



Journal of Human And Education
Volume 3, No. 4, Tahun 2023, pp 196-203
E-ISSN 2776-5857, P-ISSN 2776-7876
Website: <https://jahe.or.id/index.php/jahe/index>

Let's Talk English: Collaboration Between Lecturers And Tbi Iain Palangka Raya Students Empowering Gen Z At Pasuk Kameloh Park, Palangka Raya

Zaitun Qamariah^{1*}, Hesti Widiastuty², Weni Wulandari³, Aulia Rahmi⁴
English Education Study Program, Faculty of Education and Teacher Training,
State Islamic Institute of Palangka Raya ^{1,2,3,4}
Email: zaitun.qamariah@iain-palangkaraya.ac.id^{1*}

Abstrak

Inisiatif ini bertujuan untuk memperkenalkan dan meningkatkan kemampuan berbahasa Inggris di kalangan individu Generasi Z melalui upaya kolaboratif antara mentor akademis dan mahasiswa Program Studi Pendidikan Bahasa Inggris di IAIN Palangka Raya. Proyek ini berlangsung di Taman Pasuk Kameloh, Palangka Raya, menyediakan platform yang dinamis untuk melibatkan anggota Gen Z dalam kegiatan pembelajaran bahasa Inggris yang interaktif dan inovatif. Kolaborasi ini berfokus pada penyesuaian pendekatan pendidikan yang sesuai dengan demografi Generasi Z, dengan memasukkan teknologi, gamifikasi, dan metodologi pengajaran kontemporer untuk menciptakan lingkungan belajar yang mendalam. Tujuan utama proyek ini adalah untuk memberdayakan dan melengkapi Generasi Z dengan keterampilan bahasa yang penting untuk komunikasi global dan peluang di dunia yang saling terhubung saat ini.

Kata kunci: *Bahasa Inggris, Generasi Z, interaktif, menyenangkan*

Abstract

This initiative aims to introduce and foster English language proficiency among Generation Z individuals through a collaborative effort between academic mentors and English Education Study Program students at IAIN Palangka Raya. The project unfolds in Taman Pasuk Kameloh, Palangka Raya, providing a vibrant platform for engaging Gen Z members in interactive and innovative English language learning activities. The collaboration focuses on tailoring educational approaches that resonate with the Gen Z demographic, incorporating technology, gamification, and contemporary teaching methodologies to create an immersive learning environment. The project's ultimate goal is to empower and equip Gen Z with language skills essential for global communication and opportunities in today's interconnected world.

Keywords: *English, GenZ, Interactive, fun*

INTRODUCTION

Speaking and understanding English has become essential for the younger generation, especially Generation Z, in the ever-changing globalization period. Collaboration between instructors and students in the English Education Study Program at the State Islamic Institute (IAIN) Palangka Raya is essential in overcoming this difficulty, given the importance of English language proficiency in the academic community. Under the heading "Let's Talk English: Collaboration between Lecturers and Students of English Education Study Program IAIN Palangka Raya Empowering Gen Z in Taman Pasuk Kameloh," this article describes the cooperative project that was carried out at TBI IAIN Palangka Raya.

This project investigates a collaborative effort to enable TBI students as change agents capable of guiding and enhancing the English language proficiency of Taman Pasuk Kameloh's generation Z through an inventive and inclusive manner. The most of the time, general English instruction is

Copyright: Zaitun Qamariah, Hesti Widiastuty, Weni Wulandari, Aulia Rahmi

provided. After that, locals will be given the opportunity to practice speaking English using the provided resources. Some trainings, nevertheless, also place an emphasis on other linguistic abilities, like vocabulary comprehension (Santika et al., 2022). The type of activity that will be carried out is in the form of English training through guessing animals with movements, how to take photos with strangers, and find your way. The goal of the outing class activities is indicative of Rindani's (2017) belief that the excursion class is an enjoyable teaching and learning experience. Play activities are voluntary and provide children a sense of enjoyment, hence learning activities can be considered enjoyable learning experiences. A enjoyable learning strategy includes taking classes outside.

Additionally, students learn how to communicate with others and their surroundings through out-of-class learning (Darma, Nababan, & Alkhairi, 2022). Students' ability to adjust and interact socially with others as well as the outside world may be indirectly stimulated and encouraged by this (Sari & Ithriyah, 2023). This study offers a thorough examination of the approaches, obstacles, and successes that motivated instructors and students to establish engaging extracurricular learning environments.

