Blue-forest in mangrove area at Kuri Caddi hamlet, Nisombalia Village, Maros Regency, South Sulawesi, Indonesia

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Abstract. Kuri Caddi is located in Nisombalia village, Maros regency, South Sulawesi which has the potential of mangroves and marine ecosystems that are quite extensive and still maintained. This potential then attracts the attention of local tourists and foreign tourists. Communication in English is an obstacle Kuri Caddi community to interact with foreign tourists. An activity called Blue-Forest aims to improve communication skills in using the English language to support the sustainability of mangrove in the hamlet attractions Kuri Caddi. English-card and English speaking is the method used to support these activities. The results of this activity were the increased knowledge of the English language as measured by pre-test and post-test. only 20% of people in Kuri Caddi could answer questions on the pre-test, whereas in post-test, have seen some people who have increased up to 70% in material English card. As for English speaking occurred an increase of 50% from previous pre-test results.

1. Introduction
Indonesia is a country that has a lot of beautiful places captivating that can be used as a tourist destination. One of them is located in Nisombalia village, Maros regency, South Sulawesi. The village has the potential of natural resources that are in demand by many people even to tourists from abroad. Tourists are inquisitive about the wonderful charm of the mangrove forest and marine ecosystems in the village Kuri Caddi. Indonesia is located in the waters of the equatorial, and tropical climate makes Indonesia has a wealth of aquatic species that is more than the cold and temperate regions, for example, Korea and Mexico [1]. So Indonesia is rich in tourist attractions such as mangrove forests [2].

Natural wealth such as marine ecosystems and mangrove forests contained in Kuri Caddi not yet exposed. The communication problem is mainly in English has become one of the major obstacles for people Kuri Caddi. Kuri Caddi community considers that this communication limitations result in the introduction of the natural resource to tourists inhibited. Kuri Caddi village community has a strong desire to be able to communicate mainly in English. To realize the wishes and aspirations of the people Kuri Caddi we conducted activities aimed at helping people to eradicate the hazy of speak English as improving the quality of human resources and tourism. This activity is one of the Student Creativity Program (PKM) Hasanuddin University Student Service.
2. Method
Teaching in Kuri Caddi community which has been formed previously, in this case, the School of Field Work (SLK) which also became a community partner in this BLUE-FOREST activity. Before starting the first learning methods, we made Pre-Test to determine the ability of community partners after that, we made Post-Test to determine the learning progress of partner communities. The teaching methods have applied the method of English-cards and English Speaking. On teaching using English-cards introduced some English vocabulary related to everyday life, mangrove forests and marine ecosystems (Figure 1).

![Figure 1. English-card design.](image)

Teaching English Speaking performed with lectures, demonstrations, and practice. The material of this activity was how to communicate/speak in English. Participants were taught some simple phrases that are often used in everyday activities. For example, introducing the name, say hello and ask where the area as well as some other basic materials. To support our activities, we also used English books written by Adams and Waskito [3] and Arsyad [4].

3. Result and Discussion
Kuri Caddi society which was our partner in learning the English language consists of three women and six men. Our partner means age was 19th years old with the eldest partner was 50th years old. They mainly job were fisherman, which was last education was an elementary school.

![Figure 2. One of the learning activities carried out in the village of Kuri Caddi.](image)
Activity recognition vocabulary in the English language by using English-cards were presented in Figure 2. English-cards a learning card that was unique, because in the card were basic English learning guides were designed in a way that can be carried or used anywhere and anytime. Part of cards can be broken down into several parts in the order include; (1) The front part contains alphabet, along with the pronunciation in English (2) the back contains four images associated with each alphabet found on the front.

Figure 3 showed that before this activity was conducted, only 20% partner can mention reciting the alphabet and vocabulary in the English language correctly. After this activity, accounting to 70% of partner communities has been able to mention the alphabet and words in the English language correctly.

![Figure 3](image.png)

**Figure 3.** The results of pre-test and post-test for English-card program (legend and XY axis title in the graph have to change in English)

As for the activities of English speaking, partner progress was presented in figure 4. Before the project was implemented, only 20% of the community were able to make a conversation in English language support. After this activity, there was a 50% partner who can communicate in English.
Use of the method of English-card in our teaching materials can be captured easily by our partner community. They can quickly memorize the vocabulary of the English language with the help of cards whose contents were vocabulary. Slowly people in the hamlet Kuri Caddi also able to communicate using the English language and know the materials given as; introducing self, asking for help and asking for time.

4. Conclusion
After BLUE-FOREST program, 70% of people Kuri Caddi Society has been able to mention the alphabet and words in the English language correctly on the activities of the English card. On the activities of English speaking, 50% of partners were able to communicate in English.

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