

The Use Of Job Interview Simulation In Enhancing English Speaking Skills At Ninth Grade Students Of MTs NWDI Pringgasela

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Abstract. *The aim of this research is to enhance students' English speaking skills through interview simulation techniques with job application material, making them more active. This research uses experimental techniques that combined with quantitative research techniques through direct speaking tests. The research questions considered in this study are: What are interview simulation techniques effective in enhancing students' English speaking skills? How can interview simulation techniques enhance students' English speaking skills? The aim of this research is to determine the effectiveness of interview simulation techniques in improving students' English language skills. To assess student results regarding the use of interview simulation techniques in teaching speaking to enhance abilities. This research method consists of pre-test, treatment, post-test. The analytical methods used for data processing are included in Social Science Statistics 22.0 for Windows. The result was that before applying the interview simulation technique, only 50% of students were able to speak English. After applying the interview simulation technique, it increased students' ability to speak English by 80%. Analysis of student test results shows that the interview simulation technique is effective in enhancing students' English speaking skills. Applying simulation techniques in learning English, especially speaking, is the right strategy to enhance students' skills.*

Keywords: *job interview simulation, enhancing speaking skills*

Abstrak. Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan berbicara bahasa inggris siswa melalui tehknik simulasi wawancara dengan materi melamar pekerjaan, menjadikan mereka lebih aktif. Penelitian ini menggunakan teknik eksperimen yang dipadukan dengan teknik penelitian kuantitatif melalui tes berbicara langsung. Pertanyaan penelitian yang dipertimbangkan dalam penelitian ini adalah: Apakah tehknik simulasi wawancara efektif dalam meningkatkan kemampuan berbicara bahasa inggris siswa? bagaimana tehknik simulasi wawancara dapat meningkatkan kemampuan berbicara bahasa inggris siswa? Tujuan penelitian ini untuk mengetahui keefektifan tehknik simulasi wawancara dalam meningkatkan kemampuan bahasa inggris siswa. Untuk menilai hasil siswa mengenai penggunaan tehknik simulasi wawancara dalam pengajaran berbicara untuk meningkatkan kemampuan. Metode penelitian ini terdiri dari pre-test, treatment, post-test. Metode analisis yang digunakan untuk pemrosesan data disertakan dalam Social Science Statistics 22.0 untuk Windows. Hasilnya sebelum menerapkan tehknik simulasi wawancara, hanya 50% siswa yang mampu berbicara dalam bahasa Inggris. setelah menerapkan tehknik simulasi wawancara, Ini meningkatkan kemampuan siswa berbicara dalam bahasa Inggris sebesar 80%. Analisis terhadap hasil test siswa menunjukkan bahwa tehknik simulasi wawancara efektif dalam meningkatkan kemampuan berbicara bahasa Inggris siswa. Menerapkan tehknik simulasi dalam pembelajaran bahasa Inggris khususnya berbicara merupakan strategi yang tepat untuk meningkatkan keterampilan siswa.

Kata kunci: simulasi wawancara kerja, meningkatkan Kemampuan berbicara

1. LATAR BELAKANG

Language is a communication system used by a group of people to communicate and exchange information (Haryanti, 2019). Every language has distinct grammar rules, such as canonical, kata, and derived forms. Additionally, language can also be used to evaluate

nonverbal cues like body language and facial expressions that gradually diminish the meaning conveyed. In addition, language is a component of a community's cultural identity and can influence the norms and values that exist within that community.

Languages can also be used as a tool to strengthen customs and religious beliefs, as well as a means of expressing emotions and feelings, (Jonathan, 2010). One can understand and comprehend others more easily if they use appropriate language. Additionally, language proficiency can be a tool for fostering social bonds and enhancing solidarity among community members.

English is one of the most popular languages for communicating with people around the world, but it is experiencing a decline in quality as an international language, (Pennycook, 2006). Anyone can use English as a language to communicate with people from various countries. Currently, English is considered a second language, or foreign language, in Indonesia. Therefore, English as a foreign language is taught in elementary schools, middle schools, high schools and universities.

To reflect the importance of English language proficiency, many countries, especially in the Indonesian education system, have included English as a second or foreign language in their curriculum, and start learning English from an early age. English includes empathy skills in the educational process.

There are four skills that must be mastered when learning English. Namely listening, speaking, reading and writing. These abilities are interconnected and cannot stand alone. Therefore, students should master these four skills. This was stated by (Rofii, 2023) By mastering this fourth skill, a person can become more proficient in speaking English. Each skill has its own difficulties. Based on the author's experience, many students only focus on writing and forget the other three language skills compared to speaking. Speaking has an important role in education. Speaking allows students to communicate their ideas, feelings and knowledge orally. (Pakula, 2019) states that "Speaking is a way to communicate ideas and messages orally in communicate and a way to express acknowledged and later intentions the interlocutor will process the speaker's statement with the aim of recognizing those intentions".

