

Maritime Vocabularies Learning In English For Children And Teenagers In The Geopark Area Of The Bajo-Tilamuta Ethnic Village

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Abstract.

Boalemo Regency selected the Bajo-Tilamuta Ethnic Village as a Cultural Diversity site for the Gorontalo Geopark due to the uniqueness of this ethnic group's way of life. The Bajo-Tilamuta tribe, one of the Bajo tribes, can be found on the coast of Gorontalo Province, specifically in Boalemo Regency. Despite residing on the coast, the Bajo-Tilamuta tribe remains isolated and distant from the broader population's settlements. However, the intensity of meetings between the Bajo and Gorontalo tribes often occurs through activities as fishermen and marriages between the Bajo and Gorontalo tribes. The Bajo tribe is known as a nomadic tribe at sea. Because of its spread beyond national borders, this tribe is known as a free border crosser. The Bajo tribe's reliance on the sea for shelter has led to their spread to various parts of the world, particularly in Southeast Asia. In the past, the Bajo tribe was known for exclusively living at sea, meaning they were born, lived, and died on boats. The Bajo people's way of life has now changed. Although the Bajo people still live on the sea's edge, their lives tend to settle in one place, leading many of their children to attend school and become graduates. The potential of the Bajo village as an ethnic geopark village hinges on the availability of human resources capable of supporting the village's designation as a geopark tourism village. Therefore, children and teenagers in the Bajo-Tilamuta Village require foreign language training, such as English. We take this action to prepare for the potential arrival of foreign tourists in the future. Through community service integrated with KKN (Community Service Program), students use the English teaching method for young learners by introducing maritime English vocabulary whose objects are in the daily lives of the Bajo Community, namely the sea and its environment.

Keywords: Bajo ethnicity, geopark, English and maritime.

I. INTRODUCTION

One of the Bajo ethnic villages in Gorontalo is located on the coast of Tilamuta subdistrict, Boalemo Regency, Gorontalo Province. This village is approximately 118 kilometers from the center of Gorontalo City. It can be reached this place from the center of Gorontalo City by motorbike and car, which takes approximately 2 hours 55 minutes. Although, it is located on a remote and seemingly hidden coast, motorized vehicles can reach the Bajo village. It is located in a bay, so the view from this village is beautiful and amazing in terms of nature. On the other hand, their way of life is unique because the residents live remote near the sea, and mostly in wooden stilt houses. They catch fish by diving and shooting, although some also use hooks and nets. However, what sets them apart is their unique method of catching fish through diving and shooting. In the past, they did not settle; instead, they only stopped in bay areas that they could occupy and continued to live on boats [1], [2].

The Bajo tribe's life follows a consistent pattern everywhere. First, they live on the coast and coral reefs, relying on the sea as a place to live and to find food. Second, they live and thrive by interacting with each other. People categorize the Bajo tribe as belonging to the same group because they use the same language, share the same culture and beliefs, and exhibit similar behavioral patterns [3], [4]. Nowadays, Bajo people generally experience many changes [4], [5]. Regardless of where this ethnic group is located, a significant number of Bajo people now attend school. In the past, Bajo children did not attend school; instead, they would accompany their parents to the sea to catch fish, as the primary concern for this community was to earn a living on a daily basis. Now, Bajo children are familiar with school and can even become graduates. In the past, Bajo children typically only attended elementary or junior high school, as they often struggled to live outside their village [6], [7].

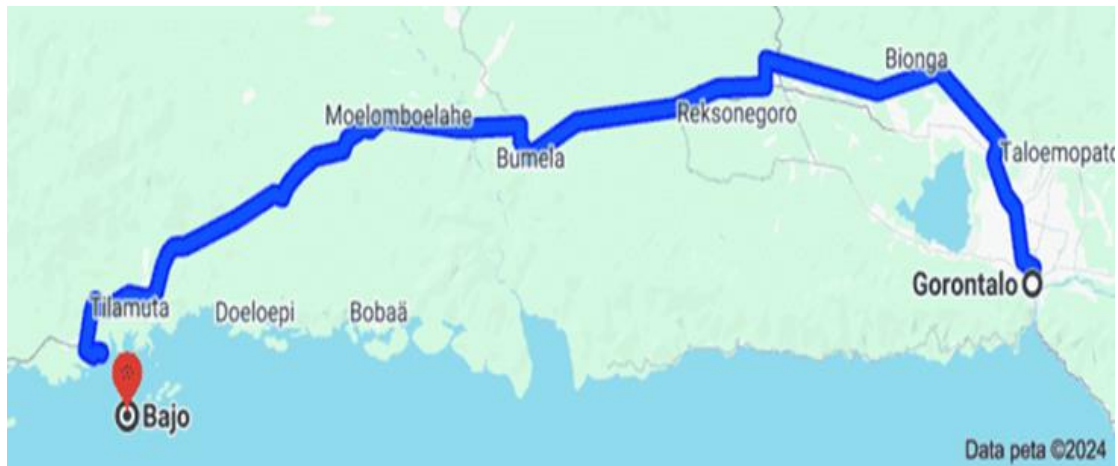


Fig 1. The distance of 117.8 km separates Gorontalo City from Bajo-Tilamuta Village.

