

***Hawieng* Activities as an Effort to Energize English Learning for Youth Communities in Ende, Flores-NTT**

Agustina Pali^{1*}, Siti Arafat², Frumensius B. Dole³

Elementary School Teacher Education Study Program, FKIP, Flores University^{1,2,3}

Email: indahpali2020@gmail.com^{1*}

Abstrak

Tak dapat dipungkiri lagi bahwa pengetahuan akan bahasa Inggris menjadi hal yang amat penting di zaman ini. Dampak dari hal itu adalah banyak orang semakin tergugah dan terdorong untuk mencaritahu dan mendalami dunia bahasa Inggris. Hal ini pun terjadi pada sekelompok pemuda di Kabupaten Ende. Persoalan berbahasa Inggris yang dihadapi oleh para pemuda ini cukuplah komplit. Diantanya adalah kurangnya perbendaharaan kosa kata, teknik pengucapan (pronunciation), serta tata bahasa. Hal ini akhirnya berpengaruh pada menurunnya ke-4 skill bahasa Inggris. Untuk itu dilaksanakan kegiatan *HAWIENG* (happy with English), sebagai upaya untuk mengatasi hal-hal tersebut. Kegiatan ini memberikan efek positif terhadap peningkatan pemahaman para peserta kegiatan. Diharapkan ada tindak lanjut dari kegiatan serupa agar dapat membumikan bahasa Inggris di bumi Pancasila-Ende.

Kata kunci: *Hawieng Aktifitas, Pembelajaran Bahasa Inggris*

Abstract

It is undeniable that knowledge of English is very important in this era. The impact of this is that many people are increasingly intrigued and encouraged to find out and explore the world of English. This also happened to a group of youths in Ende Regency. The English language problems faced by these youths are quite complete. One of the problems is the lack of vocabulary, pronunciation techniques, and grammar. This ultimately affects the decline of the 4 English skills. For this reason, the *HAWIENG* (happy with English) activity was carried out, as an effort to overcome these things. This activity has a positive effect on increasing the understanding of the activity participants. It is hoped that there will be follow-up of similar activities so that English can be grounded in Pancasila-Ende land.

Keywords: *Hawieng activities, English learning*

INTRODUCTION

(Nishanthi, 2018) claimed that knowledge of English is necessary if one wants to come up in life. This statement shows that English has a very urgent role in this global world. Globalization has opened partitions between nations and requires a person to continue to compete from time to time. In order to be able to compete confidently, one must be equipped with the necessary skills, one of which is communication skills. Someone who has communication skills is someone who can clearly convey his ideas or thoughts both orally and in writing so that they can be understood by others, (Zubaidah, 2016), (Wijaya et al., 2016), (Laksana, 2016). Communication skills can be formed with continuous exercise intensity. In relation to global communication, global communication tools are needed, one of which is English as the lingua franca (Reddy, 2016), (Cameron, 2001). As a lingua franca, English has been introduced and taught since children have early childhood status to university students. It is even taught to communities outside of formal education who have realized the importance of this English skill.

One community that is aware of this is the English lover youth in Ende district. This community consists of young people outside of formal education, students from several schools in the city of Ende and also university students. As a community of English lovers, the members of this

community experience several problems related to their language skills. The problems experienced were quite complete including the lack of English vocabulary, English pronunciation and grammar which ultimately resulted in low skills in the four main skills namely reading, speaking, writing and listening. These skills are integral components that cannot be separated from one another, (Xavier & Vijayakumar, 2019), (Khan & Elixir, 2013), (Pali et al., 2021) because they will affect someone's level of language proficiency in general.

Based on the problems that have been described, mentoring activities are needed which are formulated in the HAWIENG (Happy with English) activity as an effort to equip participants with additional knowledge of English, motivate, inspire, and provide English learning space for participants outside of formal learning hours. In general, the aim of the HAWIENG activities is to train the participants' English skills, with an emphasis on the participants' English skills with fun learning techniques. Fun learning techniques can be carried out in an open natural environment, because in essence the natural environment can be used as a source of learning (Choiri, 2017), (Pali, Agustina, Sadipun, 2020). This activity is expected to be encouraging by building the confidence of young English lovers to speak English. In addition to the participants, this activity was carried out as a form of self-development for the service team to improve their own qualifications in English so that they can respond to the challenges of the times.

