

IMPROVING STUDENTS' SPEAKING SKILL IN ENGLISH FOR INTERVIEW BY USING SIMULATION VIDEO

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Abstract

The research paper is entitled "Improving Students Speaking Skill in English for Interview by Using Simulation Video". This research is generally aimed to find the improvement of students' speaking skill in English for Interview by using simulation video to the students at International Hotel and Cruise Ship Training Bandung in academic year of 2017/2018. The total population is 25 students. Due to the conditions and the limitation of students' number, the researcher took all the 25 students to be the sample. The research method apply in this research is pre-experimental method in which pre-test and post-test are implemented. The treatment is implemented after the pre-test has been given to the students. To collect the data, the average scores of pre-test is compared to the average scores of post-test. The research findings show that the mean score of pre-test is 58.20 and the mean score of post-test is 66.20 and the scores of t observed is 8.0. According to Hatch and Farhady (1998: 118), If the score of t observed is greater than the critical value ($8.0 > 2.064$), it means that the difference between the mean of Pre-test and post-test is significant. Therefore, the researcher concludes that the used of simulation video in teaching English for Interview improved students' speaking skill. It means, the used of simulation video in teaching English for to the students in International Hotel and Cruise Ship Training Bandung is effective.

Keywords: speaking skill, teaching speaking, interview, simulation video

Abstrak

Makalah penelitian yang berjudul "Meningkatkan Ketrampilan Berbicara Siswa dalam English for Interview dengan Menggunakan Video Simulasi". Penelitian ini pada umumnya bertujuan untuk mengetahui kadar peningkatan kemampuan berbicara siswa dalam English for Interview dengan menggunakan video simulasi kepada siswa di Lembaga Pelatihan Perhotelan dan Kapal Pesiar Bandung pada tahun akademik 2017/2018. Total populasi adalah 25 siswa. Karena kondisi dan keterbatasan jumlah siswa, peneliti mengambil 25 siswa untuk dijadikan sampel. Metode penelitian yang digunakan dalam penelitian ini adalah metode pra-eksperimental dimana pre-test dan post-test diimplementasikan. Pengajaran diimplementasikan setelah pre-test diberikan kepada siswa. Untuk mengumpulkan data, nilai rata-rata pre-test dibandingkan dengan nilai rata-rata post-test. Temuan penelitian menunjukkan bahwa rata-rata skor pre-test adalah

58,20 dan skor rata-rata post-test adalah 66,20 dan nilai t yang diamati adalah 8,0. Menurut Hatch dan Farhady (1998: 118), Jika nilai t yang diamati lebih besar dari nilai kritis ($8.0 > 2.064$), itu berarti bahwa perbedaan antara nilai rata-rata pre-test dan post-test signifikan. Oleh karena itu, peneliti menyimpulkan bahwa penggunaan video simulasi dalam pengajaran English for Interview meningkatkan kemampuan berbicara siswa. Artinya, penggunaan video simulasi dalam pengajaran English for Interview untuk para siswa di Lembaga Pelatihan Perhotelan dan Kapal Pesiar Bandung sangat efektif.

Kata Kunci: keahlian berbicara, mengajar speaking, wawancara, video simulasi

INTRODUCTION

English has become the first foreign language of communication. It is spoken by millions people all over the world. English is one of subject which is taught from kindergarten school until university. Based on the school curriculum for English, it is a subject which consist of four skills such as listening, speaking, reading and writing. Speaking has always been viewed as playing essential role in the success of formal communication. Many people want to develop their speaking skill by doing many activities related to it. Turk, (2003:20) states "spoken language was the first form of communication between human beings". From that statement can be concluded that speaking is the important skill that should taught first when someone learns about a language. Speaking is used for many different purposes. Each purpose can be used by people to express opinions, to persuade someone about something, to clarify some information, or even to face an Interview.

Problem Statement

Base on the researcher observation at International Hotel and Cruise Ship Training Bandung, most of the students found difficulties in speaking skill especially in pronunciation, and grammar. They have a problem in producing a simple sentence. They took so much time to make a short conversation. One of an English subject to be learned at International Hotel and Cruise Ship Training Bandung is English for interview. It is one of important subjects because it has a significant role for the students in preparing their speaking skill for facing English for Interview exam or job interview.

The teaching and learning of English for Interview at International Hotel and Cruise Ship Training Bandung is very conventional. They used an interview script as a teaching media. It made the students bored and lazy to learn. When it came to interview test, they gave the same and rigid answer for every question and relied on the script. Due to lack of confidence and preparation, they felt nervous when they sat in front of their lecturer for the interview test. The uncomfortable feeling caused them missbehaved. Therefore, with all the mistake students have made during the interview, it caused them failed the examination. Turk, (2003:5) states "that if we

want to improve speaking skills first we must be aware of ourselves, our motivations, behavior patterns, and likely mistakes”.

