



English Corner at PGRI 7 Vocational High School English Room for Students at SMK PGRI 7

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Abstract: The Community Partnership Program (PKM) aims to increase the creativity of English teachers and overcome several problems such as lack of understanding of learning methods, administrative limitations, learning tools and infrastructure. The solutions offered include providing training to vocational school teachers, providing learning tools according to the curriculum, making teaching aids, building adequate facilities and infrastructure, and holding training to design innovative learning tools. Solution methods for partners involve Information Technology (IT) training, using media and conversation modules as teaching materials, as well as providing English conversation modules for vocational students. Apart from that, internships are recommended for STKIP Bina Insan Mandiri students. The target of this PKM activity is to help English teachers improve the learning process and learning outcomes, as well as increase vocational school students' ability to communicate actively using English through conversation.

Keywords: English room, English teaching, PGRI 7 SMKS

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PENDAHULUAN

The progress in vocational education lies in the ability to develop and organize specialized programs and the proficiency in the English language as basic knowledge and an added value in both the job market and business field. It serves as the forefront that connects graduates to the workforce, particularly at SMKS PGRI 7 Surabaya, which offers two study programs in accounting and office administration, where English proficiency is highly sought after. The English language skills of vocational school graduates are an asset for entering the job market or starting a business.

Within the Community Partnership Program, emphasis is placed on the creativity of teachers, especially those teaching English, in sharpening the students' English proficiency so they can communicate fluently using the language (Nurbiana:2013). Hence, this community service is directed towards the partner institution, namely: SMKS PGRI 7 Surabaya, located at Jl. Raya Lidah Wetan No 1, Lidah Wetan, Lakarsantri District, Surabaya City, East Java Province. The English language teachers at this vocational school consist

of only one instructor. The learning takes place in a building made of semi-permanent materials. Considering the educational background of these teachers, there's a need to enhance their knowledge about teaching and its tools.

Based on the analysis of the current situation, the problems faced by this institution are: 1) Lack of familiarity with various teaching models and methods, 2) Basic administrative practices, 3) Limited teaching aids, 4) Inadequate learning media, 5) Insufficient facilities, lacking a language laboratory or specialized language classrooms, especially for teaching English., and 6) Some educators lacking the required qualifications of a Bachelor's Degree in Education (Musfiqoon:2012). According to the conducted survey, suitable teaching media has not yet been established. As per Wulan (2011), teaching requires the addition of joyful learning and the use of an active communicative approach in the classroom to stimulate students' creativity and engagement in communicating in English.

Human resources are a crucial aspect in enhancing the quality of the teaching-learning process, especially in teaching English to vocational students. The English language instructors at SMK PGRI 7 Surabaya require improvement in their teaching process skills to be effective, high-quality, and proficient. Additional facilities and resources are needed in classrooms. There's a necessity for mentoring the English language instructors to enhance their teaching skills, especially in English language instruction. How a teacher can motivate students to become adept and fluent in communicating in English and develop their creativity in the learning process is crucial. In this context, the role of teachers and specialized facilities, particularly audio-visual aids, significantly influences listening skills and active speaking in English.

Based on the analysis of the situation at SMK PGRI 7 Surabaya, the issues being faced significantly impact the decline in students' English speaking skills, consequently leading to a decline in the quality of SMK graduates. This is primarily due to human resource issues, namely the lack of English teaching expertise among teachers, incomplete educational management implementation, and limitations in learning facilities. The problems faced by the partner are divided into two categories: human resource issues, educational management, and limitations in facilities.

Active English language learning at vocational schools is crucial. This holds substantial responsibility, especially for English language teachers. Hence, in teaching English, teachers are expected to be active in utilizing various teaching models and methods to stimulate students' engagement in communicating using English in the classroom. Additionally, the use of resources like LCD screens significantly influences learning outcomes. Teaching English requires direct speaking practice, which can be achieved with supportive learning facilities such as language laboratories or, at the very least, a classroom equipped with an LCD, laptop, and sound system for English language instruction. This is because audiovisual aids can better stimulate students' learning compared to manual methods.

At SMK PGRI 7 Surabaya, teaching staff lack insights into effective English language instruction, and there is a scarcity of supportive facilities for active English language practice, such as the absence of language laboratories or English Corner classrooms. Furthermore, there is a significant gap in the use of media for teaching at SMK PGRI 7 Surabaya. Introducing an English Corner and increasing media utilization in every lesson would assist students in comprehending conversations with native speakers and mastering English vocabulary, making it easier for them to practice (Musfiqoon:2012).

There are several issues faced by partners that require solutions to improve students' ability to speak English. This urgent need shows the importance of creating a classroom that can function as an English Corner, which is the technical part of the English Corner design and planning process.

METOD

Based on the existing objectives and outcomes, the execution of this Community Partnership Program (PKM) in addressing the current issues requires the implementation of solutions using specific methods and a series of steps in activities.

Implementation Method and Activity Steps. In the application of the Community Partnership Program for SMKS PGRI 7 Surabaya as a partner due to the outlined issues, the problems identified by the partner based on the analysis of the existing situation are as follows:

1. Limited administration
2. Limited teaching aids
3. Incomplete development of learning tools
4. Inadequate use of teaching methods and media
5. Limited facilities
6. Lack of a specific English conversation module
7. Educational qualifications of some instructors not meeting standards
8. Absence of an English laboratory/English Corner
9. Students' English listening and speaking abilities are significantly deficient.

