

Improving the English Skills of Elementary School Students in Tourism Areas

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ABSTRACT

English is an international language used by the global community from various countries to communicate with each other by default. However, not all people living in tourism areas, including schoolchildren, have fluent English skills. Even though school children are the next generation, who will later develop tourism potential in the area, this service provides English language training to elementary school students in potential tourism areas in Belitung Regency. The community service method is in the form of pronunciation training and short conversations in English, delivered in English games and songs. As a result, children become more proficient in vocabulary and communicating briefly in English. The results of this study indicate that children can quickly master foreign languages if their learning is in the form of fun games or songs. So that English skills can begin to be applied to children and later will make it easier for them to communicate with foreign tourists who stop at these tourist sites.

Introduction

English is an international language used in many countries around the world (Espinar & Rodríguez, 2019). All over the world, when people from different nations meet, they must use English as the medium of communication or communication (Nomnian, Trupp, Niyomthong, Tangcharoensathaporn, & Charoenkongka, 2020). English is essential to teach because it is an international language. One excels in knowledge, and it is imperative to master English. The benefits of learning English are related to scientific and technological developments, for example using computers, smartphones, the internet, software, and other forms of technology, all in English (Totok & Siti

Nur, 2021). Thus, English is an essential communication tool in all aspects of life, so learning English is now an obligation (Schwarz & Hamman-Ortiz, 2020).

In the past, English was considered a difficult and frightening subject. However, the curriculum has changed occasionally along with the development of science and technology that required mastering English (Sintadewi, Artini, & Febryan, 2020). Currently, English is considered something familiar to students (Mirza o'g'li, 2023). English, which was previously introduced to junior high school students, has now been introduced to elementary school students, and even students who are still in kindergarten have begun to be introduced to English even though

the context is still learning while playing or singing (Jassim & Dzakiria, 2019).

The increasing need to learn English means that many courses are developing rapidly. Formal education has also begun designing curricula for international classes. Many parents realize English's importance to their children, so they send them to non-formal education institutions such as courses or tutoring.

English lessons in elementary schools aim to introduce basic English materials (Suryana, Sari, Mayar, & Satria, 2021). At the elementary level, English is used for interaction with friends. The topic of the lesson relates to the context of everyday life situations. Students are invited to practice interaction with their friends, so they have no difficulty pronouncing English. Learning English in elementary school requires frequent practice to pronounce the pronunciation (Liu et al., 2019). There are five traditional approaches to teaching English to children, namely: a) learning through stories, b) arousing children's interest to learn English, c) using play as a teaching method, d) introducing rhythms and songs, and e) carefully prepared worksheets. Therefore, these five approaches can help children become actively involved in learning English (Suryana et al., 2021).

The educational problem in Belitung Regency is that learning English is delivered using the traditional rote method, which requires students to memorize several vocabularies within a specific time. It gives a feeling of boredom and boredom to students. As a result, the material taught by Jan cannot be understood perfectly by elementary school students. In addition, limitations in practicing English make students learn theory without being balanced with comprehensive practice even though tourist areas need fluent English practice and convincing tourists.

On average, most of the potential tourism communities in Belitung Regency have low English proficiency, so they really need training, especially in speaking and listening skills. It also

proves that the public need for English to support tourism potential development is very high. Meanwhile, people are divided into two groups: those who need English and those who do not show an interest in and need English. The community's reluctance to master English is triggered by a low level of education, with the majority of livelihoods being fishermen, so they do not have much free time and are more concerned with economic needs and the unorganized tourism potential (Afifulloh, 2018; Nasir et al, 2022).

By introducing English to elementary school children, children will learn more about the global world with one language, English. In addition, children can travel around the world because English is used in many countries. As an international language, it is time for English to be taught from an early age, such as in kindergarten or early childhood education, by giving students English lessons even at a beginner level. They were only told to memorize number names and color names in English. The government's policy to include English as local content for elementary schools is a step forward. When children enter junior high school, English is already familiar to them.

Only now, there has been an English course to answer the problem of the need for English, especially for elementary school children (Sintadewi et al., 2020). The tutoring program launched through community service exists to provide English tutoring for elementary school children to improve English communication quality. Learning English from childhood is essential because it is easier for them to absorb it optimally. The purpose of English tutoring for elementary school children is that children have an introduction to primary material about basic English, and children can say essential words and sentences in English that are related to everyday life.

English lessons in elementary schools are local content subjects taught according to need. English lessons are fundamental to be taught

young because they easily remember lessons (Espinar & Rodríguez, 2019). As stated, children are active and easy to remember. Elementary school children tend to learn from the environment around them, either from their peers or from adults. Therefore, the children's sensitivity and enthusiasm for learning English are very high. The opinion (Juhana, 2014) states that sharing many experiences for children learning the language is very important.