METHOD

The *Hawieng(Happy with English)* activities were carried out with 23 partners and an implementation team consisting of 2 people (instructors). This activity includes several stages of organizing, including:

a) Preparation stage

In this stage, what was carried out were: 1) interviewing activity partners, 2) observing *HAWIENG* activity locations, 3) preparing activity material.

b) Implementation phase

Techniques for implementing *hawieng* activities include:

1) Interactive Lecture techniques; interactive lectures in this activity are carried out to motivate and so that participants gain knowledge related to English skills,

2) Contextual learning; participants are given space to learn from nature.

3) Discussions; discuss interesting things that inspire members in improving English skills.

4) Songs and games

Singing and games are carried out to help partners in mastering English vocabulary, grammar and pronunciation.

5) Tests. The test is used to determine the participants' initial and final abilities in this *hawieng* activity.

c) Final Stages

1) Preparation of activity reports

2) Publication of activity results

RESULT AND DISCUSSION

The *hawieng* activities are carried out with a community of young English lovers as partners. The number of implementing partners is 23 participants consisting of students and university students around the city of Ende. The preparatory stage in this activity begins with interviewing the participants involved. It aims to find out the problems experienced by the participants. The results of the interviews indicate that young people in this community experience quite complete problems. These problems relate to the main skills in the four language components which also include vocabulary abilities, pronunciation and grammar. From all of these problems, there is a main problem that is the most fundamental is speaking skills. The participants were not motivated to speak English because they were afraid of pronunciation mistakes, lack of vocabulary to string words into English sentences, limited understanding of English grammar, no partners to practice with, etc. Departing from these problems, the PKM team tried to formulate solutions so

that they could help participants solve these problems. The solution made is to carry out mentoring activities in the form of *hawieng* activities or happy with English activities.

After carrying out the interviews, the implementing team observed the location of the activity. The location of the activity is an important thing to note because the concept of this *hawieng* activity is an outdoor activity with fun learning techniques. The choice of activity location must also be able to inspire, build participants' imagination abilities, and the location of the activity must also be used as a source or learning medium so that it can motivate participants' willingness to learn English. This observation activity went well, with the chosen location being Kota Raja Beach. Apart from fulfilling the conditions described above, the thing that is also considered is the mileage. The distance to this location is not too difficult because it is located in the city area, where the participants live.

After determining the activity location, *hawieng* activities began to be implemented. The implementation of activities in this stage begins with a pre-test. This aims to measure the extent to which the participants' English proficiency. This pre-test includes several components, including vocabulary mastery which includes writing (writing simple words) with Kota Raja as a learning resource that inspires the service team, pronunciation of English words, reading short sentences and short paragraphs, listening and repeating English short sentences. , listen and write English short sentences. These components are designed to cover the 4 English skills where these 4 skills form a unified whole that is able to foster an increase in the ability of the participants, (Pali, Agustina, Sadipun, 2020). Pre-test results participant tests are presented in the following frequency table:

Table 1. The Data of English Ability in Pre-Test

No	Score	Frequency	Percentage (%)
1	40-44	3	13.0
2	45-49	5	21.7
3	50-54	6	26.0
4	55-59	1	4.34
5	60-64	3	13.0
6	65-69	4	17.39
7	70-74	1	4.34
8	75-79	0	0
9	80-84	0	0
Total		23	100%

$$\text{Average Score: } \frac{1260}{23} = 54.78\%$$

The table above shows the average score obtained is 54.78%. With the lowest scores in the 40-44 score range for 3 participants and the highest scores in the 70-74 score range for 1 person. This shows that the ability to speak English is still very minimal and is still very far from expectations. For this reason, the next stage of the happy with English activity is needed

The next *hawieng* activity after the pre-test was the presentation of material on "the significance of English in-21 centuries". This material is packaged in the form of power point and video with the method of delivering the material is interactive lectures and group discussions. This material contains questions about the challenges of global society in the 21st century, the reasons why millennial must master English, and tips for mastering English skills.



