

English Literacy-Based Study Group for Community Empowerment in Mata Air Village

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Abstract

Creating an English literacy-based learning group in Mata Air Village, Regency, is the main objective of this project. The pressing issue being addressed is the low English proficiency of locals, which prevents them from communicating effectively with tourists and restricts their involvement in the tourism industry. This program aims to improve community members' proficiency in English so they can interact with tourists more successfully and take advantage of greater economic opportunities. The techniques that promote a collaborative learning environment include project-based training, cooperative learning, and interactive workshops reflecting community devotion and empowerment. According to preliminary findings, participants' confidence in their language use has grown, and their interest in tourism-related activities is increasing. The results emphasize how crucial language literacy is to strengthening community empowerment and encouraging sustainable tourism growth in the area.

Keywords

Community Empowerment; English Literacy; Learning Group; Mata Air Village; Tourism Development



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1. INTRODUCTION

Mata Air Tourism Village, located in Kupang Regency, is one of the tourist destinations with a wealth of natural and cultural potential. Its natural beauty, including stunning sea views and a distinctive local culture, attracts domestic and international tourists. However, merely constructing guest amenities is insufficient to utilize this potential fully. Developing a tourist village also involves empowering the community to participate actively in tourism-related activities. In this context, communicating in English becomes crucial, as it serves as a bridge between visitors and locals. English proficiency is not only a necessary skill but also an essential requirement for communities seeking to engage effectively in the tourism industry in this era of globalization.

There are many options for the residents of Mata Air Village to get involved in the tourism industry. But many still struggle with learning English, which might make it difficult to communicate with guests effectively. This restriction lowers the economic potential that the tourism industry may produce, in addition to degrading the visitor experience (Hui-Chun & Chi-Hao, 2015).

Education is vital in developing tourist villages because it equips local communities with the knowledge and skills to participate actively in tourism activities. Through education, residents can better understand not only the customs and cultures of visitors but also the values of their own local traditions, allowing for meaningful cultural exchange. In the context of Mata Air Tourism Village, English literacy-based learning programs bridge education and tourism development. By improving English proficiency, these study groups enable villagers to communicate effectively with tourists, promote local culture, and enhance service quality (Suriani & Fatriani, 2022).

Additionally, being able to communicate in English will help the community deal with the difficulties of globalization while maintaining their unique cultural identity. Engaging with foreign guests helps raise awareness of their cultural values and customs. It is envisaged that the creation of an English learning group will enable the locals of Mata Air Village to act as tour guides and interpreters, enhancing the standard of the visitor experience and bolstering the local economy (Palupi et al., 2023).

2. METHOD

The implementation of this PKM program was driven by the low English proficiency among Mata Air Tourism Village residents, which limits their participation in tourism-related activities. To address this issue, the program adopted a training and workshop method grounded in Asset-Based Community Development (ABCD)

principles. This approach focuses on enhancing the skills of village staff and teachers through short, intensive, and participatory sessions that utilize existing community assets. The method enables participants to develop practical English communication skills relevant to tourism contexts, ensuring that the activity remains effective and replicable within similar communities.

Previous community service programs in Kupang Regency have primarily focused on infrastructure development and tourism promotion; however, limited efforts have been directed toward strengthening human resource capacity through English literacy. This gap highlights the necessity of a program that integrates education and tourism to empower local communities.

The PKM activities involved collaboration among village staff, residents, and teachers. A total of 10 participants were involved, consisting of 3 village staff members, five residents, and two local teachers. Participants were selected based on their motivation to improve English skills and their active involvement in tourism-related activities.

Methodologically, the project was carried out through four main stages:

- a) Preparation Stage: conducting needs analysis, participant recruitment, and coordination meetings with local stakeholders.
- b) Implementation Stage: delivering project-based English training, cooperative learning sessions, and interactive workshops on tourism-related communication.
- c) Evaluation Stage: assessing participants' progress through observation, interviews, and feedback sessions.
- d) Follow-up Stage: forming an English literacy learning group to ensure program sustainability and continued community engagement.

The project schedule was arranged systematically across these stages to ensure effective time management and clear division of responsibilities among team members. This structured and participatory design enhanced the administrative and educational capabilities of the Mata Air community and served as a model that can be replicated in other tourism villages.

