

ENGLISH PUBLIC SPEAKING TRAINING FOR VOCATIONAL COLLEGE STUDENTS IN MADIUN

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Abstract: Many vocational college graduates got difficulties during job interview process. Therefore, this community service activity aims to enhance vocational college students' English communication skills, especially in public speaking, during the job interview process. It was done online through a *Zoom meeting*, which was opened for vocational college students in Madiun City, East Java. The activity was done in May 2024, starting from the preparation, implementation, and evaluation process. It ran well and benefited vocational college students by equipping them with and broadening their knowledge regarding the job interview process. The participants' feedback was positive, in which the survey results showed that the community service activity improved their public speaking skills and confidence. The participants also provided a rough description of the job interview process through mock interviews. It is hoped that a similar activity will be carried out continuously in the future.

Keywords: English; Public Speaking; Training; Vocational College; Vocational Students

Abstrak: Banyak lulusan kampus vokasi yang kesulitan saat menjalani proses interviu kerja. Untuk itu, kegiatan pengabdian masyarakat ini bertujuan untuk meningkatkan kemampuan berkomunikasi bahasa Inggris mahasiswa vokasi terutama pada *public speaking* di proses wawancara kerja. Kegiatan ini dilaksanakan secara daring melalui *Zoom meeting* yang dibuka bagi mahasiswa vokasi di kota Madiun, Jawa Timur. Kegiatan ini dilakukan pada bulan Mei 2024 yang dimulai dari proses persiapan, pelaksanaan dan evaluasi. Kegiatan berjalan dengan lancar dan bermanfaat bagi para mahasiswa vokasi dalam memperlengkapi dan memperluas wawasan mereka mengenai proses wawancara kerja. Umpan balik dari para peserta menunjukkan nilai positive dimana hasil survei menunjukkan bahwa kegiatan pengabdian masyarakat ini meningkatkan kemampuan *public speaking* para peserta dan rasa percaya diri mereka. Para peserta juga mendapatkan gambaran kasar mengenai proses wawancara kerja melalui kegiatan *mock-interview*. Diharapkan bahwa kegiatan sejenis dapat diadakan berkelanjutan di masa mendatang.

Kata kunci: Bahasa Inggris; Public Speaking; Pelatihan; Kampus Vokasi; Mahasiswa Vokasi

INTRODUCTION

Globalization has changed the world from Industrial Revolution 4.0 to Society 5.0, in which international language is one of the critical points for achieving a successful global career. University students, as productive human resources in Indonesia, are required to acquire skills in English public speaking and confidentiality during the job interview process. The job interview is one of the essential steps for a job seeker to get their dream job (Ubaedillah et al., 2020). For many young people, this step becomes a frightening moment as language is usually taught as a memorizing skill rather than as a productive skill. Especially for fresh graduates, they often get more pressure due to limited experience in having job interviews. Although there have been many tutorials, tips, and tricks for having a job interview, there is still limited training and simulation for the interview process.

Based on survey results on vocational college fresh graduates in 2021 – 2023 around Madiun city, it was found that more than 50% of the participants had difficulties in answering questions during job interviews, especially when they had to speak in English. On the other hand, the stakeholders also stated that more than 60% of the interviewees did not answer the given questions if they were given in English. Indeed, some of them could not introduce themselves in English, although they passed the English competence test. Therefore, training was needed to improve students' English communication skills, especially in public speaking during job interviews.

English public speaking skills need to be trained because they are not

theoretical skills. Speaking requires habituation in practicing the language so that the skill will improve autonomously (Pratiwi, Ubaedillah, et al., 2022). This theory has been proven by several community service activities, which resulted in improvement in English speaking skills toward training participants (Loebis et al., 2020; Maulana et al., 2020). Moreover, the participants were satisfied and stated that English training activities need to be done continuously to improve students' as well as teachers' English communication skills. Accordingly, this community service is held to enhance students' English public speaking skills.

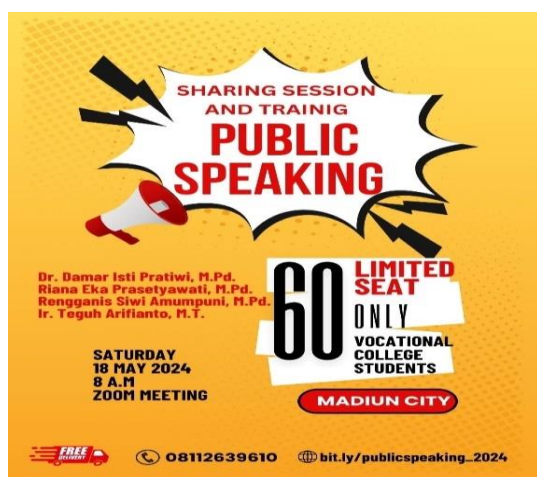
The community service activity about English Public Speaking Training for Vocational College in Madiun aims to train students and fresh graduates to improve their English public speaking during the job interview process. It is hoped that the activity could be beneficial for the participants in improving their English speaking skills in general and particularly in preparing them for job interviews in English. This activity is also a community service, which is one of the lecturers' responsibilities in their 'Tri Dharma' so that the lecturers could share their knowledge for maintaining a sustainable community environment (Arifianto et al., 2021; Pratiwi et al., 2022).