Speaking is difficult and requires high concentration. However, with practice and patience, a person's speaking ability can continue to develop and improve (Syamsul & Rudy, 2020). In speaking, it is important to always pay attention to the grammar and vocabulary used so that communication becomes more effective and clearer. Apart from that, listening well is also the key to good speaking (Abidin, 2015). Based on their claims, this seems to be commonplace for

many learners, especially foreign language learners. Speech difficulties vary from student to student. Therefore, various efforts are needed to maintain or enhance students' writing abilities.

Students are expected to be able to speak English well in secondary school. Students are trained in effective speaking techniques. However, learning to speak English is considered difficult. This shows that students must work hard to become professional speakers, because not everyone can speak naturally and fluently. Al-Jarf (2012) states that speaking is verbal the ability to achieve pragmatic goals through interactive discourse with other speakers of the same language, speaking as a form of communication to interact with other people orally, the aim is to create good social interaction and feel comfortable when talk to our interlocutor. They have difficulty determining topics, organizing ideas into good sentences, and implementing them well. It is also difficult to pronounce the vocabulary used and tense conjunctions in sentences correctly. On the other hand, educators only focus on teaching using traditional methods such as whiteboards for taking notes and study guides, thus making student activities monotonous and boring in class. Seeing this situation, educators have a big influence in improving students' speaking skills. New strategies must be developed to make the learning process more fun and interesting. There are many ways to improve speaking, one of which is by using different methods.

There are many methods that can be used to enhance speaking, one of which is simulation techniques. According to (Mohamed et al., 2017) as a teaching technique, simulation can be defined as “a way of presenting learning experiences through use imitation situations to understand certain concepts, principles, or skills, in simulation situations, students will be faced with tasks or problems that are like what they might encounter in real life, so they can learn and understand concepts in more depth and detail.

Simulation techniques are a means used to apply existing theories studied and then connected to real daily events, so that they can be sharpened practical skills and deepen understanding of the theories that have been studied, (Apri et al., 2018). Simulation technique is a learning method that aims to increase student involvement and motivation to increase active learning in the classroom. The use of interview simulation techniques in speaking makes students more active in overall learning in class, because they will play their respective roles in turns.

The part of the article that explains interview simulation techniques was written by (Andi Asrifan). The results of this research show that the interview simulation technique is effective in improving students' English speaking skills. Another research carried out in stages at schools was carried out by Sri Handayani & Dewi Cahyaningrum (2012) who used simulation techniques to teach English to Second Semester 02 Cass Students PBI FKIP UNISRITAH. The

results of this research show that lecturers must have creative and innovative ways to improve students' English speaking skills.

Simulation techniques are methods used to imitate or replicate real behavior, (Averill et al., 2007). The goal is to study and analyze how the system behaves under different conditions without compromising its original treatment. Teaching interview simulation techniques is a learning method in the form of an experiment that requires students to be actively involved in a learning process to prevent an atmosphere that tends to be passive and monotonous.

Considering the benefits of interview simulation techniques that involve job applications as an interesting method, researcher is interested in conducting research to determine the effectiveness of interview simulation techniques to enhance students' speaking abilities. The researcher chose the interview simulation technique as a learning method because the researcher believed this approach would help students enhance their English speaking skills with direct practice in the classroom. Simulation techniques can also help students to speak freely without fear of being judged by anyone because there are no restrictions on making mistakes in the process of self-development in direct speaking.

This study aims to examine several research questions. Namely: (1) Is the simulation technique effective in enhancing students' English speaking skills? (2) how can simulation technique enhance students' English speaking skills? The objectives achieved in this research are to: (1) determine the effectiveness of simulation techniques in enhancing students' English speaking, (2) how simulation techniques can improve students' English speaking abilities.

The aim of this research is to provide theoretical and practical contributions to speaking teaching. For EFL students, these things are: (i) In theory, the results of this research are very valuable. To find out how to use interview simulation techniques in junior high schools to teach speaking. (ii) practicality, the information collected in this research should be useful for teachers and students. (a.) Teachers are expected to contribute to the results of this research. Make up for lack of talking time. (b) For students, everyone is involved in the process. With the introduction of interview simulation techniques, they use new learning strategies to enhance speaking skills, increase motivation, and enhance speaking ability.

2. KAJIAN TEORITIS

Simulation techniques are a means used to apply theories that have been studied and then relate them to real, everyday events, so that they can sharpen practical skills and deepen understanding of the theories that have been studied, (Apri et al., 2018). According to (Jeani et al., 2023), one of strategy that is often used is interview simulation, where students practice speaking spontaneously in situations that resemble job interviews or everyday conversations.

According to (Babajide & Nneamaka, 2024), As technology continues to advance, the possibilities for incorporating simulations into education are endless, providing endless opportunities for innovative and effective teaching methods.

Simulation techniques enable students to practice speaking in real situations without needing to be afraid of an immediate response from the person they are speaking to. Simulations can also help students feel more confident and better prepared when they must communicate in real life. In addition, simulation techniques can also help students to develop critical and analytical thinking skills, because they must respond to situations that may vary every time they practice, (Setiawan, 2016). Several relevant studies related to the use of simulation techniques in teaching speaking. (Andi Asrifan) with the title "Improving Students Speaking Ability Through Simulation of Job Interview" and Sri Handayani & Dewi Cahyaningrum (2012) "Improving Students Speaking Skill Through Simulation Technique" based on previous researchers' experience that simulation techniques are effectively used to improve English speaking skills.