Method

The location for Community Service regarding English tutoring for elementary school children is at SDN 16 Sijuk, located in Keciput village, Sijuk District, Belitung Regency. This service of English tutoring involves 40 elementary school children from grades 1-4 who live around the Keciput village area. Partners in community service are all students of SDN 16 Sijuk, located in Keciput Village, Sijuk District, Belitung Regency. The tools needed in community service regarding English tutoring for elementary school children are guidance/course rooms, blackboards, markers, erasers, speakers, and textbooks/modules (Sintadewi et al., 2020).

The methods of implementing Community Service regarding English tutoring for elementary school children include socialization, game, training, and guidance. The socialization method is an initial step in introducing and approaching elementary school children (Sinaga & Oktaviani, 2020). The training is carried out in the form of training which aims to train elementary school children in knowing, speaking, and writing basic English. Guidance methods are carried out to guide and train elementary school children in understanding basic English by two English tutors who have guided English tutoring for elementary school children (Astawa, Mantra, &

Widiastuti, 2019). Through the English tutoring program for school children, the expected output is that elementary school children know primary English material as early as possible so that they can adapt at a higher level and children can practice saying essential English words/sentences related to everyday life.

Result and Discussion

The results and discussion of community service regarding English tutoring for elementary school children are:

- 1) The training is carried out in the form of training which aims to train elementary school children in knowing, speaking, and writing basic English. The children had difficulty pronouncing English words at the beginning of the English tutoring meeting (Suryana et al., 2021). After the third meeting, the children started pronouncing the words correctly, even though some participants uttered them incorrectly (Sabbilla, L., & Miftachudin, M, 2022).
- 2) Guidance methods are used to guide and train elementary school children in understanding basic English. 2 English tutors have guided English tutoring for elementary school children. During the English tutoring process for elementary school children, tutors must be able to adapt themselves to the character of elementary school children (Silinskas et al., 2020). They are more likely to make noise or disturb other friends when practicing pronouncing English words. They feel something is a joke for them when a friend mispronounces or says the word English (Sakriani, S., & Ammade, S, 2022).

- 3) There are class activities in English tutoring for elementary school children, namely:
- a. Play: Children feel comfortable playing with their families or peers. They feel solid in building something new or foreign to them (Murray & Harrison, 2011). Play is helpful and encourages many students to sustain their interest and work. In playing technique, the tutor designs a game that interests students to play while learning English. The aim is to entertain but sometimes challenge students to want to know more.
 - b. Sing : Elementary children like singing techniques when learning English. They were happy and clapped when the tutor asked them to sing an English song (Muktamar, Rahayu, Rachman, & Rahayu, 2018). This technique helps children to memorize English words quickly. This technique also helps children to pronounce words.

There is an effortless for children to learn language through experiences and objects around them. They learn from their own lives or what they experience. In comparison, Halliwell (2004) explains that children are creative in developing concepts and grammar. Thus, a teacher or tutor must prepare materials and methods or learning activities that are appropriate to the conditions or lives of the children. According to Moon (2000), children enjoy learning from everyday life and develop naturally. Children feel familiar with their environment and their own experiences. Children will play in groups and never get bored playing with their peers (Afghani et al, 2022).

Table 1. Steps English Tutor

Aspect	Steps
Strengthening	This training strengthens students' English skills in terms of conversation and communication. Students become more confident in making short conversations in English. Through conversation, students can practice vocabulary as well as pronunciation in English. As a result, students are more able to memorize English vocabulary along with their pronunciation, and students can practice communicating in English with foreign tourists (Nurhantoro et al, 2021).
Contrasting	Learning English at the elementary school level is limited to collecting vocabulary. However, specifically, tourism areas have more demand than that. Tourism locations allow students to meet foreign nationals more often, so students at these locations need to practice foreign language skills in conversational contexts (Aini, M. R., & Nohantiya, P, 2020).
Comparing	After practicing English conversation, students become more confident in communicating in English. At first, students felt insecure because they worried there would be mistakes in English pronunciation. However, after practicing in games and songs, students became more confident and accustomed to pronunciation (Herdyastika, M., & Kurniawan, M, 2020).

Conclusion

This activity concludes that learning English is essential, especially in areas with international tourism potential, such as in Belitung Regency. Elementary school children need English language skills to become the next generation with high qualifications. Several techniques for learning English are easy and fun

for children, such as playing and singing. These two techniques are under the psychology of children who like and play and sing more than study. So teachers must package any learning materials, including English, in educational and fun packaging of games and songs. This method was effectively applied to elementary school students at SD N 16 Sijuk and significantly improved their English skills.

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