

English Language Learning-Based Open Space (ELLBOS) for young learners in the tourism area

Nehru Pasoloran Pongsapan¹, Andi Anto Patak²

English Education Department, Faculty of Teacher Training and Education, Universitas Kristen Indonesia Toraja, South Sulawesi, Indonesia

e-mail: pongsapannehru@gmail.com

English Department, Faculty of Languages and Literature, Universitas Negeri Makassar, South Sulawesi, Indonesia

e-mail: andiantopatak@unm.ac.id

Abstract

This research aims to actualize the Tana Toraja district government program as an "English Speaking Area". This research also is subject to improve English communication skills for the young learners in Tana Toraja and produce English Language Learning-Based Open Space (ELLBOS) as a prototype of an English language teaching approach for young learners in the tourism area. The research applied the ADDIE research design consists of three cycles: preparation, implementation, and evaluation. This research found five issues: (1) participant reported that they are enthusiasm in English lessons; (2) the participants need to learn English; (3) the English-speaking skill is essential for students; (4) students revealed that are unhappy in learning English in the classroom; (5) students experienced peaceful learning atmosphere if learning English outside the classroom. This research recommends the significance of applying the English Language Learning-Based Open Space (ELLBOS) for young learners in the tourism area. It is good if the teacher does English learning outside the classroom with open space to feel free to explore their potency in learning English.

Keywords:

English language learning; open space; tourism.

1 INTRODUCTION

Life in society will undoubtedly change. Change itself aims to provide new values and change society's order and life (Hurrell, 2007). It is very natural for each region to experience a process of social change (Elder Jr, 1994; Greenwood & Levin, 2006). Because the social process occurs anytime, some social processes are dynamic, and some are static. These social changes include, among others, the fields of economy, education, culture, and mindset. In a community life order, it must directly or indirectly experience a cycle of cycles. The cycles in each of these cycles are always related to time and are never separated from the cycles of time because time itself is an aspect of social change. Just as in time itself includes several processes which these processes can lead to progress or decline. The relationships that occur in people's lives can never be separated from social phenomena and processes of change.

Minister of Education and Culture of the Republic of Indonesia has initiated the change in the education bureaucracy where educators can innovate to determine learners' success (Anis & Anwar, 2020). Furthermore, it is said that the teaching staff starting from the elementary school level to the tertiary institutions carry out exhaustiveness on paper by spending time and energy doing all kinds of preparations under administrative demands. The time should be used to carry out innovative and creative teaching and learning processes through flexible methods and learning strategies.

Through the Ministry of Education and Culture, the government started an educational revolution in 2019 at the primary, secondary, and higher levels. The concept adopted in this revolution was freedom of learning in all aspects of formal education (Effendi, 2020). However, it seems that there are still many people who doubt whether Indonesia is ready to implement this independent learning system. One of the reasons most discussed is education infrastructure. The concept of independent learning is very different from the existing curriculum used by formal education in Indonesia. This new educational concept considers the individual cognitive abilities and uniqueness of students. The difference between this new education concept and the curriculum used previously is that students are expected to be able to demonstrate minimum abilities in terms of "literacy" and "numeracy" (Anis & Anwar, 2020). The focus is not how much students can get grades through assignments from teachers but how students can think critically using their cognitive ability.

Thus, this research proposed the learning strategy based on the freedom to learn for English language learning and teaching to the community around the Tana Toraja, South Sulawesi, as a popular tourist destination. The researchers have started to implement this research in 2017 and proposed the learning and teaching strategy using open spaces approach equipped with a portable whiteboard. The open spaces require the teacher adaptation to open learning spaces (Alterator & Deed, 2013). This program was implemented in cooperation with the Tana Toraja district government as a sponsor of this research. This program aims to provide knowledge and proficiency in English both orally and in writing to the people of Tana Toraja, especially those who live around tourist objects in Tana Toraja, with their communication skills, of course, they can be used to interact and provide an explanation of their existence, Toraja customs and culture and a tourist destination for foreigners visiting Toraja.