Picture 1: Interactive Lectures

The essence of this lecture material is to motivate participants to study English seriously. This opportunity also shows videos of testimonies from people who have felt the importance of learning English and how English abilities have changed people's mindsets and their way of life so that they can get scholarships abroad, can work in international companies, and can have a career according to the desired career path. After listening to the lecture and video screening, the PKM team opened the discussion session. Discussions related to participants' responses to the contents of lectures and videos. Participants are given the opportunity to speak bilingually (English & Indonesian). Even though they seemed doubtful, the participants had the courage to try it.

The happy with English (*hawieng*) activity was followed by learning from nature around the Kota Raja beach. The participants were given space to learn vocabularies which were inspired by the nature around them. This activity was fun. In groups, participants are given the opportunity to study while having recreation on the beach, witnessing the beauty of natural panoramas and recording every moment, everything encountered, objects that can be sensed while practicing writing English vocabularies and then trying to assemble them into simple sentences. The results of this activity were presented in groups. On this occasion, the participants were also trained on pronunciation and some grammar (simple present and present continuous tests). The activity took place with high enthusiasm from the participants. They were given the opportunity to practice speaking, expressing their admiration for the nature of Kota Raja in English based on the observations they found. Among the participants were also given the opportunity to correct pronunciation mistakes made by their friends. This learning activity from nature gives its own meaning, provides a fun learning experience and of course has a positive impact (Choiri, 2017) in an effort to improve participants' English skills.

To practice speaking and reading skills, participants were asked to read short stories and also story telling. Reading short stories is carried out to improve understanding of the contents of simple texts. Reading short stories ends with an oral test. In addition to reading short stories, storytelling techniques are also used in this activity. Participants were asked to do story telling about their favorite animals, favorite foods and favorite tourist spots. The participants enthusiastically carried out the intended activities so that the mentoring activities became more detailed and more measurable.

These activities can be seen in the following pictures:



Picture 2: Reading Stories



Picture 3: Speaking Practice

After going through the various mentoring stages above, the activity ended with a post-test. The post-test scores of activity participants can be presented in the following frequency table:

Table 2. The Data of English Ability in Post-Test

No	Score	Frequency	Percentage (%)
1	60-64	0	0
2	65-69	2	8.69
3	70-74	5	21.73
4	75-79	7	30.43
5	80-84	5	21.7
6	85-90	1	4.34
7	95-100	1	4.34
Total		23	100%

$$\text{Average Score} = \frac{1850}{23} = 80.43\%$$

The total average score obtained in this activity was 80.43% with the lowest score ranging from 65-69 for 2 people and the highest score for 95-100 for 1 person. This test aims to measure the extent to which participants' English skills have improved after the hawieng activities. The aspects assessed at this stage are related to the 4 English skills. Beginning with tests of vocabulary and pronunciation mastery (listen and repeat), then proceed with writing (composing vocabulary in English sentences, and assembling English sentences into short paragraphs), then practicing reading comprehension and practicing speaking through reading stories and story telling. The results of this test showed an increase in the scores of the participants. This shows an increase in a very good understanding of English. Hawieng activity ends with making a report on the results of the activity. Reports on the results of these activities are then translated into articles for publication.

CONCLUSION

The young people who love English experience quite a number of problems. The problems experienced included a lack of English vocabulary, English pronunciation and grammar which also resulted in a lack of skills in the four main skills namely reading, speaking, writing and listening.

This *hawieng* activity has a positive impact on the activity participants. The measurable positive impact was the improvement in the participants' English skills. The English skills in question are increasing the participant's vocabulary/vocabulary mastery both in quantity and quality. In addition, it also has positive implications for the ability to arrange the learned vocabulary into English sentences and re-express sentences that have been arranged into good and correct English pronunciation. It is hoped that this activity can be carried out by other English language observers as a form of concern in grounding English in the land of Pancasila-Ende.

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