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IMPROVING ENGLISH SKILLS OF YOUTH ORGANIZATIONS IN PAMMANA VILLAGE THROUGH AUDIO-VISUAL MEDIA

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Abstract: Pammana is a village in Kabupaten Wajo, Sulawesi Selatan, where the majority of the residents work as farmers. With a low income, parents' capacity to send their children to a higher level of education is always hampered. Based on the aforementioned circumstances, the writer and team are interested in delivering English language training for the youth organization utilizing an audio-visual medium. The goal of this program was to make the training sessions more exciting and accessible to the participants through the use of audiovisual media. This English training exercise has a positive impact on the Pammana village youth group. These favorable effects might be seen as a result of the training. The learning results of the training participants improved after only a few months of following the training procedure using the audio-visual medium. Before attending the training, the trainees thought English was a difficult language to learn; however, after attending the training utilizing audio-visual media, the trainees began to feel more at ease, and they thought learning English through audio-visual media was enjoyable.

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Introduction

Community service is one of the dharmas or main tasks of a university, in addition to teaching dharma, research dharma, and community service dharma (Aragón & Kismadi, 2015; Riduwan, 2016; Endriawan et al., 2017; Hera et al., 2018; Hermanto, 2019; Susanto et al., 2021). Especially for the dharma of community service, lecturers are required to carry out community service activities by going directly to apply their knowledge to the community (Goldstein et al., 2009; Ellenbogen, 2017; Winarno & Hermana, 2019; Purba et al., 2020; Idris, 2020; Adiawaty, 2020; Wahyudi, 2020), especially in areas or locations that are targeted for service activities such as foundations, agencies, or remote villages that still lack resources. adequate. One of the villages that can currently be used as a service location is Pammana village, which is located in Wajo Regency, South Sulawesi.

Based on observations, especially in the field of education, Pammana Village already has educational rules, which are one of the derivatives of the customary rules in Pammana Village, which are then used as guidelines in carrying out community activities. Regulations in the field of education regulate the obligation to fulfill children's rights to get a proper education. Related to the regulations in the field of education, which give children the right to get a proper education, in Pammana Village there are still underprivileged students and students dropping out of school. This is due to the economic condition of the family so that students go to school with the conditions as they are. These dropout and underprivileged students are members of the youth organization in Pammana Village.

In view of the above conditions and the desire to help the government educate the nation's life through education (Bjork, 2005; Gulati, 2008; Malihah & Tanshzil, 2018; Darmadi, 2018; Saputra, 2018; Limpo et al., 2018; Abidah et al., 2020; Quinn & Buchanan, 2021), the authors deem it necessary to provide positive activities for the youth organizations in Pamana Village in the form of English language training that can develop the abilities and skills of young coral youths. They place cadets in the village with the hope that later after they take English training, they will have English skills that can be used to find work.

Implementation Method

Of course, a method capable of facilitating and assisting with this training activity is required. This training uses a training method using audio-visual media with the aim of making the training activities more interesting and easier to understand by Mathew & Alidmat (2013; Madhuri (2013); Kurniawan (2016); Pakpahan et al. (2020) and practiced by the trainees. The application of this method uses the following strategies:

1. Theory

   A theoretical basis is needed for language training. This theory is related to the general description of the English language and the material that will be discussed in practice. In addition, in theory, there are also tips for success in learning English. The provision of this theory is useful to support practical activities.

2. Practice

   To support English language training, hands-on experience activities are needed in the form of practice. This practice is in the form of playing videos in English that

contain the use of English in daily activities. After playing the audio-visual-based material, participants were asked to practice what they had learned from the training in the form of speaking practice.

3. Evaluation

The evaluation aims to see how effective the activities that have been carried out are and to identify the shortcomings so that they can be incorporated into and improved upon in the next community service activities.

Results and Discussion

The first step we took in community service activities in Pammana Village was to conduct a survey and approach the local population. The approach was taken to find out the real condition of the youth in the village. This approach activity was carried out for approximately one month. The first approach activity carried out was to visit the village head and staff who are responsible for activities related to youth with the aim of not only conveying the aims and objectives of community service activities but also obtaining information related to the condition of local youth. Based on the approach and information from the village head, there are about 25 underprivileged youth at the junior high school level and the equivalent in the village. Most of the 25 youths are youths whose parents work as farm laborers. These youths are gathered in the youth organization of Pammana Village.

For the process of training activities, they were held at the Pammana Village office and at the homes of residents who were willing to use their homes as a place for training activities. The material given to the training participants is in the form of basic English material and direct practice in the form of conversation. The material is presented using audio-visual media with the aim of making learning more interesting so that participants are motivated to keep participating in the training. Training time is held once a week, with study time of about 2 hours.

Within a few months of undergoing the training process using audio-visual media, there was an increase in the learning outcomes of the trainees. Before participating in the training, the trainees thought that English was a difficult language to learn, but after attending the training using audio-visual media, the trainees began to experience ease, and the trainees thought that learning English using audio-visual media was fun. It was also seen that some youth organizations had started using light conversation when interacting with fellow trainees.

Conclusions

According to research by Purnaningsih (2017); Wahyuningsih et al. (2014); Evyanto (2018), learning using audio-visual media can increase motivation and improve the English skills of youth in Pammana village, Wajo district. The English language training activities provided to youth organizations have a positive impact on youth in the village. Youth who have been involved in these training activities can teach the knowledge they have learned to other friends in the village.

The English language training activity carried out in Pammana Village, Wajo Regency is a positive activity that can have a positive impact on youth and youth organizations in the village. Youth from other villages who require coaching and skill enhancement also requires coaching and skill enhancement.

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