

Empowering the Community of Gang Dolly Surabaya by Improving English Skills in Daily Conversations

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ABSTRACT

The purpose of this empowerment activity is to develop the quality of the Gang Dolly community to support the economy which has shrunk due to the closure of the localization area in the region. Empowerment activities are carried out with socialization and training in English, which expected to make Kampung Dolly become like an English village in Pare Village, Kediri. The empowerment activities took place in 2018 for about 6 months, with the result that 70% of the people who participated in this activity obtained a satisfactory rating. This result shows that people around the area are still want to learn and the local government should give them access.

A. Introduction

This empowerment activity aims to develop the quality of the Gang Dolly community to support the economy, which has shrunk due to the closure of the localization area in the region. Dolly or Gang Dolly is the name of a prostitution location in the distance area, Pasar Kembang, Surabaya City, East Java, Indonesia. This location was, at the time, one of the most prominent prostitution locations in Southeast Asia. This gives the people of this locality quite a high economy; for example, a simple drinks seller can pocket millions in revenue daily. Residents can easily earn high income without having to work hard.

On June 19, 2014, the local government officially closed Gang Dolly, following Regional Regulation No. 7 of 1999 concerning prohibiting the use of buildings or places for immoral acts and inciting people to commit crimes. Immoral acts (Surabaya City Government, 1999) This day marked the end of the village's glory and all aspects of society. With the closure of Gang Dolly, residents' economic situation has drastically declined. The Surabaya City Government has anticipated this by offering training activities to the local community so that they can become independent citizens with a better source of income.

The current neighborhood chief has the initiative to have many tourists visit his village, like during the opening of Gang Dolly, but in positive tourist activities to improve the economy of the inhabitants. It is hoped that all residents of Dolly Village can improve their English skills in daily conversations so that the RW XII Putat Jaya area can become an English village like Pare Kediri Village.

B. Literature Review

This empowerment activity was carried out to support this; empowerment activities were carried out at many levels of society through government programs and civil society activities. Examples of

community empowerment activities include community empowerment through tourism village development in Sukawening village (Istiyanti, 2020), community empowerment through Posdaya Community Development Program (Empowerment Post families), Pt. Holcim Indonesia Tbk Cilacap Factory (Triyono, 2014), Optimizing the role of the community in community empowerment through out-of-school education (Kartika Prita, 2015), Implementing community empowerment community through Corporate Social Responsibility Program Conservation of Badak LNG Marine Area in Bontang City (Saputra, 2018), Empowering communities through education on planning and management of household finances and investments for housewives in the context of improving the quality of family life (Buchdadi *et al.*, 2019), Empowering communities through social and educational institutions (Laksono and Rohmah, 2019), Empowering communities through social media as promotional media for MSMEs in the new normal era in Gunungsari Village, Kasreman District, Ngawi Regency (Laksmiana and Setyawan, 2021), Community Empowerment through Microenterprise Training Programs in Kasreman Village 'Imandi during the Covid 19 pandemic (Wurara, Pangkey and Ruru, 2021), theoretical study on community empowerment and creative economy (Habib, 2021), community empowerment in the economic sector by the village government of Pangandaran, Pangandaran District, Pangandaran Regency (Sarinah, Sihabudin and Suwarlan, 2019), Empowering Village Communities Through Developing "Soft Skills for Making Samiler Biscuits" as Part of Efforts to Improve Family Income in the Regency by Bondowoso (Qomariah, 2015), Community Empowerment: Exploring Local Village Potential (Endah, 2020), Understanding Community Empowerment Approaches Through the Use of Media (Haris, 2014).

The development of the Dolly Village territory must be accompanied by increased human resources, particularly in English. It is undeniable that learning English in middle and high schools still does not guarantee, especially for young people, that they speak English well. Therefore, to help improve the English language skills of residents, especially from the Gang Dolly neighborhood, community service was carried out in English training. The English language skills mentioned are needed to speak English in daily conversations. The aim is that after completing this course, the knowledge acquired can be immediately applied in real life on the ground so that the residents' goal of making Dolly's Village an English village can be immediately realized.

