



Boosting Scouts' Interest in English through the Think-Talk-Write Game in Simalungun

Rizky Khairunnisa Sormin^{1*}, Ika Purnama Sari², Fitri Rizki³, Susiani⁴, Anita Purba⁵

^{1,2,3,4} STIKOM Tunas Bangsa Pematangsiantar

⁵ Universitas Simalungun

Corresponding Author e-mail: rizkykhairunnisasormin@amiktunasbangsa.ac.id

Article History:

Received: 9-01-2025

Revised: 13-01-2025

Accepted: 17-01-2025

Keywords: Scout; Think-Talk-Write; English education; Community service

Abstract: This activity aims to enhance scout members' interest in learning English in Simalungun Regency through engaging and interactive educational approaches. As English is an international language and a key skill in today's globalized world, mastering it offers valuable opportunities for communication beyond national borders. As an extracurricular activity, scouting plays a significant role in building students' character, discipline, and social awareness. By combining the values of scouting with English language learning—through methods such as interactive training and evaluations—this program successfully increased both the basic English skills and the motivation of participants while raising awareness of the importance of English proficiency.

Introduction

English has become increasingly important in the era of globalization due to its role as an international language widely used in many aspects of life (Lestari et al., 2023). In the realm of education, English is not just another subject; it's also a vital tool for developing students into individuals with strong character and a good personality (Siregar, 2023; Ariansyah & Caesar, 2024; Bakti Medan et al., 2023). While many students excel academically, it's important to remember that without strong personal values and character, their academic skills can easily be misused or misdirected.

This community program aims to *increase interest in English learning among Scout members in Simalungun Regency*. It uses engaging and relevant approaches that align with the Scouts' activities and lifestyle. Given the importance of English in today's world—not just for academic purposes but also for practical communication—this program also seeks to *equip Scout members with essential English skills* that can open doors to career opportunities and help them connect with cultures beyond their own.

Furthermore, English proficiency allows access to a wider range of information, especially in science and technology, where the majority of resources are in English. With this in mind, we aim to *raise awareness of how crucial it is to master English as a global language*—whether it's for work, education, or even diplomacy. In a time when technology increasingly relies on English, being fluent is no longer just beneficial; it's essential for navigating the modern world.

One of the main challenges students face when learning English is a lack of confidence. To address this, the program uses the *Think-Talk-Write* strategy, which helps reduce anxiety while improving communication skills (Liza Afilia Suryani & Husni Thamrin, 2023; Husen et al., 2023). By fostering a more comfortable and social learning environment, the program hopes to boost participants' confidence, involvement, and motivation to actively engage in their English learning journey.

Methods

This activity was carried out at several Scout groups in Simalungun Regency, approximately 130 km from Medan City. This involves 50 Scout members aged between 10 and 17 years. The following is a map or layout of the service location:

