

# Developing English Speaking Skill for Students at LPK Cahaya Khansaa Cimahi

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**Abstract**---Community service is one of the responsibilities for lecturers to contribute to the people around. Community Service Program is technically as an activity in an effort to carry out one of the dharma (obligations) of Higher Education. Therefore, research and community service are which the elements of the Higher Education Tri Dharma that should be carried out by all lecturers, including English lecturers especially at Widyatama University Bandung. The English Study Program at Widyatama University in Bandung roles as an institution whose main activity is developing English language skills; thus it leads to provide debriefing and practice in the field of language related to the world of work for students at LPK Cahaya Khansaa Cimahi through Community Service activities. The form of English training was focused on developing speaking proficiency. The method used in the program was interview method by applying job interview practice, since the common purpose of the participants studying at LPK was for getting job. The output of the program was score improvement resulted by the participants. From the results of the training, it obtained very significant results that could be observed from the participants. After conducting the pre-test section, the program was continued with the provision of material in the form of conversations, introduction of self and others and job interview practice and simulation sessions. The results were obtained in the form of a final score with a mean value of 19.35 after previously 18.70 at the time of the pre-test. This proved that the interview method and the provision of materials assisted participants in improving (scores) English speaking skill, especially at LPK Cahaya Khansaa.

**Keywords**---Community service, English speaking skill, interview method, job interview practice, score improvemen

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## I. Introduction

Academic dominance of English or in other fields, especially in the days of the industrial revolution 4.0 is inevitable. Until now, English is still used as the language of diplomacy, business, tourism, education, science, entertainment, computer technology and media at the international level. In addition, English is also often used as a language of instruction in the development of communication, technology, internet and software, which are the main needs in the

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current millennial era. However, over the years, the use of English has become increasingly popular in Indonesia and has become a premier need for people in this country.

In the context of developing the role of English in Indonesia, speaking ability seems to be the main target for English learners at the school, university and general learner level. This is also related to the implementation of the ASEAN free trade area. That is why English is determined as one of the main subjects in the school curriculum in Indonesia. Speaking is one important component of the English learning curriculum because it will be the basis in the growth of other oral skills and has a close relationship with listening ability. <sup>[19]</sup> Therefore, speaking skills enable students to create connections between what they know and what they learn, while listening later will help learners gain knowledge and explore new ideas.

This community service is carried out regularly by the English Study Program and is not merely to fulfill obligations as an educational institution, but also is a promotional media and media to interact with the community as a form of concern for the English Study Program towards the community and not only oriented on internal activities. Community Empowerment is a development process in which the community takes the initiative to start the process of social activities to improve the situation and condition of oneself. Community empowerment will be successful or can occur if citizens participate.

In the terms of reference for national development in general and in particular the City of Cimahi, empowering people in various aspects should be the center of mutual attention and responsibility.

Technological and industrial developments provide opportunities for foreign companies in Indonesia to further develop. This certainly forces prospective job seekers to be able to speak English fluently. The introduction of English since the beginning is based on a pedagogical concept that the earlier a person is introduced to the target language, the faster and better the mastery and acquisition of children of the language being studied. <sup>[10]</sup>

There are several factors that affect students' speaking performance such as; anxiety, nervousness, and lack of confidence. <sup>[3]</sup> In addition, Brown also stated that the characteristics of students also affect their speaking performance. Furthermore, related to the type of learner, Brown also classifies a person's personality characteristics into 2 types: extrovert and introvert. Someone who is extroverted is those who have an interest in the crowd and consider it as a refill power. Conversely, someone who is introverted is considered as a calmer and quiet person with a tendency toward a closed figure.

English can refer to communication skills needed at work, or language skills that are unique to business communication, such as presentations, meetings, negotiations, job interviews, CV writing, report writing, correspondence, finance, internal relations, and so on. Business communication in English is increasingly highlighted in a global context, because English is spreading as the most dominant language of instruction in the international business environment. To improve understanding in terms of language, an English language training course is held which is related to the preparation of students in the Job Training Institute (LPK) in need.

The importance of mastery oral English skills encouraging the application of the method drilling teaching and learning and pleasant repetition, motivate, invite desire and awareness to practice and practice spoken English in order to reduce boring session but effective in improving various aspects oral English skills include vocabulary, grammar, pronunciation and pronunciation so not cause misinterpretation and inhibits the smooth communication.