METHOD

The community service was done online via *Zoom meeting* application. It was a collaboration among lecturers in Politeknik Perkeretaapian Indonesia (PPI) Madiun, who had experience in interviewing student candidates in the

Human Resources Development Agency on Transportation under the Ministry of Transportation. There were three processes in conducting the community service activity: 1) preparation, 2) implementation, and 3) evaluation.

In the first process, after some lecturers agreed to conduct the community service activity together, there was material compilation for sharing knowledge activity. Then, the team designed a flyer and spread the information through some social media such as *WhatsApp*, *Facebook*, *Instagram*, and *Twitter*. Social media were chosen as the most effective way to spread information (Premana et al., 2021; Ubaedillah & Pratiwi, 2021). It was done in two weeks, starting from May 3rd until May 16th, 2024. Due to the limited speakers in this community service activity, the participants were limited to 60 vocational college students. The participants needed to register through the *Google Form* provided in the flyer to join the activity. When the maximum number of participants was reached, registration was closed.



Picture 1. Community Service Flyer

The second process was the implementation of a training session

activity in English public speaking for vocational college students. It was done on Saturday, May 18th, 2024, which lasted around 3.5 hours. The activity started by sharing tips and tricks for a job interview, which lasted for an hour. It was not only the speaking process but also how to dress up during the interview. Then, it was continued by job interview simulation. The participants were divided into four breakout rooms in a *Zoom meeting* in which one breakout room consisted of 15 participants and a keynote speaker. Each participant had a chance to have a mock interview session with the keynote speaker, and then there would be a feedback session after all participants finished having a mock interview. This lasted for 2 hours. Then, all participants and keynote speakers came back to the main room.

The last step of the process of this activity was evaluation, in which all participants were given a *Google Form* link to write their feedback on the community service program. They also had a chance to create an introduction video in English that would be checked and given feedback by the keynote speaker one week later (May 25th, 2024). They would receive the feedback through their emails, which were submitted altogether with their feedback and introduction video. The evaluation process was done to analyze the benefits and drawbacks of community service activity and also to get suggestions for similar programs. After all participants had understood the following process, the community service activity was closed, and all keynote speakers thanked all participants who had joined the activity.

DISCUSSION

The community service was done on May 18th, 2024, through a *Zoom meeting*. There were 96 vocational college students registered to join this activity. However, only 72 students came to the online meeting due to the technical competence training program on the same day. There were four keynote speakers in this activity, so there were 76 people in the online meeting. The English public speaking training lasted for 3.5 hours, which was divided into three phases. First, it started with a material-sharing session in the main room. The sample material was presented in Picture 2, which was compiled by four keynote speakers in this community service from several sources (Apoko et al., 2022; Saidalvi & Samad, 2019; Ubaedillah et al., 2020). One of the keynote speakers discussed the material for almost an hour. A question-and-answer session was also opened after the material was presented.

Table 1. Material for Sharing Session: Do(s) during Interview

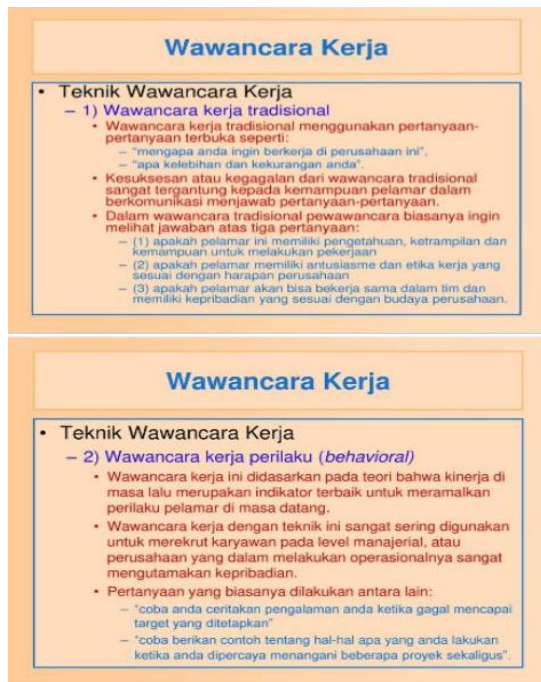
Things to Do
1. Pastikan anda sudah tahu tempat wawancara.
2. Pastikan anda tahu jenis pakaian yang harus dipakai. Jika tidak diberitahukan, maka gunakan pakaian formal, bersih dan rapi.
3. Usahakan datang lebih awal.
4. Gunakan bahasa formal, bukan bahasa gaul.
5. Akhiri wawancara dengan menanyakan apa yang harus anda lakukan selanjutnya.
6. Ucapkan terima kasih kepada pewawancara atas waktu dan kesempatan yang diberikan kepada anda.