This paper, which focuses on the empowerment of generation Z, adds significantly to our knowledge of how student-teacher collaboration can act as a catalyst for enhancing interest in and proficiency in the English language among students and the local community. In an effort to equip young people to tackle future global challenges, it is hoped that this review will lay a strong foundation for future research into English language teaching and learning techniques and inspire other higher education institutions to follow suit.

METHOD

This service activity was carried out for 1 day by conducting 1 meeting. The activity schedule was carried out on Friday, November 8, 2023. This activity is conducted by 13 students from TBI (Tadris Bahasa Inggris) or English Education Study Program at IAIN Palangka Raya, consisting of Aulia Rahmi, Devi Hanas Tasya, Fajariah, Krisna Dwi Alifhia Rezky, Muhammad Ario Setiawan, Mirna Lestari, Meisya Rawenda, Nuralisa, Putri Aulia, Siti Rahimah, Umi Maisarah, Wafa' Qaulan Syahida, Weni Wulandari, and Wilda Cahyani. Technical Implementation of Outdoor Learning activities is for 2 hours with the first 1 hour explaining English language material then 1 hour is used for games from the explanation of the material that has been explained.

The stages in the Learning activity are as follows:

Preparation stage

The preparation stages carried out are making question materials such as, guessing animals with movements, how to take photos with strangers, and find your way. The preparation stage involves students and accompanying lecturers who are also one of the English lecturers. So that the question material prepared is in accordance with the indicators to be achieved in the program.



Image 1: Making preparations

Activity Implementation Stage

This learning activity was carried out for 1 day by conducting 1 meeting. Before starting the activity, questions related to the material were given using picture media. The material taught was guessing animals with movements, how to take photos with strangers, and find your way. The place of learning activities used is the natural environment in Taman Pasuk Kameloh near the Kahayan bridge and river, Palangka Raya, Central Kalimantan. In this activity, the Outdoor Learning method and question and answer were applied.

RESULT AND DISCUSSION

This community service project was carried out targeting Gen Z in Taman Pesuk Kameloh, Palangka Raya. The materials provided included basic English language elements such as vocabulary, simple instructions in English, and finally, how to ask for a photo with a stranger as an initial introduction to the English language for Gen Z. The project was directly supervised by Lecturers from the English Education Study Program at IAIN Palangka Raya and 5th-semester students majoring in English Education. The stages of activities conducted during this community service included:

Stage 1: Provision of Basic English Language Material

The English Education Study Program at IAIN Palangka Raya planned basic vocabulary learning materials in English that suited the level of understanding and interests of Gen Z. The material was adjusted to match the understanding and interests of the Generation Z being taught. Lecturers and students designed an enjoyable approach, including the use of gamification or game-based approaches, Contextual Teaching Learning (CTL), and Communicative Approach in language teaching that emphasizes the importance of social interaction in practicing and enhancing language skills.

Research conducted by Lestari Widiyatmoko, Alimah, and Juliani showed that using games in the learning process can enhance students' abilities. Educational games not only capture the attention of students, making them more motivated and active in participating in learning activities. The definition of educational games is intentionally created or designed games aimed at stimulating thinking abilities, increasing focus or concentration, and aiding in problem-solving according to Handriyantini (2009). Educational games are one form of media used to provide learning and enhance users' knowledge through a unique and engaging medium. Typically, these types of games are aimed at children, focusing primarily on the uniqueness and attractiveness in terms of visuals such as the use of colors rather than the difficulty level.

Through interactive sessions, participants were taken to the environment of Taman Pasuk Kameloh, which served as the learning venue, while being introduced to basic English vocabulary. Nature was used as a source of learning, for instance, identifying the names of animals by mimicking their movements, games, songs, or other activities involving English vocabulary were used to increase attraction and interaction, ensuring enjoyable learning for children. This stage provided a strong foundation for Gen Z in understanding basic English vocabulary while incorporating a fun and interactive learning approach in an outdoor environment.

The broader the English vocabulary a person possesses, the greater the likelihood of mastering English well and being able to express thoughts or feelings more effectively. This finding aligns with research conducted by Asadi and Suryana (2020), stating that improving one's English vocabulary can help individuals become proficient in communicating in that language (Asadi & Suryana, 2020).



Image 2: Introduction of basic material as the beginning of the core stage

Stage 2 Core Stage

Core Stage Activities in Community Engagement in introducing English to Generation Z through Fun Activities. Designing activities involving English language learning with an engaging game-based approach to capture the attention of Generation Z. Constructivist learning theory suggests that learning through direct experience and social interaction can enhance understanding and retention of information. This core stage is divided into three main activities aimed at helping Gen Z enhance their interest in learning English.

