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English Learning Based on Open Space for Communities in Tana Toraja District

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Abstract

The objective of this research is to find out the problem faced by the fourth semester Educators at the university, high school and academy levels have the obligation to carry out the tri-services of tertiary institutions, namely (1) education and teaching, (2) research in the context of developing science and (3) carrying out community service based on the field of science and technology in accordance his/her discipline.

Likewise, lecturers in the English Language Study Program, have the competence to carry out "Community Service" in the form of teaching English, both in the form of courses, seminars, workshops, therefore, the English language lecturer of Toraja Indonesian Christian University has implemented the "Community Service" program "Through collaboration with the Government of the Tana Regency Education Office through the Educational Achievement Reward / Incentives program with English Language Teaching activities to the people who live in around 15 Tana Toraja tourism objects, namely Tongkonan Mebali, Sassa', Potok Tengan, Pango-Pango, Sasana Makale culture, Papa Batu Tumakke, Talando Tallu, Suaya, Tampanggallo, Kambira, Makula', Lemo, Buntu Burake, Tumbang Datu, and Tilangnga'.

The outcomes of this study are (1) actualizing the Tana Toraja district government program "English Speaking Area" launched by Mr. Ir. Nico Biring Kanae, regent of Tana Toraja in 2016 (2) Improved the ability of English communication for the people of Tana Toraja, and (3) produced a prototype of a British village in Tana Toraja.

Keywords: Teaching English, open space

Introduction

Life in society will certainly experience a change. The change itself aims to provide new values and change the fabric and life of the people.

It is natural that in each region experiences a process of social change. Because social processes occur anytime. There are social processes that are dynamic and some are static. Social changes include the fields of economy, education, culture and mindset.

In an order of community life, there must be a direct or indirect cycle of rotation. The rotation in each cycle always has a relationship with time and even never separated from the velocity of time.

Because time itself is an aspect of social change. Just as in time alone includes several processes where the process can lead to a progress or setback. Relationships that occur in people's lives will never be separated from social phenomena and the process of change.

Minister of Education and Culture of the Republic of Indonesia Natiem Makarim on his paddy on Teachers Organization of Indonesia Republic (PGRI)'s birthday on November 25, 2019 explained that "you want to take students outside the classroom to learn from the world around them, but the curriculum is so dense closing the door of adventure", the minister wants a change in the education bureaucracy where educators are given the freedom to innovate to determine children's success. Furthermore, it is said that the teaching staff starting from elementary school level up to college carry out completeness on paper by spending time and energy doing all kinds of preparations in accordance with administrative demands so that the time that should be used to carry out innovative and creative teaching and learning, through the diversification of methods and learning strategies are reduced.

The learning strategies adopted to teach English to the community around the Tana Toraja tourist attraction have been implemented since we know 2017 is open-air learning that is carried out on barns, home yards, and other open spaces in front of "Open air school" using portable white board. This program is carried out in collaboration with the Tana Toraja district government, as a donor with the Indonesian Christian University of Toraja as the executor.

The purpose of this program is to provide knowledge and ability to speak English both verbally and in writing to the Tana Toraja community, especially those who live around attractions in Tana Toraja, with the communication skills they have, of course they can be used to interact and provide an explanation of existence, Toraja customs and culture and tourist attraction to foreigners visiting Toraja.

Method

Our community service program is "English Language Teaching through" open space-based language learning theory.

1. Location of Activity Implementation

Based on the Decree of the Cooperation Agreement (MoU) number. 35 / II / 2018 and 10.a / UKI / KEP / II / 2018 Article 2, paragraph 2 concerning the scope of the Implementation of English Learning Activities is determined by the Government of the Tana Toraja Regency in 15 (fifteen) Tana Toraja ODTW locations, namely at (1) Sillanan Tongkonan, (2) Scenery and Tongkonan Sassa', (3) Pango-Pango Tourism Agro, (4) Potok Tengan traditional house, (5) Buntu Burake Religious Attraction, (6) Natural Tilanga Baths', (7) Lemo Grave, (8) Talando Tallu Waterfall, (9) Tongkonan Papa Batu Tumakke, (10) Suaya Stone Grave, (11) Kambira Baby Grave, (12) Makula Hot Springs (13) Sasana Buda Makale, (14) Kampung Wisata Tumbang Datu, and (15) Tampang Allo.

2. Time, and Facilities and Infrastructure

Teaching English is held for 2 (two) hours each face-to-face and carried out every 3 to 4 days every week at each location with a varied schedule. realization of an average of 30 (thirty) meetings during the activity.

