

Improving the Ability of Job Interviews in English for Vocational School cadets using the Demonstration Method

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Abstrak

Penelitian ini membahas tentang kesiapan taruna dalam menghadapi proses wawancara kerja dalam bahasa inggris dimana tuntutan dari perusahaan atau instansi adalah agar mereka memiliki tenaga handal dan profesional. Dalam kegiatan awal perekrutan pegawai ada beberapa tahapan yang harus dipenuhi selain syarat administratif para SDM dituntut pula agar dapat melaksanakan proses wawancara secara baik khususnya dalam bahasa inggris. Metode penelitian yang digunakan dalam penelitian ini adalah penelitian tindakan kelas dimana dilaksanakan dalam dua siklus siklus pertama peneliti menggunakan metode Direct intruction dan pada siklus kedua menggunakan metode demonstrasi. Hasil dari penelitian ini adalah berdasarkan pada pencapaian kriteria keberhasilan pada akhir siklus 2 dimana nilai rata-rata taruna mencapai 80,13. Selain itu prosentase jumlah taruna yang mendapatkan nilai ≥ 71 mencapai 100%.

Kata Kunci : Wawancara, Penelitian Tindakan Kelas, Demonstrasi

Abstract

This study discusses the readiness of cadets in facing the job interview process in English where the demands from companies or agencies are that they have reliable and professional personnel. In the initial activity of recruiting employees, there are several stages that must be met in addition to the administrative requirements, the HR is also required to be able to carry out the interview process well, especially in English. The research method used in this research is classroom action research which is carried out in two cycles in the first cycle, the researcher uses the direct instruction method and in the second cycle uses the demonstration method. The results of this study are based on the achievement of the success criteria at the end of cycle 2 where the average value of the cadets reached 80.13. In addition, the percentage of the number of cadets who got a score of 71 reached 100%.

Keywords : Interviews, Classroom Action Research, Demonstrations

PRELIMINARY

Having a reliable and skilled workforce is a dream for every company or agency in recruiting employees. Reliable human resources are one of the milestones and benchmarks for the success of a healthy organization, which can later bear fruit for the development of a better company. In this era of globalization, the agency's need for a reliable workforce who is ready to work is still experiencing gaps.

The gap that occurs is because the education obtained by prospective HR candidates is not evenly distributed, the level of personal intellectuality is different, or the demands of various agencies are varied. This is what makes the competition to get this job even tougher. Competition in looking for work is not a new thing in the field of employment. This intense competition ultimately enables individuals to compete with each other to show their existence and how they can be different from others. Being different is of course through a process of learning stages that are not easy. Getting an education from the bottom to the top even up to university is also one of the things to increase self-capacity and competence. Building superior and reliable human resources is indeed an important thing that must always be done for a better survival. Getting an education from the bottom to the top even up to university is also one of the things to increase self-capacity and competence. Building superior and reliable human resources is indeed an important thing that must always be done for a better survival. Getting an education from the bottom to the top even up to university is also one of the things to increase self-capacity and competence. Building superior and reliable human resources is indeed an important thing that must always be done for a better survival.

The process of finding superior and highly competitive resources, the initial stage of labor recruitment usually begins with selection. The selection process goes through several special stages that are used to decide which applicants will be accepted. The selections that are commonly undertaken in the early stages are administration and interviews. Readiness to answer questions and how to deal with the job interview process is a separate problem for prospective workers, especially those who graduate from vocational colleges which require them to be able to speak English.

Speaking skills taught in vocational colleges are considered difficult for most cadets. This is because speaking skills require vocabulary and expressions as well as correct pronunciation of cadets in expressing their ideas, thoughts, and experiences as a whole and communicatively. Moreover, the environment is not conducive.

Job interviews are a very important part of employee selection. A job interview is a two-way communication because the interviewer seeks to gain confidence about the abilities and commitment of the applicant. At that time, the applicant also tries to determine whether the situation is right for him or not. In addition, applicants will also determine whether the company or position is in accordance with their talents and commitments or not (Sandroto, 1999: 16).