In order to minimize those problems, the researcher try to find out an alternative media which is more suitable and interesting. The use of the right media in teaching English for Interview will improve the students speaking skill. One of the media which can be used to increase the students speaking skill is simulation video. According to Gerlach, (1980:248), Simulation is a replication of real situations which have been designed to be as near the actual event or process as possible. According to Mc. Kay, (2004:1), becoming more knowledgeable about what to expect will help you demystify the entire interview process. However, by watching simulation video, the students can get a lot of good advices in preparing their English for interview exam. Furthermore, it will be useful for their future job interview in achieving their great future career.

The Research Questions

The Research questions for the study are:

1. Does the use of simulation video in the teaching English for Interview improves students' speaking ability?
2. Does the use of simulation video in the teaching English for Interview to the students of International Hotel and Cruise Ship Training Bandung effective?

Literature Review

Speaking Skill

There are many definitions of speaking which have been proposed by some experts in language learning. Those are : Brown and Yule (1989:14), “Speaking is to express the need-request, information, service, etc.”. Harmer (1988:269), state that “speaking is the ability to speak fluently presuppose not only a knowledge of language features but also the ability to process information and language on the spot”. Nunan (1995:593), states “speaking is to utter words orally, talk, to communicate as by talking; to make a request; to make a speech”.

Speaking is so much a part of daily life that people take it granted. Speaking in a second or foreign language has often viewed as the most demanding of the four skills. When attempting to speak, learners should master their thoughts and encode those ideas in the vocabulary and syntactic structures of the target language. As one of the major subject, in this research speaking refers to the skill of students in English for Interview uses by students at International Hotel and Cruise ship Training Bandung.

Speaking skill is a productive language skill. It is a mental process called as “a process of thinking”. We use word, phrases, and sentences to convey a message to a listener. A word is the smallest free form (an item that may be uttered in isolation with semantic or pragmatic content) in a language, while phrase is syntactic structure that consists of more than one word but lacks the subject-predicate organization of a clause.

Brown (2001:271-274) describes six categories of speaking skill area. Those six categories are as follow:

1. Imitative

This categories includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase, or sentence. The important thing here is focusing on pronunciation.

2. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group works).

3. Responsive

Responsive performance includes instructions and test comprehension but at somewhat limited level of very short conversation, standard greeting, and small talks, simple request, and comments.

4. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information.

5. Interpersonal (dialogue)

It is carried out more for the purposes of maintaining social relationship than for the transmission of facts or information.

6. Extensive

Teacher gives students extended monologues in the form of oral, reports, summaries, story telling, and short speech.

Based on the expert above, it can be concluded that there are some points which should be considered in assessing speaking skill. The students need to know at least the pronunciation, vocabularies, and the language function they are going to use. Thus, the students can use the language appropriately. The researcher comes into conclusion that speaking skill in this research is the ability to process and give information and language with great accuracy and fluency by describing professional detail which includes personal detail, education background, and work experiences.

Teaching Speaking

Teaching and learning process of English for Interview in International Hotel and Cruise Ship Training Bandung is based on the college based curriculum. Speaking is an interactive task and it happens under real time processing constraints. It means that they will be able to use words and phrases fluently without very much conscious thought. Harmer (2001:271), states "Effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meaning that are intended". One of the reason for including speaking activities in a language

lessons is to help students familiar with oral use of language in English for Interview. Based on the experts above, the researcher has a conclusion that teaching speaking in English for Interview activities provide exercise opportunities in real situation especially in order to prepare the students in facing the English for Interview exam and job Interview in further.

Interview

Mc. Kay, (2004:2), states “Interview is your chance to embellish the facts you listed on your resume”. Rather than looking at an interview as an inquisition. You should instead look at it as a wonderful opportunity to express your true self to your prospective employer. Over the years, English for interview has become one of major subject at International Hotel and Cruise Ship Training Bandung. It gives the first preparation for every students in preparing their future job interview. The alumni students are prepared to face the user interview, either in Local or International company. Chinn and et al. (2007:1), states “Nevertheless, the interview has survived as the one certainty in any recruitment process, whenever you try to get a job, at some point you will be face-to-face with another human being who will ask you a questions about yourself”.

There are many things that the students need to prepare before they face an interview. A lot of interviewee are failed at the very first impression due to lack of preparation. Anyone who has been an interviewer will tell you that is very easy to distinguish between the candidates who have thought carefully about the job and those who have not, (Chinn and et al. 2007:1). One of the benefits of the good preparation is that, on the day you will be able to focus more on your attention on creating a good impression. In this research, English for Interview focuses on describing personality such as personal detail, education background, and work experiences.