The results of research stated that mimicked voice recording model (repeat after-the-model), push students to master more intonation / emphasis on pronunciation of language English without instructions explicitly from the instructor. <sup>[21]</sup> Student invited to study as when studying their native language, i.e. absorb reasonable language in the context of its use as the language is used by the native speakers. Teacher's role only accompanying and guide, with less teacher must to ask

students to imitate the exact voice recording model and with minimal errors. Additional benefits of the drilling method and repetition appears in which experts state that this method can encourage villagers to be motivated in participate in language practice oral English. This can impact develop their tourist village by encouraging homestay programs. [20]

Responding to these facts, the English Study Program at Widyatama University in Bandung as an institution whose main activity is developing English language skills is moved to provide debriefing and practice in the field of language related to the world of work for students in LPK Cahaya Khansaa through Community Service activities. This research and development adapted Gall model which consists of materials, strategies, and learning assessments. [9]

Before the training was conducted, participants were first given a questionnaire to see the extent of their English skills. From the results of the questionnaire, the instructor can see and design the training program. In implementing this inductive learning model, the direction of learning will be determined by the ways students respond to questions raised by the teacher. [7]

## II. Review of Related Literature

### *Improving Speaking Skills*

Speaking is an oral ability to achieve pragmatic goals through interactive discourse with other speakers from same language. Speaking as one form communication to interact with people orally. In speaking, people are expected to be able to communicate ideas, feelings, and their opinions. The goal is for participants to be able to creating comfortable and social interactions communicate well. [11] A large number of learner languages in the world learn languages to develop and improve learners' skills in speaking the target language specifically in English. In other word, English learners want to make themselves proficient in using English to communicate verbally so they can communicate with anyone who is in parts of the world because of English used in all corners of the world. [15] Furthermore, students are arguably set to learn in using English in the classroom environment, they ask to be involved in learning about how language works properly. Students should involve to reflect on several aspects of language (activities), to enhance a common language for especially talking about everything, and to use this particular knowledge to evaluate texts critically in terms of effectiveness, meaning and accuracy. Some students who speak well would similarly understand when to use different grammar points. [4] The sample of the study consisted of two learning systems work side by side. One is the private English medium school and second is government school. English is learnt as a second language in both cases. Both students' and teachers use local language or the regional language to communicate inside the class, and practice traditional methods which focus on reading and writing skills, but productive skills such as: speaking is given on important. [2]

Factors were faced by Non-English department student in speaking English there are two factors, from internal factors and external factors. Internal factors such us they are a quite person, they are hard to learn, difficult to remember vocabulary, difficult to pronounce the word,lack of grammatical mastery, they are lazy to memorize vocabulary, they are lack of confidence and fear of making mistake

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pronounce the word, lack of grammatical mastery, they are lazy to memorize vocabulary, they are lack of confidence and fear of making mistake

Some factors that were obtained by Non-English participants in speaking English commonly consisted of two main factors; internal and external factor. Internal factors refer to the participants' personality or character, less-memorizing ability, lack of vocabularies. Meanwhile for the external factor refer to the class condition, supported environment and sometimes the teacher/trainer. <sup>[14]</sup>

#### *Community Service on English Training*

English training in the community by using the language learning method with the direct method (direct method). The direct method is one method effective language learning and this method prioritizes pronunciation trained by teacher / educator by emphasizing listening and speaking skills. The purpose of English language training with the direct method is to practice communication skills in English well. <sup>[16]</sup> The ability of students to produce spoken English by measuring the level of complexity of the resulting sentence (Complexity), accuracy (Accuracy), and fluency (fluency), known as CAF. The research method used is a method quantitative with experimental research designs and using data analysis t-test for correlated samples or paired-samples t-test. The results of this study indicate that the use of L2 subtitles can further improve oral language skills especially on the language dimension in Complexity and Accuracy. <sup>[13]</sup>

#### *Interview Method*

By using interview method, the results emerged to be a skill enhancement especially for speaking ability. Direct interview type established good communication activity between the teacher and the student and improved classroom management. <sup>[1]</sup>

The method of direct interview leads to compiling and gathering data from participants, consist of interviewee and interviewer, that allows them expressing perspectives and opinion in the process by structured ways. <sup>[6]</sup> Direct interview type is a one in which interviewer establish the purposes of interviewing and at least at the outset, control the pacing of the communication situation. <sup>[17]</sup>

### **III. Method**

#### *Questionnaire Method*

Before conducting interview test (preliminary test), the lecturers did an observation and also spread the questionnaire to the LPK and participants in general, to obtain particular information led to provisioning some questions in interview. The questionnaire is a data collection technique which is done by giving a set written statement to the respondent for the answer. Questionnaires used by researchers as instruments research, the method used is by closed questionnaire. <sup>[18]</sup>

The instrument of the questionnaire must be measured for validity and reliability of the data so that the research yields valid and reliable data. A valid instrument means what instruments can be used to measure it which should be measured, while instruments are reliable is an instrument that if used several times to measure the same object will produce data same thing too.

In this term of training, the questionnaire given to the institution and the participants was shared via online. They filled out the form to answer some questions regarding to English in their regular activity as a worker.



