



Importance of Learning English in the Modern Era

Informasi Artikel

Sejarah Artikel

Diterima: Juni, 2024

Disetujui: Juli, 2024

Dipublikasi: September, 2024

Abstract

Learning English plays a crucial role in today's globalized era, especially for the children at Candra Naya Orphanage. The Community Service Program (PPKM) at this orphanage aims to enhance the English language skills of the children, preparing them to face global challenges. Through an interactive and contextual learning approach, the program is designed to develop skills in speaking, listening, reading, and writing in English. The activities focus not only on linguistic aspects but also introduce international cultures to broaden the children's perspectives. The results of this program show a significant improvement in the participants' English communication abilities and an increase in their confidence in interacting with others. Thus, this program is expected to help the children at Candra Naya Orphanage achieve better educational and career opportunities in the future.

Keywords: English Language, Globalization, Orphanage, Education, Community Service

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INTRODUCTION



Philosophically, the PPKM embodies a concrete application of knowledge that, when executed properly, systematically, and consistently, yields far-reaching results. These results extend beyond merely empowering and enabling the independence of communities; they also significantly enhance the nation's competitiveness. Furthermore, PPKM serves as a catalyst for advancing education and research. By immersing themselves in real-world challenges, participants

gain firsthand experience in problem-solving and critical thinking, which are essential components of both educational and research paradigms. This application of theoretical knowledge to practical settings bridges the gap between academic learning and societal needs, thereby solidifying the role of higher education institutions as pillars of societal development and innovation.

The psychological impact of PPKM is evident among the university students who implement the program in a collaborative and participatory manner at the Candra Naya Orphanage. These students believe that their involvement in PPKM has a positive impact on the children in the orphanage. Initially, students approach the program with a relatively strong sense of self-confidence, driven by their academic preparation and desire to contribute. However, as they engage more deeply with the children and witness firsthand the tangible changes brought about by their efforts, their confidence grows even stronger. This psychological boost is not merely a result of achieving set goals but also stems from the students' realization of their capacity to make meaningful contributions to the lives of others. Such experiences are invaluable, fostering a sense of empathy, resilience, and a deeper understanding of social responsibility among the students.

Theologically, PPKM aligns with the teachings of the Bible concerning service and teaching, encapsulated in the verse, "If your gift is serving others, serve them well. If you are a teacher, teach well" (Romans 12:7). This scripture highlights the importance of utilizing one's talents and gifts for the benefit of others, which is a fundamental principle of Christian service. By engaging in PPKM, participants are not only practicing their academic knowledge but are also fulfilling a spiritual calling to serve and teach. This dual role of service and education resonates deeply with the Christian values of compassion, stewardship, and discipleship. PPKM, therefore, is not merely a community service initiative; it is a living testimony of faith in action, where the principles of the Bible are embodied through concrete acts of kindness, education, and support for the underprivileged, thus affirming the role of faith-based education in societal transformation.

METHODS

The methodology for implementing the PPKM at Candra Naya Orphanage focused on enhancing the English language skills of the children through a series of interactive and engaging activities. The approach involved several key components designed to make the

learning process both enjoyable and effective.

Firstly, practical examples of English dialogues were provided to the children. These dialogues, demonstrated through role-playing and interactive exercises, allowed the children to see English in action and understand its use in real-life contexts. By engaging in these dialogues, the children could practice speaking and listening skills in a dynamic and practical manner.

Secondly, the material was presented using well-designed PowerPoint presentations. These presentations were crafted to be visually appealing and informative, featuring clear, organized content that facilitated easier comprehension and retention. The use of PowerPoint slides helped to systematically present information, with each slide focusing on specific aspects of the English language, such as vocabulary, grammar, and sentence structure.

Additionally, visual aids such as pictures, videos, and animations were incorporated to enrich the learning experience. These visual elements supported the verbal instructions, providing contextual clues and enhancing understanding. The multimedia approach ensured that the learning environment was stimulating and conducive to active participation, thereby encouraging the children to engage more deeply with the material.

Overall, this methodology aimed to create a comprehensive and interactive learning experience that not only improved the children's English language skills but also fostered a positive and motivating educational atmosphere.

RESULT AND DISCUSSION

The community service program conducted at Candra Naya Orphanage focused on enhancing the English language skills of the children, recognizing the importance of English proficiency in the current era of globalization. The main objective of the activity was to realize English dialogue fluency by teaching proper and correct pronunciation, ensuring that participants could master these skills with confidence and accuracy. This focus was critical, given the increasing need for English proficiency in various aspects of life, from education to future employment opportunities. The program was designed to build a strong foundation in English language skills, making the children more competitive and prepared for the global challenges they might face.