Simulation Video

According to Gerlach and et al. (1980:248), “Simulation is a replication of real situations which have been designed to be as near the actual event or process as possible”. Simulation video used in this research is about describing professional detail which covers personal detail, educational background, and work experiences. While Harmer (1988:290), states “video can enhance simulations, not only because it can provide very telling feedback but also because the presence of a video make th media simulation more realistic”. The simulation may present the complete environment as real as in a real situation.

Many students derive great benefit from simulation video. Students will be simulated by a real-situation encounter (such as business meeting, an encounter in a hotel operation, or job interview) as if they get an experience themselves in a real situation. Simulation video can be used to encourage general or fluency, or to train students for a specific situations especially where they are studying English for Interview. In this research, the simulation video used in English for interview are the real situation of work interview contains describing professional detail.

Research Method

Methodology

The researcher employed pre-experimental method by using “one group pre-test and post-test design,” where the researcher will do an experiment in a single group only. Hatch and Farhady (1982: 19) states “Pre-experimental designs are not really considered model experiment because they do not account for extraneous variables which may have influenced the results”. The researcher compared the mean score of pre-test and the mean score of post-test to get the difference. The treatment given after the pre-test given.

Participants

The total population at International Hotel and Cruise Ship Training Bandung in academic year of 2017/2018 is 25 students. Due to the limitation of the students number, the researcher took all 25 students to be the sample of the research.

Data Collections

Pre-test and post-test are given for collecting the data. The test given is an oral test in a form of interview. The researcher asked the students to describe their professional details in a single question. From that question, the students have to describe their personal detail, education background, as well as their work experiences. The test recorded and transcribed in a written form as a data. The post-test given to 25 students of International Hotel and Cruise Ship Training Bandung after they receive the treatment. The test are recorded and transcribed in a written form. The researcher gave each student maximum of 2 minutes to describe their professional detail.

Data Analysis

To analyze the data, the researcher used comparative technique. He analyzed and compared the scores of experimental class. Pre-experimental conducts pre-test and post-test design. According to Hatch and Farhady (1982: 55), the Pre-experimental design is as follow: (T1XT2)

For getting the accurate output and in order to find out the characteristic and objective of the research, the researcher does the following orders to collect the data. Those are as follow:

1. Collecting the detail information about the students detail at International Hotel and Cruise Ship Training Bandung in academic years of 2017/2018.
2. Administering pre-test
3. Scoring the result of the pre-test
4. Giving the treatment of teaching speaking in English for Interview in describing professional detail by using simulation video to the sample.
5. Administering the treatment
6. Scoring the result of the post-test.

Limitation of the Study

The researcher would like to limit the study on the improvement of students' speaking skill in English for Interview in describing their professional details which covers personal detail, educational background, and work experiences.

Finding

The data presentation is gained from Pre-test and Post-test (instrument) which was indicated by scores. The data of pre-test scores base on speaking criteria can be seen in the table below:

Table 1. The Pre-test Scores Base on Speaking Criteria

No	Name	PRONUNCIATION	VOCABULARY	FLUENCY	COMPREHENSION	Total
1	Student 1	20	20	15	20	75
2	Student 2	20	20	15	20	75
3	Student 3	15	20	15	20	70
4	Student 4	15	15	15	15	60
5	Student 5	15	20	15	20	70
6	Student 6	10	15	10	10	45
7	Student 7	10	15	10	15	50
8	Student 8	15	20	15	15	65
9	Student 9	10	20	10	15	55
10	Student 10	20	20	20	20	80
11	Student 11	20	20	15	20	75
12	Student 12	10	15	10	15	50
13	Student 13	10	10	10	10	40
14	Student 14	20	15	15	20	70
15	Student 15	15	15	10	10	50
16	Student 16	15	20	20	15	70
17	Student 17	10	10	5	10	35
18	Student 18	15	20	10	15	60
19	Student 19	10	15	10	15	50
20	Student 20	15	20	15	20	70
21	Student 21	15	15	10	15	55
22	Student 22	15	15	15	10	55
23	Student 23	10	15	5	5	35
24	Student 24	15	15	15	15	60

25	Student 25	10	10	5	10	35
N=25	TOTAL					1,455
	MEAN					58.20

(Adapted from Harris, 1969: 84 in Ayu Fitriana, 2014:32)

As mentioned in the table, after the data analyzed, it shows that the mean is 58.20, the highest score is 80.00, and the lowest score is 35.00.