Image 1. Online questionnaire

### *Interview Method*

This community service activity was carried out in several stages; the first stage was observation. The lecturers who worked in a team observed the place where the training would be conducted. At this stage, there were some activities including registering the participants, the facilities and the material regarding to the regular English teaching. The instructors immediately conduct a pre-test to find out the extent of the participant's English skills, and then the instructors input the basic scores for several assessment components. The next stage is the provision of material and theory, carried out by lecture, discussion and question and answer methods, and direct speaking exercises. The second stage was the provision of pre-test. At this level, the participants were gathered in several rooms to have pre-test section in form of interview that involved basic questions in job interview. This purposed to measure their ability to answer and to analyze the questions in English, thus in measuring elements of scoring for speaking ability. The lecturers (trainers) filled the scoring table for each participant as preliminary test score. The third steps of this community service was providing and conveying material and theory to participants, especially for enhancing and developing their speaking ability. The materials included speaking practice, grammar and vocabularies dealing with terminologies of business and office. The last stage was the post-test stage to find out further about the participants' ability in speaking. Procedure of the interview covered the following stages. [5]

1. Identify the participants based on the procedure selected sampling.
2. Determine the type of interview to be conducted and what information is relevant in answering research question.
3. Arrange the interview protocol, the length is more or less four to five pages with roughly five open questions and provide enough space among questions to record responses towards participant comments.
4. Give informed consent to prospective participants.
5. During the interview, adjust to the questions, complete at that time (if possible), respect it participants and always be polite.
6. Determine where to do the interview. If maybe the room is quiet enough, no distraction and comfortable for participants. Ideally researchers and participants sit facing the interviewer.

All participants can submit their various problems relating to English language difficulties, especially in the speaking area, so that it could become a reference for instructors in providing theories and materials that suit their needs.

The data collection method used in the training was the interview method. It led to data collection techniques conducted through face to face and question and answer directly between researchers and speakers. As technology

develops, interview methods can also be done through certain media, such as telephone, email, or skype. But in this case, the lecturers gave direct interview by face to face concept to obtain certain data from the participants. The type of interview used in this research was unstructured interview. It doesn't have standardized, informal, or focused starting from general questions in a wide area of research. This interview is usually followed by a keyword, agenda or list of topics to be covered in interview. [12]

Some factors affecting the degree of structure or type instrumentation used in research qualitative. The first factor is the researcher's goal. When research is more exploratory or testing for find and or refine theories and concepts, right to consider is the protocol which is very open-ended. Factor second is the breadth of prior knowledge already exists about a subject, for example a concept that already exist and are widely used in the world, the extent of its application in Indonesia. Third, available resources, especially subject time and the number and complexity of cases. Finally, agreement with the authorities and persons fund. An instrument that takes a long time to analyzing it certainly needs to be considered by funder. [8]

#### IV. Results

The activity of improving English language skills in the area of speaking for LPK Cahaya Khansaa participants in the Cimahi region, West Java was held for 1 month, in January 2020. With details of 2 tests (pre-test and post-test), 5 times face-to-face meeting giving material, and 2 online meetings, so the total training is 9 days. The cluster leader and members and students divided the subject material into 4 points, introduction, grammar, job interview practice and exercises so that in the division of tasks, the instructors gave face-to-face material at 5 initial meetings.

The results and achievement outcomes of participants' English language improvement activities at LPK Cahaya Khansaa Cimahi showed a comparison of the pre-test and post-test average scores of the 20 participants. The results of the activities to improve speaking skills and job interviews can be seen from the following calculation table:

Table 1. Descriptive statistics of learning outcomes

Session	Mean	Std. Deviation	Std. error mean
Pre-test	18.70	6.86025	1.534
post-test	19.35	11.6811	2.612

From the comparison table above, it showed an improvement in the average scores in the pre-test and post-test sessions. The table stated that the result of the pre-test value is 18.70 and the result of the post-test value is 19.35. It could be concluded that the results of the post-test

scores which were higher than the pre-test scores showed a significant enhancement between the pre-test scores and the post-test scores. In other words, the learning process gave good results for the trainees.

#### V. Conclusion

The results of the pre-test scores (before learning activities) and post-tests (after learning activities) in English learning activities with specifications in speaking skills in preparation for job interviews indicated the improvement in English skills, especially in the ability to speak and communicate in English. The efforts to improve the quality of human resources—the participants— in the needs of English skill for speaking ability is an inevitability because of job competition recently is getting more advanced. The participants could enhance their ability in using English in their activity as a worker. From 20 participants in LPK Cahaya Khansaa had received certificate and new skills for speaking English. The conclusion from the training in whole one month resulted 4 participants were categorized as *non-native* who still needed improvement in their speaking ability especially for answering the question in job interview correctly. 7 participants were categorized as basic level, who had leveled up from the previous preliminary test. And 6 participants were categorized as intermediate, since they could improve their answers over the questions than before in preliminary session. The last level was advanced, 3 participants, who had enough speaking ability and they had ability to supervise and teach their team-mate in order to speaking practice.

Advanced English training, especially by technology application, needs to be realized so that it can support the learning abilities of participants, especially English grammar with a variety of learning methods that are more interactive and creative. Technology can stimulate the playfulness of learners and immerse them in a variety of scenarios. Rather technology gives learners a chance to engage in self-directed actions, opportunities for self-paced interactions, privacy, and a safe environment in which errors get corrected and specific feedback is given. The feedback by a machine offers additional value by its ability to track mistakes. Studies are emerging that show the importance of qualitative feedback in software.

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