

## Fun with english: An english learning assistance at SMK Warga Surakarta

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### Abstract

Mastery of English languages is vital in preparing graduates to compete on a global scale in order to improve the quality of human resources in the world of education. As a result, efforts to improve English mastery for the academic community are evidence of an institution's seriousness in realizing its commitment to international standard institutions. The Covid-19 pandemic is currently affecting a variety of industries, particularly education. The Study from Home (SFH) system has now been adopted by many educational institutions. This, however, isn't enough. Many parents express their dissatisfaction with having to accompany their children to their home study sessions. This is not a major issue for students from upper middle-class families, as their parents will almost certainly provide facilities and private tutoring. Students from lower-middle-class families have a different situation. They must learn to be self-sufficient within the confines of their current circumstances. One of the private vocational schools in Central Java is SMK Warga Surakarta. Students in this school have difficulty understanding English sentences, according to the results of interviews with English teachers. As a result, English language training is required at SMA Warga in Surakarta to improve students' comprehension.

Keywords: English learning, Study from home, Assistance

### Abstrak

Penguasaan bahasa Inggris sangat penting dalam mempersiapkan lulusan untuk bersaing dalam skala global guna meningkatkan kualitas sumber daya manusia di dunia pendidikan. Alhasil, upaya peningkatan penguasaan bahasa Inggris bagi sivitas akademika menjadi bukti keseriusan sebuah lembaga dalam mewujudkan komitmennya terhadap lembaga berstandar internasional. Pandemi Covid-19 saat ini berdampak pada berbagai industri, khususnya pendidikan. Sistem Study from Home (SFH) kini telah diadopsi oleh banyak institusi pendidikan. Namun, ini tidak cukup. Banyak orang tua mengungkapkan ketidakpuasan mereka karena harus menemani anak-anak mereka ke sesi belajar di rumah. Ini bukan masalah besar bagi siswa dari keluarga menengah ke atas, karena orang tua mereka hampir pasti akan menyediakan fasilitas dan les privat. Siswa dari keluarga menengah ke bawah memiliki situasi yang berbeda. Mereka harus belajar menjadi mandiri dalam batas-batas keadaan mereka saat ini. SMK Warga Surakarta merupakan salah satu SMK swasta yang ada di Jawa Tengah. Berdasarkan hasil wawancara dengan guru bahasa Inggris, siswa di sekolah ini mengalami kesulitan dalam memahami kalimat bahasa Inggris. Oleh karena itu, diperlukan pelatihan bahasa Inggris di SMA Warga Surakarta untuk meningkatkan pemahaman siswa.

Kata kunci: Pembelajaran bahasa Inggris, Belajar dari rumah, Pendampingan

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## 1. Introduction

Global competition in a variety of fields necessitates adequate and accountable skill and academic mastery (Handayani, 2016). Various efforts have been made in the world of Indonesian national education to prepare for this global competition, particularly to produce graduates who are able to compete both in higher education and in the workplace. In addition to the government's efforts through the Ministry of National Education, various schools, both primary, secondary, and higher education, have made their own efforts, such as proclaiming quality education and international standard management. This commitment has significant implications and consequences for the school/educational institution in question. Many things must be done, including improving facilities, curriculum, teaching materials, administrative and academic management systems, and, most importantly, increasing the capacity of human resources to carry out and support these commitments.

Mastery of foreign languages, particularly English, is critical in efforts to improve the quality of human resources in education (Niah et al., 2017). This is based on a number of factors. By imposing international quality standards, a school has committed to entering a management domain that is no longer based on local quality standards and demands, necessitating human resources who can comprehend the ins and outs of information required in the field in order to support their performance in meeting the institution's commitments. International standard schools must deliver materials in both English and Spanish. Of course, this is impossible if the teachers/teachers are unable to communicate in English (Handayani, 2016; Niah et al., 2017; Ningsih, 2017).

Currently, the Covid-19 pandemic is affecting a variety of sectors, including education. The Study from Home (SFH) system has finally been implemented in many educational institutions. This, however, is still ineffective. Many parents complain about having to accompany their children to their home study sessions. This is not a major issue for students from upper middle-class families because their parents will undoubtedly provide facilities and private tutors to assist them. Students from lower-middle-class families face a different situation. They must learn to be self-sufficient despite their limitations.

As a result, we strive to assist in resolving this issue by providing free English learning assistance. It is expected that an English learning mentoring program will be able to improve the students' ability to master English.

SMK Warga is a leading private vocational school in Central Java. The goal of this school is to prepare students to be religious. This school also teaches students how to be disciplined, have a strong fighting spirit, be responsible, work together, and love their country. Furthermore, students must develop into productive humans who are able to work independently, have an entrepreneurial spirit, and obtain employment as middle-level workers in the business and industrial worlds based on their expertise competencies. Students are also given science, technology, and art lessons so that

they can develop independently as they progress through higher education levels. The following issues can be identified based on the above analysis of the situation that is efforts to improve the quality of human resources, in this case students who have an impact on Covid 19, particularly in terms of English mastery, have not been planned and integrated.