3. METODE PENELITIAN

This research is a quantitative. According to (Waruwu, 2023), quantitative is a method that uses numbers and statistical data to collect information, analyze phenomena, and make conclusions. study which aims to enhance students' English speaking skills, especially ninth grade MTs NWDI Pringgasela, as well as providing assessments and opinions to students. The researcher also aims to test the effectiveness of simulation techniques as a teaching method that prioritizes direct speaking tests with job application material with group friends.

This research was conducted to test a theory or method by collecting data in numerical form to draw conclusions about the research. This quantitative research uses an experimental design that measures variables before and after implementation. There are three ways to use Design of Experiments. Namely pre-test, treatment, and post-test. The purpose of this pre-test is to determine students' basic writing skills before applying interview simulation techniques. Therapeutic researchers gave students a week to learn how to use interview simulation techniques. Post-test After being given treatment, researcher used a job interview simulation and carried out direct tests to obtain results.

4. HASIL DAN PEMBAHASAN

This section explains the results of the researcher's observations. the researcher participated in the class as a teacher and tutor. Observation allows the writer to get the facts we need. Pre-test, treatment, and post-test data will continue to be available. After the treatment, the researcher carried out a speaking test and immediately assessed the results of the

improvement directly. Before making observations, the researcher asked students to write down several words related to daily activities and things that are usually found in applying for a job. The learning theme is being someone who applies for a job and someone who asks several reasons why they are here. Observations were carried out three times, and the researcher also participated in the learning as a teacher and observer.

The first observation was carried out on May 1 2024, before the teacher started learning and asked the class leader to lead the class in solemn prayer. We all prayed earnestly. The researcher then tried to start a conversation with the students using greetings. Researchers gave students a pre-test that asked them to speak vocabulary related to several job application questions. This activity allows researcher to observe students' speaking skills.

Observations were carried out by observing learning in class for one week. The researcher provides examples of things that will be done in the simulation with videos that the researcher has provided. During the researcher's observations, the researcher received the following negative responses from students. Lack of preparation before class, difficulties in speaking, grammar and vocabulary. Researcher have found that some students have difficulty speaking English in class due to speech difficulties, unsupportive environments, and lack of vocabulary.

The researcher gave the service on May 8 2024. The researcher used a video about applying for a job to illustrate learning material to students so that they could easily memorize several vocabulary related to applying for a job. After memorizing the vocabulary, they compose sentences and start talking with their group friends in class. This treatment allows researchers to find out their ability to convey sentences in English. After applying exposure techniques in the learning process, researchers carried out a post-test on May 15 2023. The written assessment includes elements derived from students' speaking skills such as fluency, pronunciation, grammar and vocabulary.

On the last day, researchers tested students' speaking directly to find out how they perceived the use of this technique. Based on the direct test results, the researcher concluded that this strategy was effective in helping students improve their English language skills because it used a method of interacting directly with students and used media as objects that were easy for students to understand. We can conclude that this helps build self-confidence. Apart from that, the teacher will teach speaking while having dialogue such as questions and answers. Use clean facial expressions and clear sentences to keep students entertained and enjoy speaking English in class.

When the researcher collected and analyzed the data, it was found that the average pre-test score was 33.10 and the average score after the test was 62.07, with the lowest and highest

scores being 51 and 80 respectively. The data showed that students' speaking skills tended to gain marks. The average is higher after treatment than before treatment. Compared with the pre-test, the post-test has a higher average.

| <i>Mean and Standard Deviation of Pretest and Posttest</i> | | |
|--|-------|--------------------|
| Group | Mean | Standard Deviation |
| Pre-test | 33.10 | 12.27 |
| Post-test | 62.07 | 15.44 |

5. KESIMPULAN DAN SARAN

Teaching speaking using simulation techniques is recognized as a strategy to help students enhance speaking skills. Studies show results that this strategy is very effective. This strategy not only allows students to develop their own ideas and speak well, but also gives them different learning experiences and the freedom to interact with classmates. Research shows that students feel happier when in groups doing practice in class, the techniques used are fun and based on students' perceptions they are taught simulation techniques which are practiced by role playing so that students can express their own ideas in English. Researchers have found that interview simulation techniques can enhance students' speaking skills. This is reflected in students' ability to pronounce vocabulary and their fluency in speaking directly in class. Based on research on enhancing students' English speaking skills by using simulation techniques by playing roles like real life, researchers concluded that speaking learning activities using simulation techniques can enhance students' English speaking skills. Learning using simulation techniques also helps students gain experience when dealing with the world of work later, especially when applying for jobs. Apart from that, students feel that speaking activities become easier and more enjoyable so that they can increase their motivation to learn English. So the teacher's interest in the learning process, not just directing the product, actually brings better results. Researcher suggest using this simulation technique to encourage students to participate in the learning process.

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