3. FINDINGS AND DISCUSSION

In this Community Service Program (PKM), the first activity consisted of a training session on institutional administration management for village office staff. This activity used the Asset-Based Community Development (ABCD) approach, which focuses on identifying and utilizing existing community strengths to achieve program objectives. At the outset, the PKM team identified the administrative and

human resources within the village office as valuable assets that could support the sustainability of English literacy-based study groups. Through interactive discussions and collaborative exercises, the training helped build stronger relationships between village officials, local teachers, and the PKM team, fostering a sense of shared responsibility in managing educational activities. Participants actively engaged throughout the session, enthusiastically asking questions and sharing administrative challenges they encountered daily. This collaborative process mobilized the community's potential and enhanced their confidence in managing institutional tasks. As a result, participants demonstrated improved administrative competencies, particularly in organizing schedules, recording attendance, and maintaining documentation for learning programs. These strengthened administrative skills form an essential foundation for sustaining and expanding English literacy-based learning initiatives within the village, ensuring that future programs can be implemented more effectively and systematically (Halawa et al., 2024).

Their willingness to comprehend the subject matter more thoroughly was evident in each question. This level of engagement from the participants demonstrates their dedication to improving their skills and understanding of institutional administration management. The staff members are committed to enhancing the institution's overall performance by actively participating in the training session and asking thoughtful questions. This collaborative approach to learning and development will likely lead to more effective administration practices and ultimately contribute to the institution's success.



Figure 1. The participants and the trainers

Participants' enthusiastic participation in the training sessions demonstrated a great desire to improve their administrative abilities. The learning process was enhanced by lively group discussions in which participants discussed their

administrative management struggles and experiences (Samboga et al., 2021). Adult learning theory states that learning applicable to participants' experiences is typically more successful. This strengthened their comprehension and promoted camaraderie among the village employees. Participants were given a questionnaire to complete as an assessment tool at the session's conclusion. This survey was created to gauge participants' comprehension of the course material and the training's overall efficacy. It is intended that this questionnaire will yield insightful input for upcoming enhancements. Questionnaires are frequently used to assess training programs to guarantee their calibre and applicability (Sumargo et al., 2024).



Figure 2. The first trainer delivered the presentation

In this sense, the training is anticipated to improve the administration's management at Mata Air Village. In addition to assessing the course's efficacy, the questionnaire responses will offer valuable information about future training requirements. According to (Njah et al., 2021) Creating training programs that are both successful and long-lasting requires a thorough needs analysis. By using this data, training programs in the future can be better adapted to the needs of village employees, making them more equipped to handle obstacles in their work and make a bigger contribution to the village's growth. It is intended that by taking these actions, Mata Air Village's administrative management will advance and become more effective, promoting the development and welfare of the neighborhood.

The next training session on legal awareness in institutional administration is the second activity in this Community Service Program (PKM). This training aimed to give village employees a basic awareness of the legal issues important to running an institution so they can carry out their responsibilities efficiently and comply with the law. Legal expertise is essential since it not only directs decision-making but also aids in averting possible legal problems that can occur during public service (Warjiyono, 2021).

Participants showed a keen interest in the information covered during the course. John Wewo adeptly explained intricate legal ideas in simple terms so that attendees could understand the ideas without feeling overpowered. Customized legal training improves compliance and lowers the probability of infractions in public institutions (Yuza & Susilawati, 2021). This was clear from the lively debates and perceptive questions from participants, who were keen to learn how legal frameworks affected their day-to-day business operations.

An essential part of this program was incorporating interactive discussions and pertinent case studies. Participants were invited to discuss their experiences and difficulties with the legal problems they encounter when managing institutions. In addition to improving their educational experience, this cooperative approach helped the village personnel feel more connected to one another. According to Marougkas et al (2023), learning connected to one's own experiences results in a greater comprehension and retention of information.



Figure 3. The second trainer delivered the materials

Participants received a questionnaire at the end of the training intended to assess their comprehension of the legal content covered and the training's overall success in raising their level of legal awareness. One efficient way to gauge the training's effectiveness and pinpoint areas for development is to use evaluation questionnaires (Tugiman et al., 2022). The program can be improved for upcoming versions by gathering input, guaranteeing it will still satisfy staff demands.