Participants in this program included students from elementary to high school levels (SD-SMA) at Candra Naya Orphanage. This broad age range allowed for a comprehensive approach, catering to different levels of English proficiency and learning needs. Younger participants were introduced to basic conversational skills, while older students were taught more advanced topics, including complex sentence structures and idiomatic expressions. This stratified approach ensured that each student could learn at their own pace, receiving attention and instruction suited to their individual learning stages. By tailoring the content to the specific needs of each age group, the program maximized its effectiveness and impact.

The sessions were conducted in the afternoons, from 14:00 to 16:30 WIB, which was an

optimal time as it did not interfere with the children's regular schooling and allowed them to be more relaxed and focused. The location at Candra Naya Orphanage provided a familiar and comfortable environment, which was conducive to learning. This setting helped reduce any anxiety or pressure that might come with learning a new language, making the participants more open and receptive to the lessons. The choice of time and place was strategic, aligning with the daily routines of the children, thereby enhancing their engagement and participation in the program.



To facilitate effective learning, the program utilized various supporting tools, including microphones, speakers, projectors, and laptops. These tools played a crucial role in delivering interactive and engaging lessons. For instance, the use of a projector and laptop enabled the presentation of colorful and dynamic PowerPoint slides, which made the learning process more interesting and visually appealing. Audio equipment, such as microphones and speakers, ensured that the pronunciation exercises

were clear and could be heard by all participants, reinforcing the correct pronunciation and helping the children develop good listening skills.

Throughout the program, students were encouraged to practice speaking English through role-playing activities and group discussions. These activities not only improved their speaking skills but also boosted their confidence in using English. By engaging in dialogues and discussions, the children were able to practice their pronunciation and learn how to construct sentences naturally. This interactive approach fostered a collaborative learning environment, where students could learn from each other and build their language skills together. The supportive atmosphere created by these activities helped to reduce any fear or hesitation the children might have had about speaking English.

The results of the program were highly encouraging, as many participants showed significant improvements in their English language skills. The children's ability to pronounce words correctly and use proper grammar increased notably, demonstrating the effectiveness of the teaching methods used. Moreover, the children's increased confidence in speaking English was evident, as they became more willing to participate in class discussions and express themselves in English. This boost in confidence and skill not only enhanced their language abilities but also contributed to their overall personal development, equipping them with valuable skills that would benefit them in their future endeavors.

CONCLUSION AND RECOMMENDATIONS

The PPKM at Candra Naya Orphanage effectively demonstrated the significant impact of interactive and engaging educational methods on enhancing English language skills among children. By integrating practical dialogue examples with visually appealing PowerPoint presentations and multimedia aids, the program successfully made learning English more relevant and accessible. The children showed noticeable improvement in their language abilities, which was facilitated by the systematic and enjoyable approach employed by the university students. This hands-on, participatory method not only enriched the children's

language skills but also fostered a more engaging and supportive learning environment.

Furthermore, the program highlighted the value of combining academic knowledge with practical application to address real-world challenges. The positive feedback from the children and the observed progress in their English proficiency underscore the effectiveness of the chosen methodology. Overall, the PPKM initiative not only contributed to the educational development of the children at Candra Naya Orphanage but also reinforced the role of community service in bridging educational gaps and fostering meaningful connections between university students and local communities.

Recommendations:

1. Enhance Cooperation

While the current level of cooperation among committee members is commendable, further improvement can be achieved by fostering deeper collaboration. Implement regular team-building activities and workshops to strengthen interpersonal relationships and communication skills within the team.

2. Increase Engagement Strategies

To make the program more engaging and impactful, consider incorporating diverse and innovative teaching methods. This could include interactive games, technology-based learning tools, or hands-on activities that cater to different learning styles and keep the children more actively involved.

3. Develop a Structured Feedback Mechanism

Establish a more systematic approach to gathering and analyzing feedback from participants and stakeholders. Regularly assess the effectiveness of the activities and make data-driven adjustments to ensure continuous improvement and greater relevance.

4. Expand Program Scope

Explore opportunities to broaden the scope of the activities beyond English language skills. Integrate additional educational components, such as life skills training, cultural awareness, or STEM subjects, to provide a more comprehensive educational experience for the children.

5. Foster Long-Term Partnerships

Build and maintain partnerships with other organizations, educational institutions, or community groups. Such collaborations can bring additional resources, expertise, and opportunities, contributing to more robust and sustainable program development in the future.

BIBLIOGRAPHY