

FUN LEARNING BASED ENGLISH COMMUNICATION COMPETENCY TRAINING IN TEACHER WORK GROUP OF OFFICE ADMINISTRATION IN SURAKARTA

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ABSTRACT

The era of globalization has impacted the economic and technological progress. Information technology developments are running fast, so much needed a concept and learning mechanism of teaching-based information technology packed into the form of digitalization of Method. Based on the preliminary observation and study that most teachers have not been able to create Fun learning-based competence in supporting the quality and success of learning activities. English Competence Training aims to improve the knowledge and skills of teachers in vocational high school in making learning methods more variative and innovative.

Results obtained from training are: 1) Improvement of teacher skills in Fun Learning based English competence management 90 %, 2) Improvement of teacher skills in Fun Learning based English competence Implementation 88%, 3) Improvement of teacher performance skills in productivity in creating Fun Learning Based English Competence has reached 88 %.

Keywords: Competence, English Language, Fun Learning

INTRODUCTION

The era of globalization has impacted the economic and technological progress, thus increasingly forcing the quality and competent Human Resources (HR) in various sectors of the business to address and deal with increasingly competitive competition. That means to gain recognition of competence in their field then Human Resources need to be improved, talking about life certainly we know how important education is in this sophisticated era today, in the creating of a better life. Education is synonymous with transferring knowledge for the realization of the learning process. Education and training competence of educators are one of the forms of sustainable development of profession that aims to improve the quality of education in educators (Yulia & Dewi, 2018) One of the educator's activities is the effort to realize the learning activity conducted between teachers and educators to make learners more active learning and develop their potential to be better. During the learning process so students

can be actively stimulus from effective learning activities. Active learning can be created when a teacher has skills in class management, the management of classes in this means the conscious effort to regulate the learning process systematically. The conscious effort includes the preparation of teaching materials, the provision of means and props or learning media, setting up the learning space, and creating a conducive learning atmosphere, so that learning goals can be achieved (Djamarah dan Zain, 2010:178). Furthermore, Teachers are expected to implement creative learning methods, varied

and focused in the development of student activity, thus stimulating students more active in the learning process.

English is the second Language that children get after mother language (first language). When the mastery of first Language is good, it affects the child's ability to acquire a second language, English and others. (Ellis, 2010:11). English is an international language that is the main competence that millennial humans should have (Chusnu, 2018). English learning has started to be applied at school. no exception to vocational high school in essence with the implementation of English competence is useful to develop the activities, skills, and creativity of the children of learning participants, through various interactions and learning experiences.

The Minister's Regulation No 22 Year 2006 (BSNP, 2006) The Minister's Regulation on the standard of English learning in Secondary schools is more directed at the achievement of verbal language competence as expressed in English learning goals. English Language Lesson in Vocational High School aims to make learners have the ability to Develop competence communicating in a verbal form limited to accompany action (*language accompanying action*) in the context of school has awareness of the essence and importance of English to improve the competitiveness of the nation in global society. In order to achieve that goal, the teacher should be more emphasized on listening learning and speaking. Components or aspects of his supporter s' language such as vocabulary, grammatic, pronunciation, and intones.

Based on the observation and preliminary study in Surakarta City suggests that most strategies or techniques used by teachers in teaching tend to be conventional, i.e. after teaching to pronounce vocabulary repeatedly (drills), the teacher explains English vocabulary by translating, i.e. giving his solid in mother language (Indonesian language). The utilization of the first language (L1) when done too often, even dominating is not good or not helping students mastered the language learned. Therefore, teachers should be able to be a good target language model, using English in class.

The purpose of Training in Devotion to Society are to improve the knowledge and skills of teachers in vocational high school in making learning more variative and innovative, and to enhance the teacher's knowledge and skills in making Fun Learning English-based competence with the Use of Jokes Video, the use of English songs in learning, and Explanation easily using the Media of Pictures (Slide-Introduction),

METHODS

Devotion to the community takes place from June - November 2020. The targeted audience in this training is the Teachers Work Group Automation and Office Governance in Surakarta. the training method is training through Webinar conducted by devotion team to the community from Communication and Office Technology Research Group. Training is conducted in accordance with syntax or stages of devotional activities that have been determined during cooperation with partners as follows: 1) the stage of socialization explains the purpose of training, 2) *focus group discussion* (FGD) Stage which aims to identify the problem in the field and the equation of perceptions in the process of making English competence based Fun Learning, 3) training stage of English communication competence based on Fun Learning, 4) monitoring and evaluation stage of execution, 5) as well as stakeholder and revision input.

DISCUSSIONS

1. Fun Learning Based English Communication Competency Training

Fun Learning-based English communication *competency training* was held on 18-19 November 2020 conducted online to minimize the spread of the Covid-19 virus. This activity was held for The Teacher's Deliberation of Subjects (MGMP) Automation and Office Governance (OTKP) in Surakarta, which was attended by 150 teachers. This training was held because most teachers felt that English competencies were still incompetent, so the partners wanted fun learning-based English communication *competency training* so that teachers could make good learning innovations that could be implemented in the learning process.