It is believed that a deeper comprehension of legal ideas will lead to an increase in transparency, accountability, and alignment with good governance principles in the way Mata Air Village's institutions are managed. Building confidence between the village government and the people it serves requires this legal basis. Ultimately, the information acquired from this training will enable employees to make wise choices, improving the general efficacy of providing public services.

The learning group's English language teachers participated in a training session on the Task-Based Language Teaching (TBLT) approach as the third activity of this Community Service Program (PKM). The goal of this program was to give teachers the information and abilities they would need to successfully apply TBLT in the classroom, improving the educational experience for their students. The goal of TBLT, a communicative method, is to encourage language acquisition through real-world communication by employing authentic tasks.

The fundamentals of TBLT, such as task design, implementation, and assessment, were covered in the training for instructors. The need to design interesting and pertinent assignments that motivate students to utilize language in meaningful ways was underlined during the workshop. Chunliu and Guangsheng (2025) found that TBLT significantly improves fluency, accuracy, and confidence in language use by emphasizing real-life communication activities. Techniques for giving constructive criticism and encouraging student involvement were also discussed in the course.

Interactive seminars and demonstrations were held to give teachers a firsthand look at TBLT. They examined sample lesson plans, engaged in task-based activities, and talked about how to modify TBLT for various learning environments. The approach's promise to increase student involvement and enhance communication competence sparked the teachers' excitement. According to research published in the MEXTESOL journal in 2024, most teachers were willing to teach TBLT and strongly believed that TBLT training programs were beneficial for their professional growth.

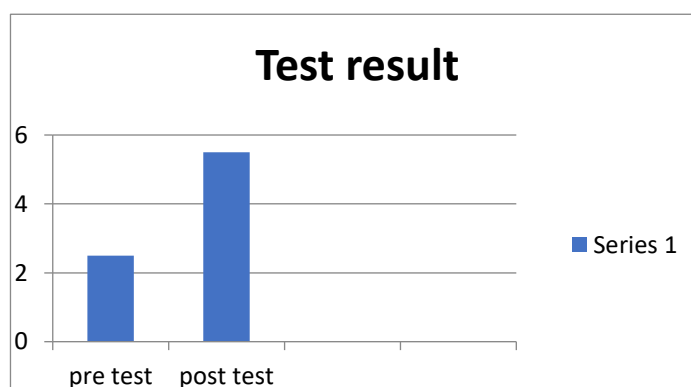


Figure 4. Test results

At the program's conclusion, teachers participated in a short evaluation of pre-test and post-test assessments to measure their understanding of Task-Based Language Teaching (TBLT) principles and their ability to design classroom activities using this approach. The quantitative results, illustrated in Figure 1, indicate a significant improvement in teachers' comprehension of TBLT concepts, with the average score increasing from 2.5 in the pre-test to 5.5 in the post-test, representing an

overall increase of 120%. This improvement suggests that the training enhanced participants' knowledge and confidence in applying task-based methods to English language instruction.

Qualitative feedback gathered through open-ended discussions and reflective sessions further supports these findings. Several themes emerged from participants' reflections, including (1) increased awareness of the importance of student-centred learning, (2) greater motivation to incorporate real-life communication tasks into lessons, and (3) recognition of the need for continuous collaboration among teachers to sustain innovation. Participants also appreciated the mentoring and follow-up sessions, noting that these activities provided practical guidance in translating theory into classroom practice.

The project to establish an English literacy-based study group in Mata Air Village has significantly improved the local community's English language skills. With this program, the community learns English and gains vital communication skills for interacting with tourists. This is crucial, considering that Mata Air Village has tourism potential that has not yet been fully utilized. Data from the questionnaire distributed to training participants indicate they are all very pleased and supportive of this activity.