Travel time by motor vehicle is approximately 2 hours 55 minutes.

The Gorontalo geopark currently uses Bajo-Tilamuta village as a cultural diversity site. Bajo village, being a popular destination for foreign tourists, requires its residents to be proficient in a foreign language, specifically English. The head of Bajo Village emphasized that they need English education for their children and teenagers. Therefore, Bajo children require assistance from the university to learn and understand English. This training will fulfill the university's dedication by empowering students and lecturers to be active in the community. The university demonstrates its commitment by encouraging students and lecturers to participate actively in the community.

II. RESULT AND DISCUSSION

2.1 Problems and solutions

The designation of Bajo-Tilamuta Village as a geopark geosite of Boalemo Regency, as a village that showcases their unique culture amidst the ethnic culture of Gorontalo, is expected to boost the number of visits from both local and foreign tourists to this beach. Local and national tourists have frequented this area because of the unique culture and beautiful nature of Bajo village, but the designation of Bajo village as a geopark tourism geosite increases its accessibility to both local and foreign visitors. Therefore, having a basic understanding of foreign languages is crucial. The foreign language in this case is English. Furthermore, an increase in the number of visitors increases the likelihood of the beach and village area becoming dirty, as not all visitors understand the significance of maintaining the cleanliness of the beach environment. With the opening of Bajo-Tilamuta village as a geopark tourism destination, the community, particularly the village head, is highly motivated to ensure that children and teenagers from the Bajo tribe can understand English. However, there are several problems that need to be solved:

First, despite the Bajo village community's designation as an ethnic geopark village, children and adolescents still struggle with English language proficiency. Second, the Bajo community has now shifted slightly from the traditions of their ancestors, who relied on nature as a place of shelter, so that they live in harmony with nature[5]. As a result, awareness of the importance of a healthy and clean environment has decreased [8]. Generally, tourist attractions in Indonesia tend to overlook matters related to cleanliness and sanitation. If the tourist location is on a beach, the beach environment is dirty and full of plastic waste, there are no proper and well-maintained public toilets, and the availability of clean water is not taken into account. If this situation persists, it will diminish the beach's beauty, ultimately rendering it an unattractive place. Therefore, it is crucial to cultivate a culture of cleanliness and sanitation within the Bajo Village community, enabling them to safeguard their environment and prevent outsiders from causing damage. Damage to their village and beach environment will lead to a decrease in sea income, as the Bajo people must travel far out to sea to catch fish. The number of visitors to the geopark area will also decrease. This will significantly affect the income generated by the community in the tourist location.



Fig 2. Bajo-Tilamuta Boalemo Tribe Village

Bajo Village requires not only foreign language proficiency among its people, but also a clean environment. Mastering and understanding English is currently a world language, so communication with foreigners requires mastery of it. Children and teenagers, who generally easily absorb foreign languages, are the target audience for this basic knowledge of English. Therefore, despite the remoteness of this area, its people can confidently interact with foreigners due to their mastery of a foreign language, even if it is only a basic understanding of English tailored to the needs of the tourist village. Bajo Village is a village consisting of two hamlets; there is only one elementary school in the village. Meanwhile, the junior high school is situated in West-Pentadu village, a neighboring village to Bajo village, while the senior high school is located in Lahumbo village, quite a distance from Bajo village. The minimal educational facilities in the Bajo villages indicate the need for additional education carried out independently [9]. This highlights the necessity for KKN activities aimed at introducing English to Bajo children and teenagers.

Furthermore, the development of Bajo village, a Geopark tourist village, necessitates English language training for its young generation. Therefore, the necessary steps to address these issues include:

- a. imparting basic English training to children and teenagers in Bajo Village; and
- b. educating them on English vocabulary that is commonly used in the maritime environment, including simple sentences and conversations.

