lecturer.

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