The training material was delivered by the community service team of Communication Technology Research Group and Office Administration Education Study Program, Sebelas Maret University Surakarta. The material presented is related to the utilization of *Fun learning method*. There are several ways ranging from The Use of *Video Jokes*, the use of English songs in learning, and the introduction of easy use of Image media (*Slide-Introduction*). The utilization of *Jokes Video* and the use of English songs is not only for the entertainment of students, but more importantly to teach English. Therefore, in this training, teachers in high school in MGMP Surakarta were introduced ways to create English competencies through the use of *Video Jokes*, the use of *English* songs in learning, and introductions easily using image media (*Slide-Introduction*). In this training, teachers were given ways and tutorials to use *Jokes Video* as ice breaking learning, introductions using *variations* of English vocabulary in the form of Images or slides *and* the use of English songs in learning. After the teacher gets the material on the use of *Fun learning method*, the teacher is given the task to practice the selection of *Jokes Video* that will be played during the introduction in the learning and deliver introductions in English with variations of other Vocabulary in their respective schools and teachers in practice are very enjoyable and enthusiastic about the training held, and want to be training continued with online mentoring methods in the process of deepening the competencies of English communication based on *Fun Learning*.

2. Improving Teacher Performance through Fun Learning-Based English Communication Competency Training

Fun Learning-based English communication *competency training* aims to improve teacher performance in improving English communication competencies in learning towards teachers who are professional and proficient in designing learning tools and applying them in learning activities. Teacher performance improvement is contained in the following figure:

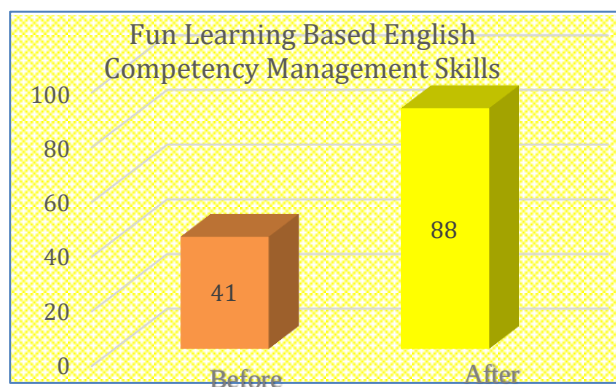


Figure. 1: Fun Learning Based English Competency Management Skills

Based on Figure 1 on Fun Learning Based English Competency Management *Ability* that there was a very high increase, at the time before the training showed 41% and after training increased to 90%. This resulted in a 49% increase in Fun Learning *Based English* Competency Management Capability. For performance assessment of English Competency Management Ability Based on Fun *Learning* seen from planning, making up to the results of the learning.

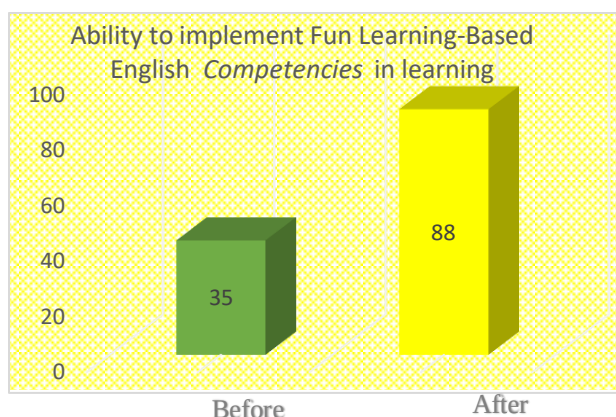


Figure 2: Ability to implement Fun Learning-Based English Competencies in learning

Based on Figure 2 on the ability to implement Competencies in learning that there was a very high increase, at the time before the training showed 35% and after training increased to 88%. This resulted in an increase in the ability to implement Fun Learning-Based English *Competencies* in learning by 53%. For performance assessment of the ability to implement Fun Learning-Based English Competencies in learning, it is seen from the implementation carried out by teachers in the learning process.

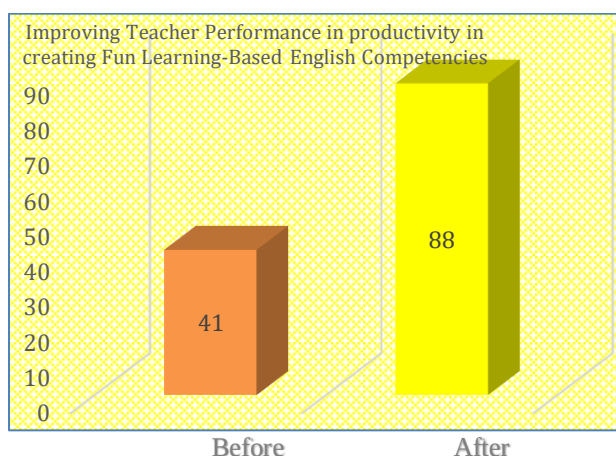


Figure 3: Improving Teacher Performance in productivity in creating Fun Learning-Based English Competencies

Based on Figure 3 on the ability of teachers' performance in productivity in creating competencies that there was a very high increase, at the time before the training showed 41% and after training increased to 88%. This resulted in an increase in teacher performance in productivity in creating competencies by 47%. For the assessment of teacher performance in productivity in creating competencies seen from the productivity of teachers in producing competencies that can be a tool in learning.

CONCLUSIONS

The conclusions obtained in this community service are as follows: (1) The improvement of teachers' ability in Fun Learning-Based English Competency *Management* has been achieved by 90%., (2) The improvement of teachers' ability to implement Fun Learning-Based English Competencies in learning has been achieved by 88%., (3) Improvement of teachers' performance ability in productivity in creating Fun Learning-Based English Competencies in learning has been achieved by 88%.

Recommendations of this community service activities are: (1) Teachers are expected to maintain the ability in the management of Fun Learning-Based English Competency *Management Skills* that have been optimal, (2) Teachers are expected to improve their ability to implement fun learning-based English Competencies that have been created in the learning process, (3) Teachers are expected to increase productivity in creating Fun Learning-Based English Competencies *to the maximum*.

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