The ancestors of the Bajo people, who once coexisted with nature and safeguarded their environment [10], [11], emphasized the necessity of fostering public awareness in Bajo Village to uphold the cleanliness of their sustainable environment. This entails imparting knowledge about the significance of preserving the village environment, particularly as it serves as a geopark for tourism. Providing knowledge to visitors who come to the Bajo village by providing signs and appeals on the notice board (made through this KKN together with the community), so that not only the village community understands the importance of protecting their environment, but especially the village community can set an example for visitors who come to protect the environment that they have protected, because generally visitors can actually damage the village environment. Therefore, this thematic KKN village development program will help the community understand their role in protecting their environment and incorporate it into their daily culture or lifestyle. Through the activities of lecturers and students in this thematic KKN program, we hope to strengthen the relationship between universities and the regional government of Gorontalo Regency, particularly the Bajo village government. Furthermore, the implementation of programs inseparable from today's technology can inspire the community, especially the young people in the village, to develop their villages into tourist destinations.

1.2 Implementation Method

Lecturers and students at the location typically implement the community service program's integration with Thematic KKN. This community service and KKN program include:

- a. Teaching basic English to children and adolescents (Karang Taruna) [12] in Bajo village, with a focus on vocabulary and sentences related to maritime life, is the main objective.
- b. Students and the community, particularly the Village Government Apparatus, Young People, and Karang Taruna, engage in structured environmental cleaning activities that are recognized by village officials.

Therefore, the Bajo community must cultivate a culture of cleanliness and sustainable sanitation to prepare for the transformation of their village into a geopark tourism village, while maintaining the unique characteristics of their culture.

The description of the target group, potential, and problems can be seen in the scheme below:

Target group	Potential	Problems
The village community in Bajo Tilamuta village, particularly the children and teenagers, represents the future generation.	<ul style="list-style-type: none"> • It is an area that has the potential for cultural diversity, biodiversity heritage, and • Has tourism potential among local and foreign tourists. • The unique culture of the Bajo tribe has the potential to build the village economy. 	The village community, which serves as a geo-site for a geopark tourism village, still requires English language training and knowledge of sustainable environmental practices.

The method of implementing the community service program integrated with thematic KKN program is generally carried out by KKN students at the location.

Implementation activities for the thematic KKN:

- sending students into one group of 14 students.
- base on the placement of LPPM-UNG for the implementation of the thematic KKN program, the lecturers and students placed in Bajo Village, Tilamuta District, Boalemo Regency.
- Development and application of innovation and technology that is in accordance with the current situation but still departs from the local culture so that it is directly useful for the community in implementing the developing village program in a sustainable manner.

Implementation Stages for the smooth running of this community service activity, the following are the stages of implementation that must be passed, namely preparation and provision stages, implementation, and program sustainability plans.

1. Preparation and provision are

Provision Session/Coaching (University Level)

- Provision Session/Coaching (with Field Supervisor) for disseminating information about the KKN thematic, which focuses on community empowerment. This is achieved by teaching basic English about the coastal environment and maritime activities. Additionally, we are promoting environmental awareness and fostering a culture of sustainable sanitation in the Bajo-Tilamuta ethnic geopark village.
- Providing material on training methods/strategies to participants
- The management and technicalities at the KKN location are being addressed.

2. The KKN thematic have implemented 45-day activities between August and September 2024.

3. Monitoring and evaluation of the activity's middle phase

4. Withdrawal of students from the KKN location.

2.3 Core Program

Learning Maritime Vocabulary in English for Children and Teenagers



Fig 1. Implementation method

Gorontalo State University integrates community service with thematic KKN activities of UNG students in 2024. The village office, elementary school, and KKN post in Bajo-Tilamuta Village, Boalemo Regency, serve as the focal points for English learning activities. Bajo-Tilamuta Village has two hamlets, namely Dusun Lingkungan 1 and Dusun Lingkungan 2. The KKN students instruct English at the Bajo Village Elementary School for children, provide English lessons at the KKN post once or twice a week, and also conduct English lessons at the Village Office for teenagers.



Fig 3. Students teach English vocabulary at school

Thus, there are two ways in which KKN-UNG students teach and introduce sea-related English vocabulary. Firstly, they employ formal methods, specifically the Teaching English for Young Learners program [12]. KKN-UNG students teach English vocabulary related to the sea and those related to coastal areas to elementary school students in Bajo Village. Second, through informal means, namely teaching English to young learners, namely children in the Bajo village and teenagers in the village office. The KKN students introduce sea-related vocabularies and conversations, enabling students to identify them more rapidly, given their exposure to a maritime environment.