In the interview process, it is very important to have interpersonal communication skills. Deddy Mulyana (2005: 73) states that interpersonal communication is communication between people face to face, which allows each participant to capture the reactions of others directly. Both verbally and nonverbally. Communication is carried out directly with the interaction between the two parties who

establish the communication, so that the message to be conveyed can be directly conveyed to the interlocutor.

Based on observations and teaching experiences conducted by researchers in Intermediate English (Speaking), this difficulty was also experienced by Aircraft Engineering cadets batch II. Their main difficulty is finding the right vocabulary and expressions in English to express their ideas. These difficulties result in a lack of ability to speak in English, so they are not confident when speaking this can affect their ability to carry out the job interview process.

Appropriate and interesting methods and techniques in the process of teaching English speaking skills are very important so that they can change the paradigm of cadets who think that speaking is difficult and make them afraid to make language mistakes, especially in grammar and expressions. In this case, cadets need to be trained a lot to dare to speak and express their ideas using spoken language.

This study tries to find solutions to overcome the problems faced by cadets in teaching and learning speaking activities. To help improve the cadets' ability to speak in English, the researchers used demonstration techniques, Djamrah, et al (2006) stated that the demonstration method is a way of presenting lessons by demonstrating or showing students a particular process, situation, or object being studied, either actual or imitation, which is often accompanied by an oral explanation.

The interview learning technique in this study was a demonstration in the hope of providing a different and fun learning experience and increasing their confidence and ability when speaking English.

METHOD

Djiwandono in his book entitled *Language Test: A Handbook for Language Teachers* wrote that language skills are divided into two broad categories: receptive which consists of listening and reading and productive which consists of speaking and writing. (Djiwandono, M. Soenardi, 2008). With adequate mastery of English language skills, students can not only express their ideas, feelings, and desires both orally and in writing but also explore the necessary knowledge which is the demands of the times. In the big Indonesian dictionary it is written that speaking is saying, speaking, speaking or giving birth to opinions with words, writing, and so on or negotiating. Speaking in general can be interpreted as conveying one's intentions (ideas, thoughts, hearts) to others by using spoken language so that these intentions can be understood by others.

The method used in this research is Classroom Action Research. Classroom Action Research is a way to improve and enhance the professionalism of teachers/lecturers, because teachers/lecturers are the ones who know best about everything that happens during learning (E Mulyasa, 2013:154).

So Classroom Action Research is an action research conducted in the classroom aimed at improving the quality of learning to be effective and efficient. Action research conducted by the author aims to improve the competence of cadets in speaking. This research was conducted at the Aircraft Engineering Study Program, Suraaya Aviation Polytechnic which is located on Jl. Dry Andayani I/73. Meanwhile, the object of research is focused on the use of demonstration techniques to increase courage and ability to speak English for cadets of the Level II Aircraft Engineering Study Program.

This classroom action research was carried out in two cycles. Each cycle consists of 2 meetings. To determine the cadet's speaking ability in conducting interviews and presentations using English, an initial test is given which serves as an initial evaluation. While the initial observation is used to find out the right action to be given in order to improve speaking skills. From the initial evaluation and observation, it was determined in the reflection that the actions used to improve English were using demonstration techniques. Based on the initial reflection, classroom action research is carried out with the following procedures: (1) planning, (2) implementing actions, (3) observing and evaluating,

First Cycle Activities

a. Planning

At this stage, the steps taken by the researcher are:

- 1) Reviewing the Intermediate English course curriculum for semester 1 is adjusted to the needs of the Aircraft Engineering study program.
- 2) Make lesson plans for each meeting
- 3) Designing and planning learning activities that will be given to students. Related to questions that often arise in job interviews, among others
 - a) Tell me about yourself!
 - b) What are your strengths and weaknesses?
 - c) How much salary do you want if accepted in this company?
- 4) Designing and making an observation format to observe the condition of the lectures in the classroom when the implementation of the action is in progress.
- 5) Create an assessment tool to measure the learning outcomes of cadets.

b. Action Execution

The actions taken at this stage are:

- 1) Teach the material according to the lesson plan that has been planned at the planning stage, which is about the interview stage.
- 2) Students do the interview exercises with their friends.
- 3) Lecturers observe and give directions as necessary.