## 2. Community development method

This community service program's outcomes are written using the descriptive method. Analyzing the course of these activities explains explanations related to the program, materials, and course of activities. Service activities were carried out online using Zoom. The activity was carried out for 5 hours.

## 3. Results community development

The activity started with a meeting between the school and the community service team. The various activities carried out were as follows:

### *Preparation*

First of all, the team of community services contacted one of the English teacher at SMK Warga, Surakarta. The team discussed the procedures of the activities. The activities carried out by the team of the community service to plan activities that include time, material and technical implementation of activities. The team also prepared a poster and registration link for students who registered themselves for joining the program.



Figure 1. A Poster for a Program Promotion

### Implementation

At first before explaining the main materials, the students were asked about their opinion of the important of learning English. Most of them answered that they needed to learn English because English is an International language. Some of the students also responded that they had to learn English in order that they were able to compete globally. The total of students joining English learning assistance was about 31 students: 87.1 % was boys and 12.9% was girls.

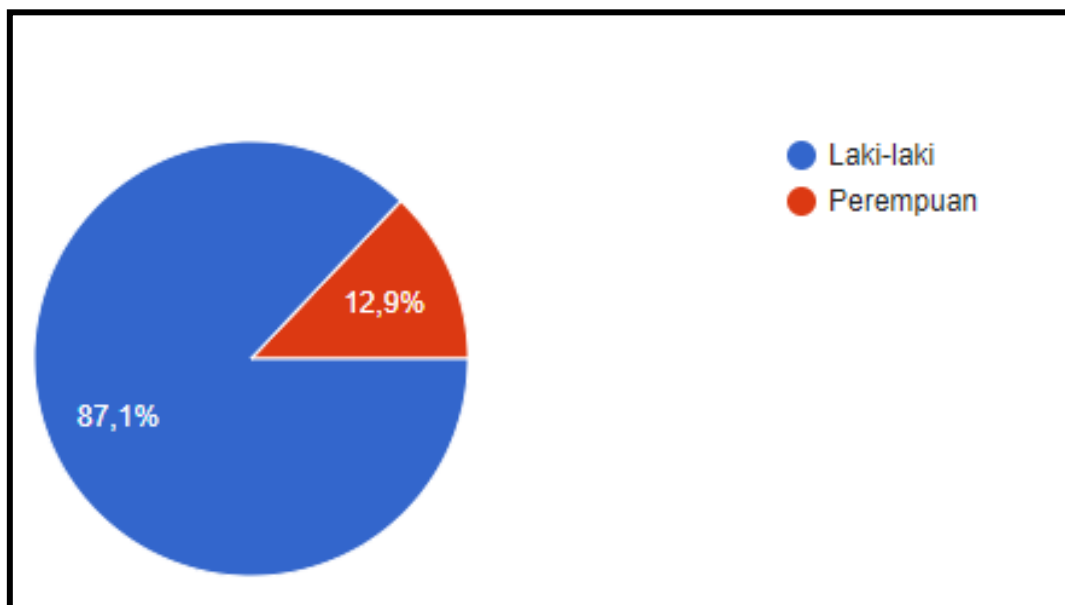


Figure 2. The Percentage of the Participant



Figure 3. Teaching Materials of Parts of Speech

The mentoring material provided in this service program includes basic skills that are very useful in supporting communication skills both orally and in writing. The subject matter is Structure and Reading. Structure is the foundation for mastering other basic skills because mastery of language structure can significantly improve

ability in other language areas. Tenses and parts of speech are among the structure materials provided.

Structure emphasizes understanding grammar-related concepts such as word types, sentence types, phrases, relationships between sentence elements, tenses, and so on. Knowledge of the language's structure is required not only for academic purposes, but also for those studying English for more practical purposes. This is due in part to the fact that the structure/grammar of each language is unique and often varies. English has a very different structure and grammar than Indonesian. This grammatical distinction, of course, affects both spoken and written forms of speech. As a result, understanding this structure will have an impact on other abilities such as listening, reading, and speaking.