Fig 4. Students teach maritime vocabularies in English to teenagers at village office

Several challenges emerged during the informal English teaching of children in the Bajo village. First, some of the children still could not read, but these children were thrilled to come to the KKN students and learn a foreign language with them. Second, these children generally still used the Bajo language to communicate. Although the students who were the teachers had some difficulty communicating because the Bajo children preferred to use the Bajo language to communicate. Ultimately, the students' acquisition of the Bajo language enabled effective communication. After consulting with the Field Supervisor, the students modified their approach to teaching English vocabulary to Bajo children who some were illiterate. They now simply listen to the sounds of the vocabulary, ask them to pronounce it, understand its meaning, and then memorize it.

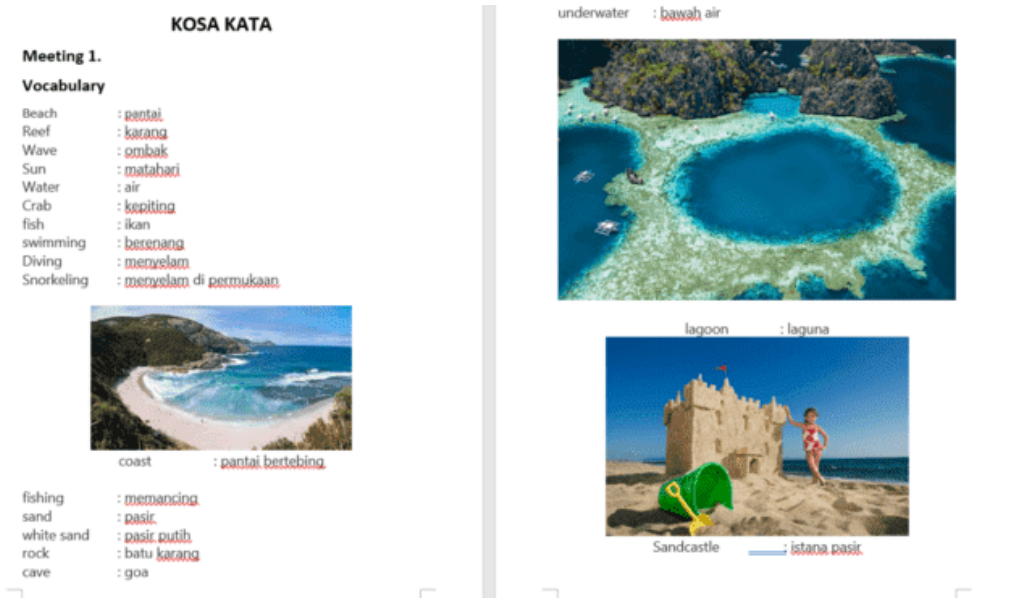


Fig 5. Example of maritime vocabulary material

Additional Programs

1. Cleaning Village

Students participate in the Clean Village initiative by cleaning the village and setting an example for others to follow. However, previously, the students engaged in a dialogue with the village head and village officials regarding the substantial amount of garbage found on the coast of Bajo Village. Plastic waste poses a significant challenge for Bajo Village. Plastic waste is difficult to decompose. In the past, the Bajo people wrapped fish with woka (*livistona*) leaves. Now it is difficult to find woka leaves, and the community uses plastic as a wrapper. However, the village lacks a designated waste disposal area, prompting the students to construct as many waste bins as they can using the available materials, to prevent the waste from dispersing all over the place.



Fig 6. Cleaning Beach and Village

2. Observation of Tourist Destinations to Asiangi Island

In addition to carrying out the core program, students, together with the village head and Karang Taruna of Bajo Village, held an observation activity on Asiangi Island, which is located on the island across from Bajo Village. The purpose of this visit was to explore potential tourist attractions and support the village's efforts to become an ethnic Geopark village. Thus, Bajo-Tilamuta village not only boasts its own unique village, but also features islands that serve as potential tourist attractions. These small islands are located right across from Bajo Village. These islands, located in a beautiful bay near Bajo Village, which is part of Tomini Bay, can serve as tourist destinations in addition to the village itself.



Fig 7. Asiangi Island

III. CONCLUSION

The integrated community service, in the form of Thematic KKN, only lasted for 45 days; naturally, there were shortcomings in implementing the core program, which involved learning maritime vocabulary in English. The activity of teaching for teenagers maritime vocabulary in English proceeded more smoothly. However, students felt a lack of time in evaluating children's abilities due to several obstacles. The primary challenge stemmed from the prevalence of Bajo language in everyday conversations, which compelled the KKN students to strive for faster comprehension of Bajo language. Simultaneously, they faced the task of introducing a foreign language. However, the activity of introducing English vocabulary could already take place in the remote Bajo Village, which was far from the Regency city.

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