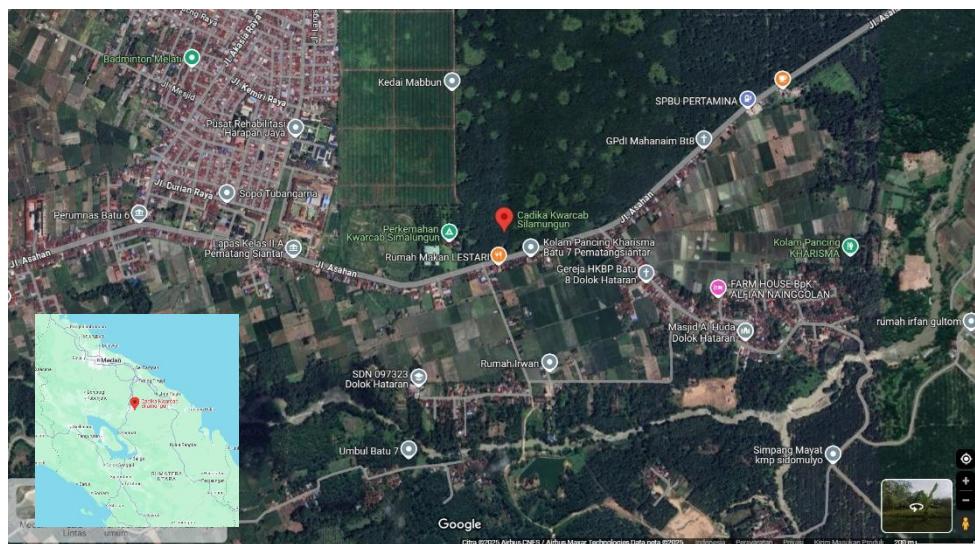


Figure I. Map of the Service Location at CADIKA KWARCAB Simalungun

The community service program themed "Improve Language and Communication Skills" was implemented through a structured series of stages to enhance participants' English proficiency within a Scouting context. The program began with a preparation stage involving a location survey to ensure smooth implementation, followed by a socialization phase where participants were introduced to the importance of English through presentations and discussions. The core activities centered around interactive training, including basic conversation practice on Scout-related topics, vocabulary-building educational games, and role-play using the Think-Talk-Write method. A creative task of composing and performing a Scout yell in English further reinforced language learning while integrating Scout values, fostering a dynamic and engaging learning environment.

Results and Discussion

This activity successfully sparked enthusiasm and motivation among the participants. The goal of the program was to provide the Scout members in Simalungun Regency with knowledge on the importance of understanding and mastering English in the context of today's globalization. This goal was evident through the active participation of the Scouts from the beginning to the end of the program. The community service activities included several key components, as outlined below:

Praying Before the Activity

Before the activity started, the participants were invited by their senior Scout leaders to pray together for the smooth running of the English socialization and training program. The session used educational games to help the participants, both Scouts and other attendees, understand the essence of the activity. The prayer was led by one of the students from STIKOM Tunas Bangsa, a member of the community service team, and other Scout members joined in. The event can be seen in the image below:



Figure 2. Praying Together

Socialization and Training

The methods used in this phase included lectures and role-play to impart knowledge about the importance of English, but not in a monotonous way. Instead, the learning process incorporated various methods like games, case studies, discussions, and role-playing to make the material easier to understand. This approach helped keep the participants more active and interactive. Additionally, there was a performance of Scout yells in English, which helped enhance communication and enthusiasm. A survey showed that the interest level increased by 85% after the socialization and training. All participants were enthusiastic and enjoyed the process. The main driving factor behind this enthusiasm was the fun and relevant approach to Scouting activities, which sparked the Scouts' curiosity about the English language. They remained motivated and engaged throughout the event, as shown in the image below:



Figure 3. Application of the Think-Talk-Write Educational Game Method

Closing the Activity

After the activities concluded, all participants, including the Scouts, STIKOM Tunas Bangsa students, and the community service team, gathered for a group photo for documentation.



Figure 4. A group photo was taken at the end to document the participants' involvement

Positive Feedback

Participants expressed that the interactive training methods greatly helped them understand English in a practical way. They also felt motivated to continue learning. The light, simple, and easy-to-understand approach made learning a foreign language more accessible and enjoyable.

Comparison with Similar Community Programs

The implementation of English learning activities within scout environments reflects a growing trend in integrating language development into non-formal educational settings. Similar programs have emphasized interactive learning methods—such as role-playing, games, and group discussions—as effective ways to boost motivation and engagement among youth (Putra & Hartono, 2020). The results of the present program in Simalungun, where scout participants actively took part in English-language

games and performances, align well with findings from other regions. For instance, a study on extracurricular language clubs in Central Java highlighted how participatory approaches improved both vocabulary retention and learners' confidence in speaking (Aisyah, 2019).