1. Vocabulary Guessing Game:

Organizing an English vocabulary guessing game involving gamification to enhance attraction and active engagement of Generation Z. A game-based approach in language learning can motivate and facilitate the learning process. Utilizing visual media such as picture cards or posters with English vocabulary as aids in introducing words. Engaging in practical activities like role-playing or scenarios to enhance language application in real-life situations.

Research conducted by Fatima et al. (2019) and Prihatin with Andharsaputri (2021) in the Journal of Community Engagement indicates that the use of games in learning can pique children's interest to study because it's more enjoyable and stimulates creativity (Fatima, Khairunisa, Priatna, & Prihatiningtyas, 2019); (Prihatin & Andharsaputri, 2021). Moreover, employing games to introduce vocabulary also provides opportunities for children to absorb learning material more effectively and comprehensively. These findings align with research by Jazuly (2016) and Ramansyah (2015), demonstrating that a game-based learning approach can improve the level of understanding and retention of material more optimally in children (Jazuly, 2016); (Ramansyah, 2015).

Research conducted by Lestari Widiyatmoko, Alimah, and Juliani shows that using games in the learning process can enhance students' abilities. Additionally, educational games capture students' attention, making them more motivated and active in participating in learning activities. The definition of educational games is games intentionally created or designed to stimulate thinking abilities, enhance focus or concentration, and aid in problem-solving, according to Handriyantini (2009). Educational games are a form of media used to provide learning and increase users' knowledge through a unique and appealing medium. Typically, these types of games are aimed at children, focusing primarily on the uniqueness and attractiveness in visual aspects such as the use of colors, rather than the difficulty level.



Image 3: Vocabulary-based English Language Introduction through Gamification



Image 4: Vocabulary-based English Language Introduction through Gamification

2. Showing Directions in English

Teaching Generation Z about directions and spatial orientation in English through activities involving pointing out directions around the garden or the area where the activities take place. Contextual learning enables the assimilation of language concepts in real-life situations, aiding in a more effective understanding and usage of the language. The Direction Game: Players stand in a

circle, and one person starts by pointing to a specific direction and saying a simple phrase like "Go left" or "Go right." The next person continues by pointing to another direction, and the pattern continues around the circle. Each player must follow the instruction by physically turning or gesturing in that direction. If someone hesitates or makes a mistake, they're out for that round. The game continues until one person remains, or until everyone is comfortable with the directions. This game aims to improve participants' understanding of directional terms in English while encouraging quick thinking and active participation.

According to Sardiman (2005), the contextual learning approach, often referred to as Contextual Teaching Learning (CTL), is a teaching concept that helps teachers link lesson material with real-life situations in students' worlds. This approach aims to encourage students to establish a close relationship between the knowledge they acquire and its application in their daily lives as part of their family and community.

The contextual approach proves to be highly suitable in teaching English to the current Generation Z. It is hoped that they can learn English more easily and enjoyably when the taught material is related to things close to their surrounding environment, aligning with their daily activities. Furthermore, this learning is conducted with specific methods tailored to their preferences and suitability, providing a delightful learning experience.



Image 5: Implementation of Contextual Teaching Learning (CTL) by Showing Directions in English

3. Interaction with Foreigners

Encouraging Generation Z to interact with foreigners, such as introducing themselves in English, engaging in simple communication, asking for photos together, or exchanging simple words. The communicative approach in language learning emphasizes the importance of social interaction in practicing and enhancing language skills. The activity is called "Meet & Greet Challenge": Participants pair up and are given a set of conversational cues or phrases in English. They take turns approaching individuals designated as "foreigners" (played by organizers or volunteers) in a simulated setting. Each participant must initiate a conversation, introduce themselves in English, and use the provided cues to engage in a brief dialogue, such as asking for directions, talking about place, or asking for a picture together. The "foreigners" respond accordingly, encouraging participants to navigate through basic interactions in English. This game promotes confidence in communicating with individuals who speak English as a foreign language while fostering conversational skills and cultural exchange.

The term "Communicative Competence" was first introduced by Hymes (1972) in an article titled "On Communicative Competence." According to Hymes (as explained by Brumfit, 1983, and Stern, 1983), communicative competence refers to an individual's natural ability to use and understand language appropriately in the process of communication or interaction with others within a social context.