The data of post-test scores based on speaking criteria can be seen in the table below:

Table 2 The Post-test Scores Based on Speaking Criteria

No	Name	PRONUNCIATION	VOCABULARY	FLUENCY	COMPREHENSION	Total
1	Student 1	20	20	20	20	80
2	Student 2	20	20	20	20	80
3	Student 3	20	20	15	20	75
4	Student 4	15	20	15	20	70
5	Student 5	20	20	15	20	75
6	Student 6	15	10	10	15	50
7	Student 7	15	20	15	15	65
8	Student 8	15	20	15	20	70
9	Student 9	20	20	15	10	65
10	Student 10	20	25	20	20	85
11	Student 11	20	20	20	20	80
12	Student 12	20	20	15	20	75
13	Student 13	15	10	10	15	50
14	Student 14	20	20	15	20	75
15	Student 15	15	20	15	15	50
16	Student 16	20	20	15	20	75
17	Student 17	10	15	5	10	65
18	Student 18	15	20	15	20	70
19	Student 19	10	20	10	15	55
20	Student 20	20	20	15	20	75
21	Student 21	15	15	10	20	60
22	Student 22	15	20	15	20	70
23	Student 23	10	10	10	10	40
24	Student 24	15	15	15	20	65
25	Student 25	10	10	10	15	45
N=25	TOTAL					1,655

	MEAN	66.20
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(Adapted from Harris, 1969: 84 in Ayu Fitriana, 2014:32)

As mentioned in the table, after the data analyzed, it shows that the mean is 66.20 the highest score is 85.00 and the lowest score is 40.00.

The comparison of the test result can be seen in the table below:

The comparison of the test result can be seen in the table below:

Table 3 The Comparison of The Test Result

Sample	Pre-Test Score (X_1)	Post-Test Score (X_2)	$D=(X_1 - X_2)$	$D^2 = (X_1 - X_2)^2$
Student 1	75	80	- 5	25
Student 2	75	80	- 5	25
Student 3	70	75	- 5	25
Student 4	60	70	- 10	100
Student 5	70	75	- 5	25
Student 6	45	50	- 5	25
Student 7	50	65	- 15	225
Student 8	65	70	- 5	25
Student 9	55	65	- 10	100
Student 10	80	85	- 5	25
Student 11	75	80	- 5	25
Student 12	50	75	- 25	625
Student 13	40	50	- 10	100
Student 14	70	75	- 5	25
Student 15	50	50	- 15	225
Student 16	70	75	- 5	25
Student 17	35	65	- 5	25
Student 18	60	70	- 10	100
Student 19	50	55	- 5	25
Student 20	70	75	- 5	25
Student 21	55	60	- 5	25
Student 22	55	70	- 15	225
Student 23	35	40	- 5	25
Student 24	60	65	- 5	25
Student 25	35	45	- 10	100
N = 25	$\sum X_1 = 1,455$	$\sum X_2 = 1,655$	$\sum D = - 200$ $(\sum D)^2 = 40,000$	$\sum D^2 = 2,200$

The table shows that the means of pre-test is 58.20 from the maximum scores 80.00, while the means of post-test is 66.20 from the maximum scores 85.00 and minimum scores 40.00. From the table above it can be seen that the students improve their speaking ability in English for interview in describing professional details. Thus, the scores in the table above give a general description that the scores of the test are increased.

Based on the calculation it is found that the derived t is 8.00. The researcher used the degree of significance of 5%, in the table of significance, it can be seen the df 24 and the degree of significance of 5% the value of degree significance is 2.064. According to Hatch and Farhady, (1998: 118) If the point of $T_{observed}$ is greater than the critical value ($8.00 > 2.064$), therefore H_0 (Null Hypotheses) is rejected and H_a (The alternative one) is accepted, stating that there is significant difference in the students' mean score before and after the treatment using simulation video in teaching English for Interview in describing profesional detail.

Based on the result of data processing, it is proven that the students' scores in speaking of English for Interview by using simulation video in describing professional detail are increased. This means, the used of simulation video for teaching English for Interview improved students' speaking skill. It can be concluded that teaching English for Interview by using simulation video to the students of International Hotel and Cruise Ship Training Bandung by using simulation video is effective. Other thing that can be shared how effective is the used of simulation video in teaching English for Interview is the acceptance of all participants of the research by several hotel in Bandung on the screening interview for On the Job Training Program a week after the treatment.

Conclusion

Based on the result of the research, the researcher concludes that the students' scores of speaking in English for Interview taught by using simulation video is increase. This result has answered the research questions that the used of simulation video in teaching English for Interview improved students' speaking skill. Therefore, teaching English for Interview by using simulation video to the students in International Hotel and Cruise Ship Training is effective. The used of simulation video, role play and simulation activities bring more students to participate and more active in every learning activities without a force from the lecturer. The used of simulation video brings more information to the students in order to prepare for their job interview in further. Thus, the students get a better understanding of what and how to give the best impression by describing their professional detail clearly with a great manner. The used of simulation video shows that there are many ways of how to describe their professional details in a correct way.

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