Offered Methods

The method proposed involves providing workshops, training sessions, and intensive mentoring for the teaching and learning process, particularly focusing on the subject of English. This initiative aims to motivate teachers in their professional activities and enhance their pedagogical and managerial skills. The goal is to achieve quality learning outcomes where vocational school students can proficiently listen to, comprehend, and communicate effectively in English. From the workshop implementation, several solutions are anticipated to be offered:

- A. Providing training for teachers on:
 1. Complete administrative and teaching tools
 2. Application of teaching tools in instruction
 3. Enhancement of media usage and varied teaching methods in learning and their implementation

4. Addition of audio-visual aids in English teaching
- B. Augmenting facilities:
 1. Laptops, LCDs, sound systems, and internet networks
 2. Development of specific modules for active English conversation
 3. Establishment of an English Corner.

RESULTS AND DISCUSSION

Furthermore, to validate the achievement of the solution method for partners, the following steps are taken:

1. Providing guidance during training/workshops for teachers involved in the English Language Teachers' Working Group (MGMP Bahasa Inggris) in the vicinity, focusing on workshop substance teaching using various English language media and methods. Subsequently, the execution follows
2. Workshop and training on "English Corner in Enhancing Vocational School Students' Competence."
3. Active English conversation module for vocational school students (SMK).
4. Placement for Teaching Practicum (PPL) and internship for students of STKIP Bina Insan Mandiri Surabaya, along with
5. Implementation Mechanisms for Activities.

The design of the activity implementation mechanism for this Community Service Program (PKM) is conducted by adopting action research steps consisting of four stages: planning, action, observation and evaluation, and reflection (Arikunto:2006). The activities or tasks within each stage are as follows.

A. Planning

Activities conducted in the planning stage include:

1. Formation and preparation of the vocational school teachers' workgroup. The implementation team is invited to hold preparatory meetings involving the head of the Research and Community Service Center at STKIP Bina Insan Mandiri. They are briefed on the purpose, objectives, and design of the Community Service Program (Abmas) (2018), along with technical aspects related to the implementation methods/techniques.
2. Abmas program socialization at partner schools (target audience). Socialization occurs through coordination by inviting all teachers and School Principals related to the upcoming program. The implementation team, accompanied by the head of the Research and Community Service Center at STKIP Bina Insan Mandiri Surabaya, conducts this socialization activity
3. Development of training programs. Based on the identification and analysis of existing problems, needs, and school potential, a training program is subsequently developed.

B. Action

Actions within this activity involve: (a) forming vocational school teacher workgroups, (b) enhancing teachers' knowledge and skills in teaching tools and the use of English language instructional media, especially audiovisual aids, (c) demonstrating the use of media and various teaching methods in English language teaching, (d) coaching and training to enhance the use of English language instructional media, particularly audiovisual aids, and (e)

training in the use of various media and teaching methods in active English language conversation at the English Corner.

C. Observation and Evaluation

Observation is carried out on the process of improving the use of media in English language teaching by partner teachers. Field notes serve as the instrument. Observed aspects include obstacles, deficiencies, and weaknesses arising during the creation and use of materials in the field or in classroom applications. Addressing encountered obstacles involves issues like limited understanding of lesson plans, learning resources, and instructional media. Evaluation is conducted on the quantity and quality of the produced output. The products generated in this training activity involve the creation of audiovisual media and active English language conversation modules. Quantity is measured by the number of teaching aids/media utilized and produced by teachers, while quality is determined by the improved learning outcomes, such as enhanced listening skills to native speakers and more active English conversations among students compared to previous levels (Yosa:2007).

D. Reflection

Reflection is conducted on the completed activities to identify shortcomings or strengths. This process is solely undertaken to determine recommendations for the continuity or development of subsequent activities.

1. Partner Participation in Program Implementation
2. Partners participate in implementing this program by:
3. Agreeing to serve as the community service site.
4. Willingness to attend workshops.
5. Assisting in workshop preparation.
6. Assisting in preparing facilities and infrastructure.
7. Assisting in recruiting experts for establishing the English Corner.

In this Community Partnership Program, there is a commitment from the PKM team with SMKS PGRI 7 Surabaya, because the role offered in providing continuous training/workshops and guidance, both academically and technically, will result in an optimal teaching and learning process. This will lead to high-quality vocational school students, particularly in English language skills in accordance with the demands of the era.

CONCLUSION

This Community Service Program (PKM) is designed to offer solutions to existing issues by enhancing the teaching and learning process to be more efficient. The success of this program relies significantly on the contributions of the STKIP Bina Insan Mandiri's team of lecturers and the involved students. However, the primary constraint within this program is the limited human resources as educators, which can restrict the participants' creativity in executing the program. Through this PKM, several outcomes have been achieved: 1) Conducting training on Information and Technology (IT) encompassed within a workshop on Internet and its networks. 2) A workshop that includes training on "The use of media and conversation modules as teaching materials to enhance the competence of educators, especially English teachers in vocational schools, in actively teaching English to

students." 3) Providing active English conversation modules for vocational school students. 4) Implementing internships for students of STKIP Bina Insan Mandiri.

CONCLUSION AND RECOMMENDATIONS

The purpose of this activity is to provide motivation for teachers' professionalism and to enhance their pedagogical and managerial skills. Consequently, it will yield quality learning outcomes, enabling vocational school students to listen, comprehend, and communicate proficiently in English.

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