This research aims to actualize the Tana Toraja district government program as an "English Speaking Area." This research also is subject to improve English communication skills for the young learners in Tana Toraja and produce English Language Learning-Based Open Space (ELLBOS) as a prototype of an English language teaching approach for

young learners in the tourism area. Therefore, to achieve the objective of the research, the researcher formulated the interview question as follows:

- Do you enjoy learning English? (very happy, happy, no answer, not happy, very unhappy)
- What are you studying English for? (talking to tourists, being used to understand English reading, watching English cartoon films, talking to English teachers, talking to friends)
- What skills/knowledge from learning English do you like? (speaking, reading, no opinions, writing, listening)
- What do you think about learning English in a classroom? (really like, like, no answer, dislike, really dislike)
- What do you think about learning English outside the classroom? (very like, like, no answer, dislike, very dislike)

2 METHOD

2.1 Research design

The research applied the ADDIE research design consists of three cycles: preparation, implementation, and evaluation (Branch, 2009). The steps of the research design are presented below:

2.1.1 Cycle 1. Preparation

Activities related to the preparation stage are as follows:

- Compilation of learning materials for teaching materials and assessments as well as attendance lists of participants.
- Prepare learning facilities and infrastructure.
- Prepare a place at each tourist destination.
- Prepare participants/learners.
- Prepare an identity card for each instructor
- Provide training to instructors.

2.1.2 Cycle 2. Implementation

This stage involves the following activities:

- Implementation of teaching / acquiring English. Teaching English for 30 (thirty times) meetings at each location/place, with different schedules (days and hours).
- Assistance in the implementation of the process of teaching/acquiring English activities. Mentoring activities were carried out five times.
- Evaluate and monitor activities jointly by all instructors and provide feedback and material preparation.
- Monitoring activities are carried out at all locations and according to schedule.
- The evaluation activity is carried out at the end of each place's activity and carried out by the instructor and the companion team.

2.1.3 Cycle 3. Evaluation

The evaluation was carried out using a non-test, namely a questionnaire. to get learners' perceptions of the learning process.

2.2 Research Setting

This research was conducted from 2017 to the beginning of 2019 before the Corona Pandemic. The locations of the research are based on the Decree of Cooperation Agreement number. 35/II/2018 and 10.a/UKI/KEP/II/2018 Article 2, paragraph 2 on the scope of the Implementation of English Language Learning Activities determined by the Government of Tana Toraja Regency, Indonesia consists of fifteen areas as follows:

- Tongkonan Sillanan
- The scenery and Tongkonan Sassa'
- Agro Tourism of Pango- Pango
- Traditional house Potok Tengan
- Buntu Burake Religious Tourism Object
- Tilanga' Natural Bath
- Lemo Stone Grave
- Talando Tallu Waterfall
- Tongkonan Papa Batu Tumakke
- Suaya Stone Grave
- Kambira Baby Grave
- Macula' Hot Spring
- Sasana Buda Makale
- Tumbang Datu Tourism Village
- Tampang Allo.

Teaching English is held for 2 (two) hours each face to face and is held every 3 to 4 days every week at each location with a varying schedule. Realization of the implementation of an average of 30 (three) meetings during the activity.

Because this program applies the theory of language acquisition instead of the theory of language teaching, the process is through communicative methods based on context, so that the environment, real situations, and conditions become "Realia" media and teaching activities are carried out in various available places according to material demands. For example, teaching and learning needs in traditional houses, barns, parks, and tourist objects as places for carrying out activities, learning facilities, and infrastructures such as medium-sized whiteboards for easy portability, stationery, and teaching materials.

2.3 Participant

Participants in this activity are expected to be managers of tourist objects, sellers of souvenirs for young people who drop out of school, or people who live around tourist objects. However, the fact is that generally, the participants/learners come from junior high school / vocational high school students, young learners from tourism object managers, souvenir sellers, or residents who live around tourism destinations. The reality is that most elementary school students who take part in these activities are accommodated by one of the criteria/conditions set out in the participant recruitment process. The reasons why the participants are young school learners are (1) parents are ashamed of studying with young school learners; (2) busy with routine activities as souvenir sellers; and (3) age.

Another provision is that the number of participants in each tourist destination/place is between 10-15 people. The fact is that according to the attendance list and the observation of the counterpart team, the number of participants in each place and at each meeting varies; the fact is that it is not something extraordinary but something that is already ordinary. This may be caused by laziness. There are assignments (homework) from school, preparation for mid and end semester exams and community activities / traditional ceremonies, and bad weather such as rain.

2.4 Instructor

Instructors the English teaching/acquisition program is a student of the English education study program. The Christian University of Indonesia Toraja is an educational achievement reward/incentive, so it aims to provide rewards/incentives for outstanding students and rewards given to them through the teaching process.

The instructor recruitment process is selected based on the following criteria:

- Students of the English Department
- Students who excel, as proven by a GPA of 3.50
- Have achievements in competitions in English: English Speeches and Debates or have experience as an English course instructor.

Under the number of tourist objects designated as the place for implementing activities, namely fifteen areas, the team was selected and passed 30 students as instructors and assigned 2 (two) people for each tourist destination. It is essential to consider that when one person was unavailable, then the other task and change roles are, one person teaches then the other takes the document.