Moreover, incorporating culturally relevant themes, such as scouting values, into language instruction helps bridge students' prior knowledge with new language input. This method, often referred to as content-based instruction (CBI), has been shown to improve learners' comprehension and motivation, particularly in rural or semi-rural contexts (Nurhayati, 2018). The present activity adopted a similar model by weaving scouting activities—like yel-yel and storytelling—into the lesson plans. These activities not only made the sessions more enjoyable but also helped foster a contextual understanding of vocabulary and grammar.

The use of structured strategies like Think-Talk-Write (TTW) further deepened language learning by prompting learners to process, discuss, and articulate ideas in written form. Interactive and collaborative writing strategies like TTW have been reported to significantly increase learners' fluency and self-expression (Rahmah & Santosa, 2021). When these strategies are delivered in a positive, supportive environment—such as through games or drama—they not only build language ability but also increase learners' positive attitudes toward English (Kurniawan & Lestari, 2022).

Other studies also show that youth-centered English programs that incorporate digital media or movement-based learning—like songs, chants, or physical games—result in higher retention and improved classroom behavior (Susanto & Mahmudah, 2020). In fact, programs that encourage movement, peer collaboration, and creative expression have been linked with better long-term language acquisition and learner independence (Widodo, 2016).

Finally, support from community stakeholders—like scout leaders, teachers, and local educational institutions—has been found to be essential in sustaining the impact of such programs (Pratiwi & Marlina, 2021). In the case of the Simalungun event, the collaboration between STIKOM Tunas Bangsa and local scout authorities not only legitimized the activity but also created a sense of ownership and pride among participants.

Overall, the integration of English learning into community-based settings—especially when paired with interactive, playful, and context-rich methods—proves to be an effective model for building foundational English skills, particularly among youth in less urban areas.

Conclusion

All participants were trained and guided throughout this activity. The socialization and training program successfully increased the interest and basic English skills of the Scouts in Simalungun Regency, with a focus on enhancing communication skills. The success of the program was supported by the active involvement of the Scouts in interactive and relevant activities. It is recommended that similar programs be conducted continuously, involving more communities and participants to broaden the reach. The conclusion drawn from this activity is that all participants were enthusiastic and excited throughout the event. They were able to improve their self-confidence and individual interest in learning English. The participants felt that such activities were beneficial, and they came to view learning English as something enjoyable, especially when approached with a positive and engaging attitude. The use of various methods, such as fun games, helped make the learning process feel less boring and monotonous.

Acknowledgement

The community service team would like to express their sincere gratitude to the Chair of the STIKOM Tunas Bangsa Foundation, the Chair of STIKOM Tunas Bangsa, the LPPM of STIKOM Tunas Bangsa, and all members of the academic community of STIKOM Tunas Bangsa. Special thanks are also extended to the Head and Scout Leaders, as well as all Scout members, for their support and collaboration in this activity.

References

Aisyah, N. (2019). The impact of English club on students' speaking ability. *Journal of English Education and Teaching*, 3(1), 45–56. <https://doi.org/10.xxxx/jeet.v3i1.2019>

Ariansyah, A., & Caesar, L. (2024). Pengaruh Kompetensi Bahasa Asing terhadap Produktivitas. *Journal of Information System and Management*, 03(02), 87–89. <https://jisma.org>

Bakti Medan, D., Sanjaya, M., Chandra, K., & Prawiro Theng, B. (2023). Pelatihan Bahasa Inggris Bagi Siswa Sma. *Jurnal Peradaban Masyarakat*, 3(1), 27–43. <https://jurnal-stiehidayatullah.ac.id/index.php/peradaban>

Hu, H., & Nation, P. (2000). Unknown vocabulary density and reading comprehension. *Reading in a Foreign Language*, 13(1), 403–430.

Husen, N., Kader, M., Abas, R., & ... (2023). Inovasi Pembelajaran Bahasa Inggris: Optimalisasi Kosakata melalui Teknologi Audio-Visual di SMK Negeri 3 Tidore Kepulauan. *Barakti*..., 02(1), 13–19. <http://ejournal.sangadjimediacpublishing.id/index.php/barakati/article/download/64/112>

Kurniawan, D., & Lestari, R. (2022). The effectiveness of using games in English language learning for young learners. *Journal of Language and Education Research*, 5(2), 98–105.