C. Method

Implementation was carried out in 2018 through socialization and training for each activity, which was carried out for six months. This activity was carried out technically with two months of direct training and four months of remote coaching via neighborhood staff and leaders of local mass organizations. A 4-month training course also involves giving regular missions to the community. The training method is based on several elements, including the concept of thinking (Els, 1984) and (Nurhadi, 2004), which states that learning must contextually take place, namely placing students in a meaningful context that connects students' initial knowledge with the subject studied and taking into account the individual needs of students and the role of the teacher.

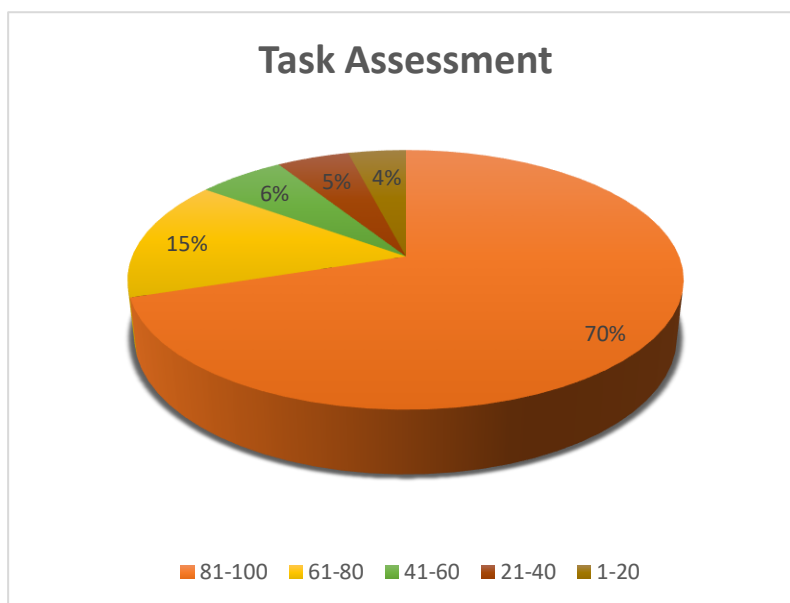
Course offerings in the Gang Dolly neighborhood Additionally, the goal of improving speaking skills in everyday English is based on Nurhadi's thoughts. Nurhadi, on the same page, pointed out several essential things in contextual learning, such as 1) problem-based learning, 2) authentic teaching, 3) inquiry-based learning, 4) project-based learning, 5) work-based learning, 6) service-based learning and services, and 7) cooperative learning.

The purpose of cooperative learning, according to (Richards & Rodgers, 2005), is that learning is an educational approach that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. In principle, the delivery of course materials to community members

is correlated with two problems, namely 1) language materials and 2) residents or students receiving the language materials in English themselves.

D. Results and Discussion

The activity to empower the community of Dolly Village in Surabaya by improving English skills in daily conversations was attended by almost 75% of the residents in the Gang Dolly neighborhood. During the activity, the enthusiasm of the participants was visible with various questions asked by the participants.



Picture 1. Task Assessment of people who have taken part in the training

The results that can be analyzed from this accountability are the assignment value data we provided, with 70% of those who participated in the training achieving assignments with a score of 80 and above by *Picture 1*. We can conclude with this that the community can absorb the knowledge that has been transmitted well, and it is also hoped that the community will be able to put this knowledge to good use.

E. Conclusion

The training activities, which lasted around six months, were well received by the participants. This situation can be seen from the number of participants present. With so much enthusiasm, residents can also absorb the knowledge that has been provided well, as proven by the results of our analysis, with more than 70% of those who participated in the training achieving a score above 80.

By carrying out this training, the community can apply the training results to attract tourists and improve the region's economic conditions. It is also hoped that this training can provide an example to the community or local government on the need to educate the community so that sources of community income that have previously been frozen can be replaced by other, much more valuable activities.

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