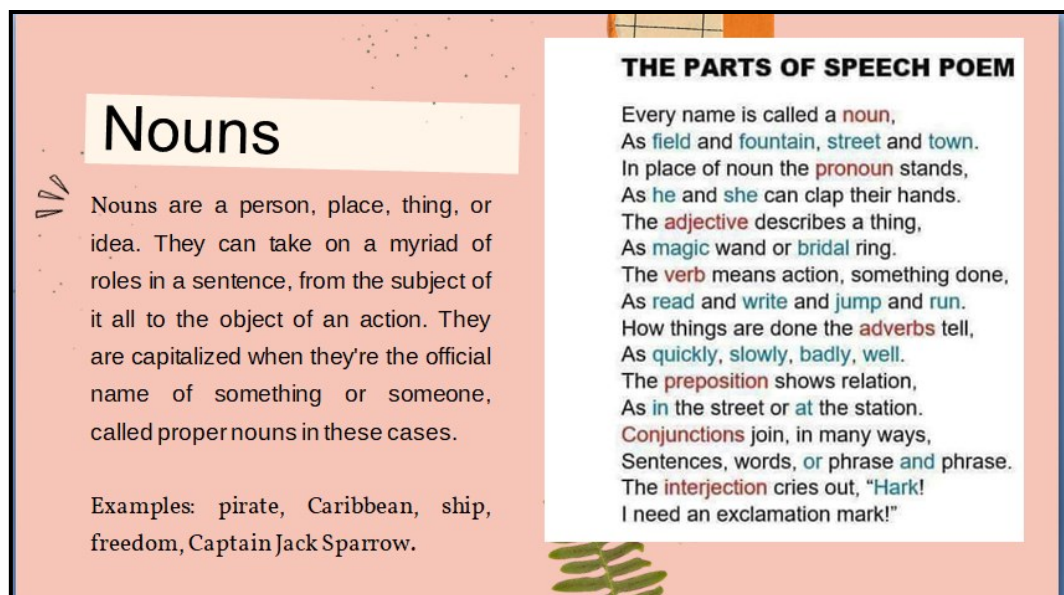


Figure 4. Teaching Materials of Nouns

Reading is assigned with the goal of preparing participants to understand a variety of English texts, both in terms of themes and levels of text difficulty. Participants are expected to understand the text in terms of content and vocabulary used with such material coverage. The primary focus of reading (especially reading comprehension) is text comprehension (reading). The most fundamental aspect of comprehending a foreign language text is vocabulary mastery. A reader will understand the content or messages contained in a text more easily if they have a large vocabulary. Vocabulary in reading can be divided into two types: general vocabulary and specific or technical vocabulary. The term "general vocabulary" refers to words that are commonly used in various levels of communication and are not specifically related to a specific topic. While special or technical vocabulary refers to words or terms that are only related to specific topics or fields. Another important aspect of reading is understanding the topic of reading and the message the author wishes to convey.



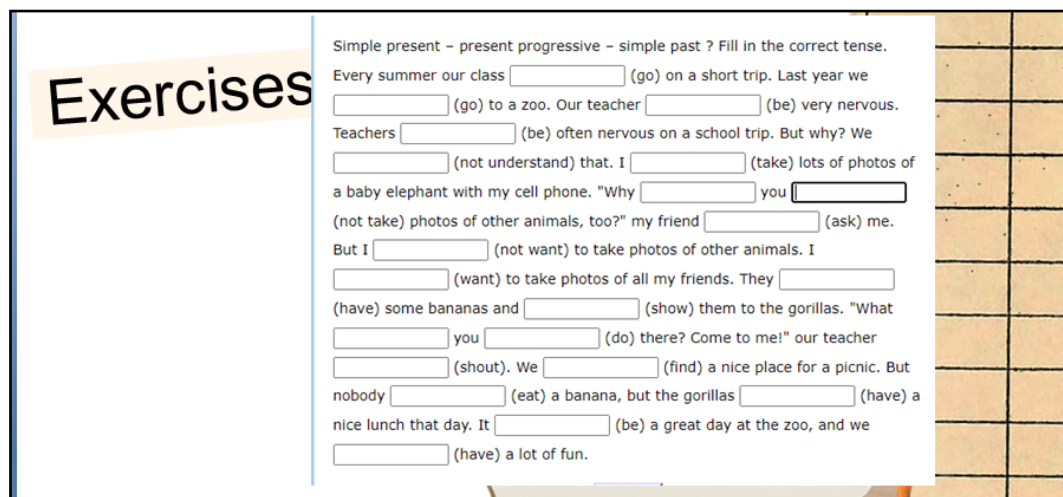


Figure 5. Teaching Materials of Tenses

### Program evaluation

The evaluation was done at the end of the program. The students were checked their understanding by giving them some exercises related to the materials being discussed. Besides, the evaluation was also done verbally. The students were asked whether they were enjoy the program. Most of them said that they were enjoy the program since the material delivered interestingly.

### 4. Conclusion

Students are expected to have adequate mastery of English after joining learning assistance, particularly in the three basic skills being trained. This capability is expected to aid in the achievement of school goals that have been declared as short-term objectives to be met. This program is also expected to motivate students to learn English in order to improve their English skills.

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