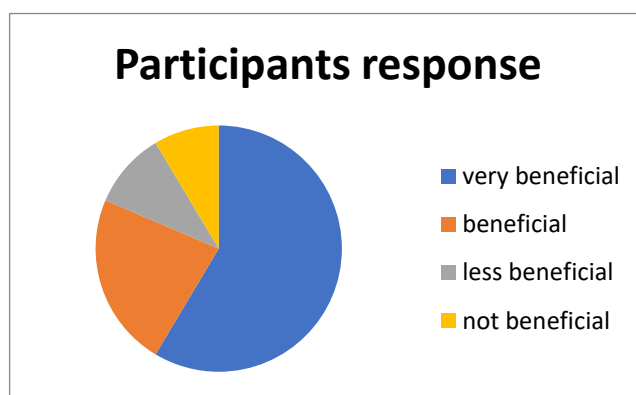


Figure 5. Participants' response

From the results of the questionnaire, a total of 10 participants provided feedback regarding the program. Notably, 8 participants expressed full support, indicating that they find the program beneficial for enhancing their English language skills. This enthusiasm reflects their hope to engage more in the tourism industry and capitalize on existing economic opportunities. As illustrated in the chart below, the responses show that 80% of participants rated the program as "very beneficial." In comparison, 20% felt it was "beneficial," highlighting the overall positive impact on their language skills.

However, two individuals expressed concerns about the sustainability of this activity moving forward. The strong support from participants demonstrates that the program has effectively met their needs for relevant and practical language training.

To provide a more detailed account of skill improvement, we will present specific metrics that quantify the extent of these enhancements. Additionally, while there was initial discussion about follow-up mentoring, we will clarify the strategy for maintaining English language study groups after the program concludes, ensuring participants have ongoing support in their learning journey.

Each training session—covering administration, law, and Task-Based Language Teaching (TBLT)—will be explained in greater detail, with a clear emphasis on how these activities contribute to the achievement of the main objectives of the PKM initiative. The visual representation of participant responses will strengthen our data and underscore the program's effectiveness.

One of the methods implemented in this program is project-based learning, which allows participants to be directly involved in activities relevant to the tourism sector. Through group collaboration, participants learn the language and build self-confidence and interpersonal skills that support personal development. Initial findings indicate increased participants' confidence in using English, an important first step toward more active involvement in the tourism industry.

The strong devotion expressed by participants towards the English language program has significant implications for individual and community development. For the individuals involved, this enthusiasm indicates a commitment to enhancing their language skills, which can lead to greater confidence in professional settings, especially within the tourism industry. Improved English proficiency can open doors to better job opportunities and facilitate meaningful interactions with international tourists, ultimately contributing to personal and economic growth. The participants' belief in the program's benefits suggests they are motivated to invest time and effort into their learning, paving the way for lifelong language acquisition and professional advancement.

On a broader scale, the collective commitment of participants can have a positive ripple effect within the community. As individuals enhance their English skills, they are likely to share their knowledge and experiences with peers, fostering a culture of learning and collaboration. This communal growth can increase tourism sector competitiveness, enhancing the region's appeal to visitors. Furthermore, the program's success can encourage local stakeholders to invest in similar initiatives, recognizing the value of language training in driving economic development. Ultimately, the

devotion shown by participants benefits them personally and contributes to the vitality and sustainability of the local tourism industry.

4. CONCLUSION

The project aimed at establishing an English literacy-based study group in Mata Air Village has made significant strides in enhancing the English language skills within the local community. This initiative aligns closely with the primary objective of strengthening English literacy-based study groups, as it imparts language knowledge and equips participants with vital communication skills necessary for engaging with tourists. This is crucial given the tourism potential in Mata Air Village, which still requires further development. Participants have shown overwhelming support for the continuation of this program, with data from questionnaires indicating that eight out of ten strongly favor ongoing efforts. While two participants expressed reservations, the majority exhibited enthusiasm and a desire to become more involved in tourism. This finding underscores the program's effectiveness in addressing their need for relevant language training while fostering local economic development.

Furthermore, the project-based learning method has cultivated an interactive learning environment that promotes participant collaboration. This collaborative approach enhances self-confidence and interpersonal skills and is a foundational step towards active participation in the tourism industry. However, it is important to acknowledge the limitations of this initiative, including the restricted number of participants and time constraints, which may impact the overall effectiveness and sustainability of the program. Addressing these limitations will be essential for developing strategies that ensure the longevity of the study group. Regarding practical implications, there is a need to explore strategies for the sustainability of the study group and opportunities to leverage English-language skills for tourism development in the area. Future research and PKM programs should consider these aspects to build upon the successes of this initiative, ensuring continuous improvement and engagement within the community. In conclusion, this program enhances language skills. It serves as a strategic step in supporting community development in Mata Air Village, while paving the way for further exploration of effective practices and sustainability in English literacy initiatives.

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