

English Language Training for Local Community in the Tourism Site of Karang Talun Mangrove Forest, Cilacap, Central Java

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Abstract. Mangrove Forest which is located at Karang Talun village, Tritih Kulon sub-district, North Cilacap, Central Java has a various potentials to develop. Its development can be conducted by utilizing local community for participating to improve with mastery of English language. Thus, it is necessary to conduct empowerment of local community through English language training to create qualified ones who can support in tourism field. The purpose of this training is to improve their English language skill and increase their economy and be able to survive by being local tour guide in the New Normal. There were 15 participants consist of traders and some employees who work in Mangrove forest. It was conducted for three days and used some methods, namely preaching method i.e, giving theory and practice learning on each unit of learning and drilling and repetition method. In addition, they were given pre test and post test to evaluate each participant's skill. From the result, the participant's skill in pronunciation, vocabulary and practicing dialogue has improved, but it still needs more practices. Drilling and repetition method in learning activity has been success to be applied for participants.

Keywords: English Language Training, Local Community, Drilling And Repetition Method.

1 Introduction

Cilacap Regency has several tourist destinations where frequently visited by tourist both domestic and foreign. One of the attractive destinations is Karang Talun Mangrove Forest. It is located in Tritih Kulon subdistrict, North Cilacap, Central Java whose various types of mangrove plants. The majority of people who live around the Forest tourism site are food traders. They get their income from selling some foods in Karang Talun Mangrove Forest. This mangrove forest is executed by an organization that called LMDH or Lembaga Masyarakat Desa Hutan Purwa Lestari. It has a duty to manage and control tourism activities in Karang Talun Mangrove forest. As one of destinations, Karang Talun mangrove forest has changed for several times in both facilities and infrastructure. It indicates that this place has been improved enough. Yet it has not been supported by human resource surrounding tourism site of Karang Talun Mangrove forest. The existence of a tourist attraction will certainly have a positive impact on the communities around the tourist site. Tourism can be relied on improving people's welfare and national development[1]. A tourist attraction can be an opportunity that allows people to

exchange experiences, thoughts, and knowledge between the local community and tourists. In addition, it will also open opportunities to open people's insights about the outside world and direct interactions between domestic and foreign tourists[2]. Mangrove forest is a natural tourist attraction that can be used as a potential natural resource to support business in the tourism sector and has a good potential for regional assets. Seeing the condition of the community around the Mangrove Forest tourism area in Karang Talun, Cilacap, Central Java, there are still many people who have not been able to maximize their potential that they have to develop Karang Talun mangrove forest. The limited quality of human resources in communicating english language makes this tourism site has no special attraction for visitors. The involvement of local communities around karang Talun Mangrove Forest is needed to maintain local wisdom. This will also have an impact on the cross-cultural understanding of the community.

English language has important role to help development of tourism sector. Mastery of the English language is very important and it will have an impact on increasing customer satisfaction, motivating and being able to attract international tourists in order to make the communication will be more effective, helping understand needs of tourists, their cultures, and also improving the effectiveness of communication, both internal and external[3]. There are four basic language skills that to be mastered[4]. They are listening, writing, reading and speaking. Listening and reading are called 'receptive skills' (the reader or listener receives information but does not produce it). On other hand, speaking and writing are the productive skills. An important element to be taught in speaking skills is the pronunciation of vocabulary and choosing the right language expression, intonation, grammar and fluency in conveying an idea[5]. While 'Structured writing' traditionally referred to drill and practice, involving copying sentences, paragraph, or essays, and correcting without actually writing[6]. There are many english language learning techniques that can accommodate in the teaching and learning sessions. In this case, vocabulary mastery also needs to be conveyed in the material. For oral practice, the methods that need to be applied are drilling and repetition. Drilling is a technique that is still used by many teachers when introducing new language items to their students. It has two parts, i.e., what the students hear (stimulus) and what they have to say (response). This method is commonly used in language learning to practice sounds or sentence patterns in language based on guided practice and repetition [7]. Therefore, it can be concluded that drilling is a technique that used in teaching foreign language by repeating structural pattern through oral practice to demonstrate student's ability in using specific language. Drills have several types, as follow[8] :

- a. The Repetition Drill
The teacher says models (the word or phrases) and the students repeat it.
- b. The Substitution Drill
Substitution drill can used to practice different structures or vocabulary items (i. e one word or more word change during the drill).
- c. The Question and Answer Drill
The teacher gives practice to students with answering questions. They answer the teacher's questions quickly.
- d. The Transformation Drill
The teacher gives students a certain kind of sentence pattern, an affirmation sentence for example. Students are asked to transform this sentence into a negative sentence.
- e. The Chain Drill
The teacher begins the chain by greeting a student, or asking him a question. It can make him respond, then it is practiced in turn to other student sitting next to

him. The first student greets or asks a question of the second student and the chain continues. It allows some controlled communication, even though it is limited. It also gives the teacher an opportunity to check each student's speech.

f. **The Expansion Drill**

It is used when a long line dialog is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then following the teacher's clue, the students expand what they are repeating part at the end of the sentence (and works backward from to keep the intonation of the line as natural as possible.