3 RESULTS AND DISCUSSION

The researcher concluded the young learners' responses based on the five issues or questions on interview questions sessions. Issue one, participants reported that they like English lessons; the attendance of the learning process also evidences this. The enthusiasm of the participants is represented in Figure 1 below.



Figure 1. English Language Learning-Based Open Space (ELLBOS)

The young learners are very enthusiastic about learning English at tourist destinations. Teaching young language learners should be based on their knowledge (Pinter, 2017). Moreover, by learning English during the holidays, they are increasingly enthusiastic. Vacation time is a highly anticipated time for young learners. Young learners are very dreamy of holidays in tourist destinations. Parents may want relaxation on the beach, mountains, or places far from the metropolitan area. Then there are some people, especially young learners, who vacation with the aim of honing their English skills. Toraja is one of the world's tourist destinations, is very crowded visited by foreign tourists. These tourists who visit Toraja are like language laboratories that are indirectly for young learners learning English; they can meet in person with native speakers.

Issue two, the participants need to learn English. Young learners reported that they are learning English because they want to communicate with foreign tourists (Asmali, 2017). Toraja regency as a tourist destination for students in their daily lives, they always see and meet foreign tourists so they miss one day they will communicate with foreign tourists. Nowadays, more and more young learners are seriously required to learn English. Besides, many countries in the world, including Indonesia, include English in subjects. From kindergarten to college. To follow the lessons well, young learners today are required to learn English from a very young age. Perhaps nowadays young learners are also required to learn English more seriously.

Issue three, the English-speaking skills are essential for young learners. The data collected found that speaking skill was the English skill they liked the most. The English language teaching program through an open-space learning process emphasizes communication competence; thus, it is only natural that participants choose speaking skills to learn English and the need to communicate together with foreign tourists. Speaking skills are an essential part of learning English (Usmonov, 2020). Speaking skills are used in conversations with study partners or tutors on-site, but it will feel different if talking directly to native speakers. Talking directly to native speakers creates a nervous attitude for fear of being wrong, even corrected by the native speaker as a speaking partner. Learning in Open Space makes young learners get the experience of speaking directly with native speakers, and young learners can also explain the local culture to native speakers.

Issue four, students revealed that they are unhappy learning English in the classroom. The environment has a big influence on individual behavior, including the classroom atmosphere. Therefore, the classroom environment must positively influence students (Barth et al., 2004). For students' enthusiasm for learning to grow, the classroom environment should inspire students to learn starting from light, air, color, facilities, etc. If the classroom lacks light and air, it will constrict and make eyes tired. Then for color determination, try to choose a bright one. Do not forget to include an inspiring display—significant figures, motivational sentences, student work, props, and so on. The mood of students is also influenced by the atmosphere of learning in the classroom. Thus, if the process is fun, students' motivation to learn will automatically increase. Classes become interactive because of the active students. To create an enjoyable process, the assessment techniques must also be prepared in a variety of ways. Ask students questions according to what they want to measure. For creativity and originality to arise, it is necessary to make open questions. This question has the character of making students feel challenged to achieve something more but still within reach. If that is the same question, it is too easy, then students' enthusiasm to give more effort will not arise. On the other hand, if it is too difficult, it can kill students' efforts. Hence, an English teacher must be a creative teacher.

Issue five, young learners feel a peaceful setting if learning English is conducted outside the classroom using an open space approach. Young learners can also directly experience the objects around them as teaching materials by learning in the school garden (Passy, 2014). Millennials tend to give better outcomes to a lesson if they are close and relevant to everyday life. This is one of the biggest challenges in Learning English in Indonesia. Because English is not a second language, let alone a first language. In this country, English tends to be the third language, even the fourth language after Arabic. Thus, to make English closer to daily life, teachers can add vocabulary, mainly if the teacher teaches elementary school. Make sure that the vocabulary learned is the meaning of objects that can be found in everyday life. It is good if the teacher does English learning outside the classroom to be freer to explore.

4 CONCLUSION

This research found that English Language Learning-Based Open Space (ELLBOS) can increase learning students' motivation. ELLBOS could improve English communication competence for the young learner. ELLBOS leads young learners to experience fun English learning, and it is considered daily life-based learning. Thus, to make English closer to daily life, teachers can add vocabulary, mainly if the teacher teaches elementary school. Make sure that the vocabulary learned is the meaning of objects that can be found in everyday life. It is recommended if the teacher does English learning outside the classroom to be freer to explore. This program also supports the Ministry of Education and culture's policy in terms of freedom of learning.

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