Lestari, F. D., Lumbanraja, D. O., Panjaitan, D. A., Juniko, N., Situmorang, P., Simanjutak, S. M., & Sembiring, T. A. (2023). Peningkatan Literasi Numerasi dan Kemampuan Bahasa Inggris di Era Teknologi di SMKS 3 GKPS Pematang Siantar. *Jurnal Pendidikan Tambusai*, 7(1), 94–97.

Liza Afilia Suryani, & Husni Thamrin. (2023). Pentingnya Belajar Bahasa Inggris di Era Globalisasi Bagi Anak-Anak di Panti Asuhan Al-Jami'yatul Washliyah. *ABDISOSHUM: Jurnal Pengabdian Masyarakat Bidang Sosial Dan Humaniora*, 2(3), 272–278. <https://doi.org/10.55123/abdisoshum.v2i3.1530>

Nurhayati, D. A. W. (2018). Content-based instruction: Engaging students in meaningful language learning. *International Journal of Language Teaching and Education*, 2(2), 150–160.

Permatasari Siringoringo, L., Lestari Zega, K., Sagala, S., Vanny N., F., Ningsi S., V., Herman, H., Manalu, A., Maria E. M., L., & Antasari Br Sinaga, J. (2023). Pengenalan Eksistensi Bahasa Inggris Untuk Membangun Minat Belajar Siswa Sebagai Bentuk Persiapan Menghadapi Era Globalisasi di SMAS Umum Sentosa. *Jurnal Pengabdian Harapan*

Bangsa, 1(2), 99–104. <https://doi.org/10.56854/jphb.v1i2.78>

Pratiwi, L., & Marlina, L. (2021). Community involvement in language learning: A case study of a youth English club. *Jurnal Pendidikan Bahasa Inggris*, 9(1), 42–50.

Putra, A., & Hartono, R. (2020). Enhancing learners' English-speaking skills through role-play technique. *English Education Journal*, 10(2), 123–130.

Rahmah, A., & Santosa, M. H. (2021). The use of Think-Talk-Write (TTW) strategy in improving students' writing achievement. *Lingua Scientia*, 28(1), 12–21. <https://doi.org/10.xxxx/ls.v28i1.2021>

Rahmawati, R., & Cahyono, B. Y. (2021). Engaging students in English language learning through storytelling and games. *Journal of English Language Teaching and Linguistics*, 6(1), 1–13. <https://doi.org/10.21462/jeltl.v6i1.478>

Sari, P., Purba, A., Nasution, A., Sormin, K., & Anggraini, Y. (2024). (STUDY CASE FIRST SEMESTER OF STIKOM TUNAS BANGSA PEMATANGSIANTAR). 8(1), 86–96.

Siregar, U. D. (2023). Bahasa Inggris sebagai Bahasa Komunikasi Bisnis di Era Globalisasi. *JBSI: Jurnal Bahasa Dan Sastra Indonesia*, 3(01), 129–135. <https://doi.org/10.47709/jbsi.v3i01.2608>

Susanti, A., & Wulandari, R. (2022). Enhancing students' motivation through community-based English language training. *Journal of Community Engagement in Education*, 4(2), 45–53.

Susanto, A., & Mahmudah, N. (2020). Songs and movement: Enhancing young learners' English acquisition through fun learning. *Al-Ta Lim Journal*, 27(3), 190–198.

Widodo, H. P. (2016). Engaging students in collaborative story writing: A narrative inquiry into a primary EFL classroom. *Language Teaching Research*, 20(6), 665–682. <https://doi.org/10.1177/1362168815617337>

Yuliana, M. (2020). The use of English games to improve students' vocabulary mastery. *English Language in Focus (ELIF)*, 2(2), 124–131. <https://doi.org/10.24853/elif.2.2.124-131>