Based on the observation that the researcher conducted, the type of drill methods that have important role and are needed to apply in this study are repetition and question and answer drill method. Karang Talun Mangrove Forest, Cilacap is an ecotourism with great potential to be developed. After analyzing the situation there, it needs to solve the participant's problems. Some solutions are given to equip them to be skilled and proficient people in English both in writing and orally. The objective of this study is to know and improve the participant's English skill by giving English training language based on ecotourism learning, and also measure how effective the repetition and drilling method is used for English training.

2. Methods

This study used some steps and methods for conducting english training in the Mangrove Forest Tourism. These are the steps that conducted by researcher starting for preparation until finishing the training or treatment with evaluation.



Fig. 1. Step of conducting English Language Training

From the figure above, it can be explained that the first step to conduct the treatment is field observation. It was conducted to know situation of location and participant. There were 15 participants who joined this treatment. They consist of traders and Mangrove Forest employee. They live around in the tourism site of Karang Talun Mangrove Forest RT 05 RW 11 Cilacap. Next, we interviewed them to know problems they had. The lack of english skill became their prior problem in supporting the development of Karang Talun Mangrove forest. Therefore, we needed to discuss and make coordination with LMDH in order to run english language training

well. For preparing the activity, we prepared many crucial things, such as making learning modul, preparing supporting learning tools, scheduling the treatment, and doing some administrations. The learning module for training participants consists of 4 topics (chapters) such as ***greeting, introduction, asking for and giving direction*** and ***describing things and places***. The training was conducted in outdoor by applying three cycles, i.e., pre test, treatment and post test.

The researcher used two instruments of collecting data, namely pre test and post test. Pre test was used to know the participant's english basic skill and impact of english training using drilling and repetition. She gave pre test to participants before teaching english materials. She provided 10 multiple choice questions and 1 essay questions. Participants were given 30 minutes to finish their pre test. Then, for conducting treatment, she applied two types pattern drill methods, i.e., repetition and question and answer drill. The training or treatment was conducted for three days and divided by three cycles in mastering four topics of learning materials. Each researcher delivered material, in theoretical form using whiteboard media and learning module. Participants were given explanation of the basics of theory used to speak English correctly. This method was conducted so that the material to be practiced will first be understood by the participants. Participants repeated what the researcher taught. It makes easy for participants presented new vocabularies and practice their pronunciation well.

Next, post test was conducted to prove the treatment was succeed or not by comparing the result of pre test and post test. The score of pre test and post test were given by researcher by categorizing with a rank value below :

- ≤ 5.0 : Weak
- 5.1-7.0 : Enough
- 7.1-8.0 : Good
- 8.1-10.0: Very good

The final score can be obtained by calculating with the formula as follows :

$$Score = \frac{\sum 1 (10) + \sum 2 (2)}{1,2}$$

Note : $\sum 1$ = the correct's sum of part 1
 $\sum 2$ = the correct's sum of part 2

The reseacher obtained data to be analyzed by the result of pre test and post test. The reseacher used comparative method by examining and comparing the participant's score. This technique is very useful to apply to get significant differences before and after getting treatment.

3. Result and Discussion

3.1. The first cycle

The first cycle was conducted on 1st of September 2020 and it consisted of three sessions. The first session was pre test for participant (picture 1). Researcher gave pre test before conducting treatment or training. Pre test consisted of two types of question. Participants were given the test by choosing the right answer on 10 of multiple choice questions and writing two sentences on essay question. The questions related to things concerning mangrove forest. The test was given to assess participant's english skill. Next, reseacher started the teaching learning process explaining about the materials. The first material was about ***greeting*** (picture 2). And

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the second one was *introduction* (picture 3). The researcher explained them theoretically and then asked participants to do some exercise on their module. The learning process was conducted by applying repetition and question and answer drill. The researcher drilled participants and helped to guide their pronunciation in order to understand the difficult words. Besides, she trained them to be able to pronounce them correctly.