This approach to the concept of communicative competence emerged as a response to views on language competence introduced by Comsky. Comsky (as outlined in Purwo, 1990) divided language components into two parts: competence and performance. Competence refers to a language speaker's knowledge of the rules or language system, while performance refers to the use of language in concrete situations. According to Hymes (1972), an individual's communicative competence not only consists of the ability to construct grammatically correct sentences but also includes the ability to construct sentences while considering relevant social and cultural factors in the given situation. Various experts provide different definitions and approaches to the meaning of the communicative approach in language learning. Although referred to by different terms such as the 'Meaningful approach' in the English language curriculum of 1994, the constructivist approach, or the cooperative approach, they all essentially refer to communicative relationships in language learning.

The basic principle of this approach, as explained by Mey (2000:68), is that people speak or write with the intention of communicating something to others. Meanwhile, Gray (1990) explains that the communicative approach emphasizes meaningful social interaction through communicative activities evaluated based on communicative effectiveness, not just grammatical accuracy. Kridalaksana (in Kasihani, 2001:2) states that communicative competence is language proficiency that is acceptable and adequate in its social use. Rivers (in Kasihani, 2001:2) emphasizes that communicative competence is the ability to function in a communicative setting involving more than one person. From these various opinions, the communicative approach is the communication skill that encompasses the idea that language is a means of communication, and the goal of language learning is the ability to communicate. By integrating diverse learning theories with enjoyable and interactive activities, it is hoped that Generation Z can learn English more effectively while enjoying a pleasant and engaging learning experience.



Image 6: Implementation of Communicative Competence by Interacting with Foreigners in English

Stage 3 Closing Stage

After the preparation and core stages involving the introduction have been completed, this final stage is closing. The Gen Z appear very enthusiastic about participating in the activities, from preparation to closure. As a closing activity for our initiative "Let's Talk English: Collaboration Between Lecturers and TBI IAIN Palangka Raya Students Empowering Gen Z at Pasuk Kameloh Park, Palangka Raya," we will in a circle for a recap session. This session aims to reflect on the experiences, newfound knowledge, and interactions throughout the event. We'll take a moment to acknowledge and appreciate the efforts of all lecturers, students, and volunteers who contributed to the success of this initiative. Their dedication and support were instrumental in creating an engaging and educational environment.

To acknowledge the active participation of all involved, certificates of participation and appreciation will be distributed. This gesture will recognize their commitment and encourage continued enthusiasm for learning and teaching English. Lastly, there will be a few closing remarks to express gratitude to everyone involved, encouraging participants to continue practicing English in their daily lives. The session will conclude with a message of encouragement, emphasizing the importance of continuous learning and the value of communication in English. Through this reflective and appreciative closure activity, we aim to solidify the positive impact of our collaborative efforts in empowering the Gen Z community with English language skills.



Image 7: Group Photo Session as The Culminating Activity

CONCLUSION

The collaborative community engagement initiative aimed at introducing and enhancing English language proficiency among Generation Z individuals has been successfully conducted in Taman Pasuk Kameloh, Palangka Raya. This initiative consisted of a series of meticulously designed activities tailored to match the learning preferences and interests of Generation Z members. Its focus was on providing fundamental English language skills, including vocabulary, basic instructions, and simple English interactions, thereby establishing a strong foundation for language understanding.

The main success factor of this initiative lies in the innovative approach adopted by the faculty of the English Education Study Program (Tadris) and 5th-semester students at IAIN Palangka Raya. They created a learning atmosphere that integrated gaming elements like gamification into educational content, ensuring active participation and high interest among Gen Z participants. Moreover, utilizing contextual learning was key to introducing the essence of the English language to Generation Z within their surroundings. Engaging them in interactive sessions around Taman Pasuk Kameloh facilitated a deeper and more enjoyable learning experience. Integrating language teaching with real-world scenarios helped reinforce understanding and practical application. The initiative's closing phase involved reflective evaluation and a group photo session. The evaluation aimed to assess the effectiveness of the basic language introduction sessions. Particularly, the enthusiastic response from Generation Z in Taman Pasuk Kameloh, Palangka Raya, indicated their engagement and acceptance of the learning experience, highlighting its positive impact.

In conclusion, this community engagement initiative successfully amalgamated various pedagogical theories with interactive and enjoyable activities tailored to Generation Z's learning styles. By emphasizing enjoyment, interactivity, and real-world application, this initiative successfully formed a conducive environment for English language learning among Generation Z individuals in Taman Pasuk Kameloh, Palangka Raya. The success of this initiative demonstrates the potential for similar approaches to enhance language education within this demographic.