4) Lecturers provide feedback at the end of the activity and give assignments to learn job interview techniques in English through videos from professional psychologists.

c. Observation

During the learning activities, the researcher made observations. Things that were recorded included the number of active cadets and the difficulties the cadets faced in participating in the activities. After that, the cadets collect suggestions both that appear during the ongoing lecture process and at the end of the cycle in written form. Regarding the cadets' mastery of the subject matter presented in this cycle, the data was obtained from the cadets' presentations.

d. Reflection

The results obtained in the observation and evaluation stages were collected for analysis. Thus, researchers can see the reflection of whether the actions that have been taken can improve the cadets' speaking skills or not.

Second Cycle Activities

The stages are the same as the first cycle from planning to evaluation and the activities carried out in the second cycle are about presentation techniques and the implementation of the presentation.

RESULTS AND DISCUSSION

This research is Classroom Action Research and has stages consisting of: planning, implementation, action, reflection and evaluation. Research stages can be described according to the research cycle, time allocation for Intermediate English courses Aircraft Engineering Study Program, which is 2 X 50 minutes or equivalent to 2 credits, by taking the research place at the Surabaya Aviation Polytechnic, Aircraft Engineering Study Program, while the research subjects are cadets of semester 4 Aircraft Engineering Study Program level II, totaling 72 people.

Cycle 1

In this first cycle, the results obtained from telling their experiences and the results of observations during lectures which were assessed by the researchers themselves as teaching lecturers and colleagues who also taught English. At the end of cycle 1, the cadets are given the task of interviewing one foreign tourist in groups, each group consisting of three to 4 people, each of whom has a task that they have shared. The results of watching video interviews of psychologists in English. They must verbally report in the form of a presentation and in writing, they must make a paper. There are five components observed during the lecture, namely; components of cadets, lecturers, materials, class management, and the environment. While the presentation value component consists of

fluency, pronunciation and fluency. The following are the results of observations and the average value of the presentation pretest.

Table 1 Results of Observations And The Average Value Of The Presentation Pretest

NO	Aspect	Action	Reflection
1	cadet component	The cadets lack mastery simple past tense sentence patterns and there are still many mistakes in pronunciation And less active asking	Material about simple past tense will be explained in next week, I see also with pronunciation as well as being stimulated to ask.
2	Material components	The material taught is in accordance with the RPS and SAP. A sequential presentation system, the urgency of which is in accordance with the needs of students who are delivered with fun media and methods	
3	Component class processing	In this cycle the observer think that the goal less precise and less effective, but space and seating it's been very good.	Goals will be fixed
4	Component Environment	Comfort, serenity, cleanliness and beauty already very good just not yet there is room deodorizer and arrangement orderly cleanliness	It will be followed up on the facilities and infrastructure section
5	Ability lecturer	Lecturers are already fluent in explaining the material and able to answer all question from cadets, presentation system already good with that method fun, clear sound	

Cycle 2

At this meeting, the lecturer explained the procedure for reporting in the form of a presentation and gave examples of expressions for opening, closing a presentation. And try to explain the mistakes that occur in the first cycle when they share their experiences. Then the cadets practice how to open and close presentations. At the final meeting in the second cycle, the final value of the presentation was obtained.

CLOSING

Based on the results of research findings and discussion, it can be concluded three things according to the number of research problems, namely:

1. The implementation of direct interview practice as an effort to improve the cadets' English speaking skills showed that this technique not only improved the cadets' speaking skills but also the cadets' active participation rate during the teaching and learning process. The interaction between lecturers and cadets and cadets with cadets also took place positively because of sharing and/or discussion.
2. The implementation of this technique in cycle 1 and cycle 2 indicates that this technique is very useful in improving cadets' speaking skills during job interviews in English. This is based on the achievement of the success criteria at the end of cycle 2 where the average value of cadets reaches 80.13. In addition, the percentage of cadets who scored 71 reached 100%.
3. The steps or steps that must be applied in teaching and learning speaking activities with the application of this three-step interview technique follow the following flow:
 - a. Divide the cadets into groups of 3 to 4 people per group
 - b. Each group was given the task of interviewing foreigners by being given some sample questions
 - c. Interview practice with the theme "job interview" between cadets.

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