Because this program applies the theory of language acquisition rather than language teaching theory, the process is through contextual communicative methods, so that the environment, real situations and conditions become "Realia" media and teaching activities are carried out in available places which vary according to material demands teaching and learning needs, for example in traditional houses, barns, in parks, in tourist objects as a place to carry out activities. Learning facilities and infrastructure such as medium size whiteboards to be easily brought to other places, stationery, and teaching materials.

3. Participants / Learners

The participants of this activity are expected to be tourist object managers, souvenirs dropping out of souvenirs from young people or people who live around attractions, but the reality is that the participants / students are mostly junior high school / vocational school students from tourist object managers, souvenir sellers or residents who live around ODTW the reality that occurs most of the elementary school students who take part in these activities, are accommodated by one of the criteria / conditions set in the process of recruiting participants. The reasons why participants are school children are (1) Parents are ashamed to study with school children and (2) Busy with routine activities as a seller of souvenirs and 3) Ages that are already in the fossilization phase.

Another provision that concerns the number of participants in each tourist attraction / place is between 10-15 people. The fact according to the attendance

list and the observation of the assistant team, participants in each place and at each meeting the number varies, the fact is that, is not something extraordinary but something that is not unusual. This may be caused by laziness, there are assignments (homework) from schools, preparation for the midterm and end of the semester and community activities / traditional ceremonies and bad weather such as rain.

4. Instructor

Instructors of English Language Teaching / Acquiring Programs are students of English education study programs, Indonesian Christian University, Toraja is a reward / incentive of educational achievement so that it aims to provide rewards / incentives for outstanding students, the rewards given to them through the teaching process that they do.

The process of recruiting instructors selected based on criteria is as follows:

English Department Students

Students who excel are proven by GPA 3.50

Have achievements in competitions in the field of English: Speech and Debate in English or have experience as an English course instructor.

In accordance with the number of tourist objects determined as the place to carry out activities, namely 15 (fifteen) ODTW, the team selected 30 students as instructors and assigned 2 (two) people to each tourist attraction with consideration that when one person is absent then one tasked and changed roles ie one who teaches then one takes a document.

5. Data Implementation And Taking

a. Cycle 1. PREPARATION

Activities related to the preparation stage are as follows:

Preparation of teaching material and assessment learning tools and attendance lists of participants.

Setting up learning facilities and facilities.

Setting up a place in each tourist attraction.

Prepare participants / students.

Prepare an identity card for each instructor and

Provide debriefing to the instructor.

b. Cycle 2. IMPLEMENTATION

This stage involves the following activities:

Implementation of teaching / acquiring English. Teaching English for 30 (thirty)

meetings at each location / place, with different schedules (days and hours).

Assistance with the implementation of the process of teaching / acquiring English language activities. Mentoring activities carried out for 5 times.

Evaluate and monitor activities together with all instructors and provide feedback and material preparation.

Monitoring activities are carried out in all locations and according to schedule.

Evaluation activities are carried out at the end of the activity in each place and carried out by the instructor together with the assistant team.

c. Cycle 3. Evaluation

Evaluation is carried out using a non-test, which is a questionnaire. with the aim of getting students' perceptions about the learning process.

Findings and Discussion

Item 1. Participant responses from 15 (fifteen) locations said that they really liked English lessons, this was also evidenced by the presentation of the presence of each learning process (doc.photo)



Item 2. Regarding the needs of participants learning English. They argue that they learn English because they want to communicate with foreign tourists. Toraja as a tourist destination for students on a daily basis they always see and meet with foreign tourists so they miss someday going to communicate with foreign tourists.

Item 3. Regarding English language skills needed by students. The data collected found that speaking skills were the English language skills they most enjoyed. The English teaching program through the open space learning process emphasizes communication competency, so it is only natural that participants choose speaking skills as their choice of learning English in addition to the need to communicate together with foreign tourists.

Item 4. Is about the opinion of students learning English in the classroom. From the findings explained that students do not like learning English in schools, especially those that are implemented or taught in the classroom.

Item 5. Student opinion is calm if learning English in the school yard, granary, home page. The results of the analysis of this item are students agree that learning in places such as school pages, home pages, barns are very pleasant places, while learning can also see directly the objects around them as teaching material.

Conclusion

From the results of the discussion, it was concluded that:

- a. Open air school "learning in open space" can increase student motivation
- b. Open air school will be able to improve English communication competence for students
- c. Open air school is one of the fun places for learning English.
- d. Open air school is a place of fact-based learning.

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