Picture 1. Pre Test



Picture 2. Greeting learning process

The researcher asked participant to repeat some words accurately and as quickly as possible. They conducted it for several times. Most of them could repeat it well even they still got shy and was not confident to say. To anticipate it, the participants were allowed to bring notes or learning module. The topic of *greeting* learning process discussed about some ways that used to greet other people, so did the second topic. Participants were drilled to memorize vocabularies and expressions by applying question and answer drill. They were asked to practice for answering the questions from the researcher.



Picture 3. Learning process of *Introduction*

In each session of learning process, the researcher also conducted monitoring to each participant to make sure that they could practice well. Not only teaching the learning materials, but also motivating participant were carried out by the researcher to make them easy to learn.

3.2 The second cycle

The second cycle was conducted on 3rd of September 2020. It was only one session and discussed about how to ask for and give directions in english. At the second meeting still

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conducted teaching and learning process by applying repetition and question and answer drill. The researcher started the lesson by giving materials to participants based on the module. After that the researcher explained how to tell some vocabularies about directions. After that, the researcher asked participants to repeat what the researcher said. It aims to make them easy to memorize the vocabularies. Then, they were explained some expressions to ask for and give directions.



Picture 4. Puzzle game



Picture 5. Mentoring

The written assignment was given by answering the questions on module in each chapter. While for the oral assignment, each participant was asked to demonstrate a conversation concerns on how to ask directions and provide direction information using English. The practice session was carried out with several games and ice breaking to make it easier for participants to understand and enjoy the training (picture 4). They were made in a small group, and each group was given a pieces of paper contains of word. Then they were asked to combine them in order way and make a correct sentence. Each group was monitored by one researcher (picture 5). It aims to make the researcher easy to monitor participant's skill and also help participants whose difficulties when learning process.

3.1.3 The third cycle

It was conducted on 5th of September 2020. On the 3rd day, participants received learning material about *Describing things and places*. This material was given to participants in order to participants can explain or describe objects or places in the tourism site of Karang Talun Mangrove Forest. They were given the material in theory so that participants can easily understand and be able to memorize some new vocabularies related to Mangrove Forest. After that, they were asked to do essay practice on their module that mentored by the reseacher. It was last chapter that participants must be learnt. They can absorb the topic well because they were helped by pictures related to everything about Karang Talun Mangrove Forest (picture 6). Delivering material with visualization makes it easier for them to describe these objects in english sentences.

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Picture 6. Module

Closing the English language training activities, participants were given a post test. The post test is conducted as a final evaluation after the participants obtained all the learning material in english language training. It was intended that the researcher knew the progress of participant's English skill before and after participating the training. And also it can be used as a comparison to conclude that the training participant has experienced progress in the field of English. Therefore, participants are ready to practice their English skills with foreign tourists who visit Krang Talun Mangrove Forest. The following result of pre test and pre test of training participant as follow :

Table 1. Result of Pre Test and Post Test

| Participant | Pre Test Score | Post Test Score |
|-------------|----------------|-----------------|
| 1 | 9.2 | 10 |
| 2 | 5.8 | 8.3 |
| 3 | 8.3 | 10 |
| 4 | 8.3 | 10 |
| 5 | 7.5 | 9.2 |
| 6 | 6.6 | 8,3 |
| 7 | 9.2 | 10 |
| 8 | 8.3 | 10 |
| 9 | 9.2 | 9.2 |
| 10 | 5.8 | 8.3 |
| 11 | 5.8 | 9.2 |
| 12 | 6.6 | 9.2 |
| 13 | 6.6 | 8.3 |
| 14 | 8.3 | 10 |
| 15 | 7.5 | 9.2 |

From the table, it shows that all participant's English skill have been improved significantly. In post test, it can be obtained data that the highest score is 10 and the lowest one is 8.3. There are 6 participants finishing the post test well, and the rest are under score of 10. It proves that applying repetition and drilling method in learning English can help participants to memorize

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new vocabularies. In addition, they are capable of making correct sentence in English. Practice session can also motivate and make the participants confident to speak up in front of other people.

4. Conclusion

From the result and discussion, it can be concluded that participant's English skill has improved well. The participant did not have any difficulties when joining to English training. The application of repetition drill and question and answer drill are very useful to teach English for beginners. Moreover the test results show satisfying score. The results of the participant's post test score increased comparing to their pre test score, especially english understanding, mastering vocabulary and speaking skill.

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