The material for sharing session was divided into several parts. Some of them were about things to do and not to do during the interview. Regarding the things to do, the interviewees should know the exact place for conducting the interview and also the outfit they had to wear. It was better to wear formal outfit as well as using formal language during the interview process. Then, it was suggested that the interviewees came earlier than the interview time. For the closing statement, the interviewees could express their gratitude for the given chance.

Table 2. Material for Sharing Session: Don't(s) during Interview

Things Not to Do
1. Jangan datang terlambat.
2. Jangan datang ke wawancara tanpa persiapan.
3. Jangan memotong kalimat wawancara.
4. Jangan mengkritik atau menjelekkan atas anda sekarang atau yang lama.

In addition, there were also several things that the interviewees should not do for attending interview process. They should not come late; it was better to prepare everything before the D-day so that there was no error or unexpected thing happened. The interview process should run smoothly so that the interviewees were prohibited to cut off interviewers' talk. If interviewees have ever worked previously, they should not criticize and commented negatively to their previous work places. After that, several kinds of interview technical were explained to give broader knowledge to the interviewees about interview process.

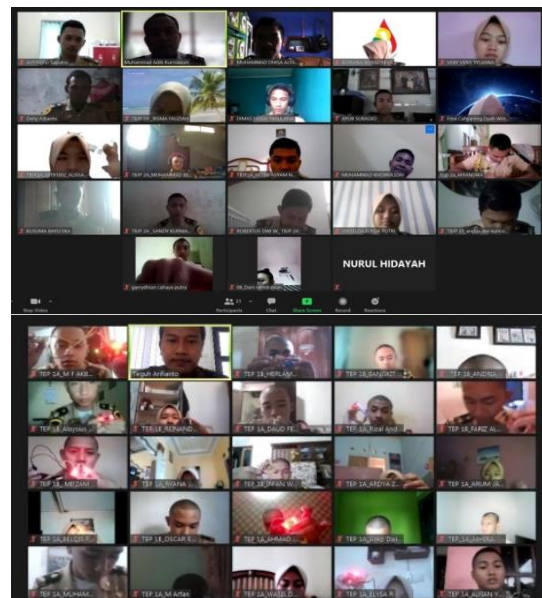


Picture 2. Material for Sharing Session Knowledge

In the second phase, the participants were divided into four breakout rooms, each of which consisted of 18 people. One breakout room had a keynote speaker as a facilitator. In the breakout rooms, the participants practiced public speaking through a mock interview concept. The keynote speaker was the interviewer, while the participant was the interviewee. The mock interview was done one by one until all participants in the breakout room got their chance.

During the mock interview, the participants described their experience regarding the situation and conditions during a job interview, which they would experience in the future (Bakoko & Pratiwi, 2021). Although each participant only had around 5 minutes to practice the interview, they already had a rough description of this activity. Further, all participants were asked to create a short video (maximum duration 5 minutes) to introduce themselves, which should be submitted together with the evaluation

form at the end of the meeting. They had a chance to get feedback on whether they wanted to submit an introductory video in English at the end of the training session.



Picture 3. English Public Speaking Training Activity

In the third phase, there was an evaluation process. The participants and keynote speakers came back to the main room, and then a *Google Form* link was given to all participants. The participants were also informed that they could have feedback from their introduction video if they had submitted the video together with the evaluation. The feedback would be given through their email one week later by the keynote speakers.

The results of the survey showed that the community service activity benefited vocational college students as the participants in this activity gained knowledge regarding the job interview process, which could be used for their future career pathways. Instead, the activity also improved participants' confidence in English public speaking, and they could get feedback from the submit-

ted video along with the survey. However, some participants had internet connection problems during the activity, so they had to rejoin the *Zoom meeting* several times. Yet, it was not a big deal since they still could rewatch the material explanation in the recorded meeting provided.

CONCLUSION

The community service activity about English public speaking training for vocational college students in Madiun ran well and benefited participants. The participants consisted of 72 vocational college students, which was more than the expected number of participants, which was only 60 people. This activity had four keynote speakers as facilitators in a *Zoom meeting*, which was useful in equipping vocational college students with job interview sessions. Several tips and tricks and a mock interview phase have been given and done. Therefore, it was hoped that the participants could have broader knowledge and information about what and how to do job interviews in the future. By having public speaking expertise and confidence, the participants could be more ready to compete in a global world in the Society 5.0 era.

As this community service was beneficial for vocational college students, it was hoped that both campus and related policymakers would consider such a similar activity. By having this kind of activity, the students could have more preparation during job interviews regarding their physical appearance, portfolio, attitude, intelligence, and public speaking. Information about job interviews was not taught integrated in several colleges; therefore, it was necessary to conduct such kind of a community service

activity in the future. It not only benefits the students but also can be used as a community service activity for the lecturers to accomplish 'Tri Dharma' as required by the Ministry of Education in Indonesia.

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