ACKNOWLEDGEMENTS

Dear Miss Zaitun Qamariah, Mam Hesti Widiastuty, Gen Z participants, and the TBI student team, we would like to extend our heartfelt gratitude for your invaluable contribution and active participation in the collaborative initiative, "Let's Talk English: Collaboration Between Lecturers and TBI IAIN Palangka Raya Students Empowering Gen Z at Pasuk Kameloh Park, Palangka Raya." Your dedication, enthusiasm, and commitment have been instrumental in making this endeavor a resounding success. Miss Zaitun Qamariah and Mam Hesti Widiastuty, your guidance and support provided the necessary impetus for us to carry out this meaningful project aimed at enhancing English language proficiency among Generation Z. To all the Gen Z participants, your eagerness to learn and engage in the activities showcased your enthusiasm for mastering the English language. Your active involvement was pivotal in creating an enriching and dynamic learning environment. Additionally, our heartfelt appreciation goes out to the TBI student team whose tireless efforts, creativity, and dedication significantly contributed to the execution and success of this initiative. Your collective efforts and unwavering support have not only empowered Generation Z but have also exemplified the power of collaboration and dedication in fostering language proficiency and community engagement. Thank you once again for your valuable contributions and unwavering commitment to this collaborative effort. Your involvement has been truly inspiring, and we look forward to continuing such impactful endeavors in the future.

REFERENCES

- Asadi, H., & Suryana, D. (2020). Studi Deskriptif Pengaruh Permainan Snakes and Ladders Terhadap Perkenalan Kosakata Bahasa Inggris Anak Usia Dini. *Jurnal Pendidikan Tambusai*, 4(3), 2993-33006.
- Jazuly, A. (2016). Peran Bahasa Inggris pada Anak Usia Dini. *Jurnal Pendidikan Dompot Dhuafa*, 6(1), 33-40.
- Lestari, A. Widiyatmoko, and M. B. Siti Alimah, "Sounds learning using teams games tournament with flash card media at the 13th junior high school of Magelang," *J. Pendidik. IPA Indones.*, vol. 4, no. 2, pp. 177-184, 2015.
- Fatima, W. Q., Khairunisa, L., Priatna, D. C., & Prihatminingtyas, B. (2019, September). Pembelajaran Bahasa Inggris Melalui Media Game Pada Panti Asuhan Al Maun Di Desa Ngajum. In *Seminar Nasional Sistem Informasi (SENASIF)* (Vol. 3, pp. 1725-1739).
- MANURUNG, P., & Sambayu, H. MENINGKATKAN KEMAMPUAN BAHASA INGGRIS MAHASISWA/I PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS FKIP-UNA DENGAN LITERATURE

APPROACH.

- Prihatin, T., & Andharsaputri, R. L. (2021). Pengenalan Bahasa Inggris Melalui Media Pembelajaran Animasi Interaktif. *Journal Of Information System and Informatics Engineering: JOISIE*, 5(2), 82- 89.
- Qamariah, Z. (2022). PENGENALAN BAHASA INGGRIS BERBASIS GAME ANAK-ANAK DI PANTI ASUHAN AL BERKAH PALANGKA RAYA. *Jurnal Pengabdian Kepada Masyarakat Sakai Sambayan*, 6(2), 86-90.
- Ramansyah, W. (2015). Pengembangan Education Game (EDUGAME) Berbasis Android pada Mata Pelajaran Bahasa Inggris untuk Peserta Didik Sekolah Dasar. *Jurnal Ilmiah Edutic*, 2(1), 1-9.
- Santika, I. D. A. D. M., Putri, I. G. A. V. W., Sudipa, M. H. D., & Diantari, N. P. A. (2022). Penguasaan Kosakata Bahasa Inggris untuk Memperkenalkan Kearifan Lokal ke Manca Negara. *Dinamisia: Jurnal Pengabdian Kepada Masyarakat*, 6(4), 915-924. <https://doi.org/10.31849/dinamisia.v6i4.10014>
- Sari, H. N., & Ithriyah, S. (2023). *Upaya Peningkatan Keterampilan Berbahasa Inggris Melalui Program Outing Class*. 4.
- Uti, H. Y., Munir, M., & Said, S. D. (2021). Pengaruh Penggunaan Media Game pada Pembelajaran Bahasa Inggris Secara Daring dan Luring di MTs N 1 Gorontalo. *Jurnal Pemikiran dan Pengembangan Pembelajaran*, 3(3), 10-17.
- Widayati, Y. T. (2014). Visualisasi Pembelajaran Bahasa Inggris Tingkat Sekolah Dasar Berbasis Multimedia. *Majalah Ilmiah INFORMATIKA*, 1(1).
- Werdiningsih, D. (2021). Literasi sains dan materi pembelajaran Bahasa Indonesia.