The Effectiveness of Student's Speaking Ability of Job Interview Task Based on Resume

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ABSTRACT

Speaking English proficiently has become important in job market today. Most foreign companies especially in developing country like Indonesia highlight English as the requirement skill by the job seekers candidate. This study attempts to search the student's ability of speaking skill for job interview by giving task in the form of role playing. It addresses to the result of speaking course as a part of Intermediate English subject. It was conducted to Seed Technology students in the academic year of 2023-2024 as well as one of their main objectives of English Study. The speaking skill for non-English department students is urgently needed regarding the difficulties of students to speak or perform oral presentation. It is challenged for the researcher in searching their learning method of speaking skill especially in job interview course. This is stated by Abdursanie (2013) in his article that the learning method is expected to provide the experience required by learners in the future. This study aims to find the factors behind the student's speaking achievement which meet the learning goal. How the student's learning preparation and the performance of job interview role playing task would determine the succeed of learning objective which meet the criteria of success. In this research, the research study is designed as descriptive qualitative research to have the data of student's speaking ability achievement and the effectiveness of student's learning preparation of speaking task of job interview based on resume. The researcher used purposive sampling and Task based Test instrument to get the data of speaking achievement. Observation and interview data collection method were used to have the data of speaking performance and their learning process before speaking task performance whether they use resume or not. The research finding would be included of the student performance of the task result by speaking rubric which is consisted the speaking skill components. The results of research showed that by giving job interview role playing task, the students who prepare learning by resume got good score level than the students who did not learn by resume and the result of job interview task would builds the Seed Technology student's speaking ability.

Keywords: *English speaking ability, job interview task, resume*

INTRODUCTION

Speaking English is crucial for many individuals and businesses in globalised world, where the people make communicating commonly with other people from different backgrounds and cultures in any part of the world. It is fact that most global business interactions are conducted in English. The importance of English language skills in today's global job market provides insights for individuals seeking to enhance their career prospects through English language development. The ability to speak and communicate effectively in English is a crucial skill highly valued by employers and essential for success in many professions (Ting. et al., 2017). Furthermore, many multinational companies require their employees to have a good command of English to communicate effectively with colleagues and clients worldwide. This statement is additionally supported by Chodhary (2022). Many companies require candidates to demonstrate strong English language skills, as it facilitates effective communication with clients, customers, and colleagues from different countries. Research suggests that individuals with strong English language skills have a competitive advantage in the job market, as English is often considered the lingua franca of business and international communication (Graddol, 2010).

The increase of population in developing countries like Indonesia has significantly impact to the highly needed of job occupation for living. Today's job's market employers require well educated and professionals. However, this cause tight competition among job seekers to get the occupation. English, in Indonesia is one of subjects to be taught in all school level where it is prerequisite of any level of study which is inevitable provide them with English skill. Polytechnic as vocational high education institution aims to prepare their students to have professional English skill for workplace. Referring to one of the goals of target learning that must be learnt by vocational students, English is included the basic major one. However, besides having good ability on their field of study, polytechnic students have to acquire good written and oral English abilities. Teaching speaking in vocational education underlines student- centered as the effective strategy to reach the learning outcomes**.** Proficiency in English, encompassing both spoken and written fluency which is the students achieve for it. They would get social and professional advantages if they can use the language orally such as opportunities for student exchange, fast graduation, scholarship, international employment and further education**.**

According to a study published in the International Journal of Learning and Development, job interviews are frequently employed as a selection method in businesses (Nesaratnam et al., 2020). The English job interview as one of requirement of getting an occupation of job seeker is insisted to be learnt purposively for EFL students. This means that it is important to learn speaking skill such a job interview course for students from any field of study. Job interview employed speaking as the basis skill mastered. Kosar and Bedir (2014), determined that speaking skill is included in an interactive process of meaning construction that involves both giving and receiving information. Speaking is kind of interaction between speaker and listener which can be

in the form of question and answer. According to Fabelia (2017) Interview is a communication process that uses questions and answers in response. Effective interviewing is used in learning speaking because it can stimulate the brain to think. In the interview process, interviewers reveal questions and interviewers listen and then respond to questions. However build the speaking ability needs a background inside that would give reference of the speaker to express such idea or opinion. It expresses in oral or written form. So, beside spoken fluency, English proficiency encourage the written fluency which employs resume writing skill as the information source and content reference of job interview.

Speaking is the core productive skill of communicative competence represent whether speaker mastered in certain language or not. Arif et al., (2019) who revealed that speaking skill is a productive skill which uses language to deliver information from one to another. It explores the role of English language proficiency that would be the object learning in their achievement and career development after graduation. Unfortunately, the difficulties to express opinion into English oral speech becomes the problem to be solved. However nowadays, students are expected to be able to achieve their success not only in their skills but also the ability to demonstrate it. It is difficult task for EFL student who learn speaking skill as it should be practiced to implement it. This because they lack of vocabulary and self-confidence. Based on the observation in the Intermediate English class of Seed Technology study program, the researcher found that most of the students were less courage and self confidence in perform speaking task. Furthermore, according to Derakhshan et al., (2016) speaking skill deals with a production skill that falls into two main categories; accuracy and fluency; the accuracy consists of the use of vocabulary, grammar and pronunciation through several activities, fluency takes into account the ability to keep going when speaking spontaneously. They also have difficulties in the matter of how they overcome their anxiety before and during their speaking performance. Seeing from the previous observation taken by the writer, many students of Seed technology still have not performed the best in speaking class especially in their speaking performance.

Based on the previous results of students learning, it is necessary to develop their speaking ability by giving task to practice more and more. Miller said that everyone can become a better public speaker through study and practice (Miller, 2017). Melion and Thompson in (Suliman, 2022) state that if oral presentation is guided and organized, it will give the students a learning experience and teach them an important skill which will be beneficial to ESL/EFL in all their education subject and later in their work. Experience is the best teacher, and to get through experience is so important. The students experience can be done by giving practice task that will train them into real implementation. Having English speaking skill practice for EFL learners like job interview have much challenging moreover for the students of Seed Technology which is non-English study program. This phenomenon insisted the writer to investigate the speaking achievement and problem that the students have. So, it is needed for the teacher to train in their learning instruction to practice speaking about job interview by giving a task for the students.

Speaking

Speaking is a process conveying, sharing ideas and feeling orally. The speaker can express his feeling and his idea to someone else, and others will understand what the speaker wants. As stated by Webster (2000:174), to speak is to give oral expression to thoughts, opinion and feeling engaged in talk conversation. Furthermore, speaking skill is characterized as the interpersonal role that language plays in the creation and transmission of meaning (Rohim, 2014). Lamba (2014) O'Malley and Pierce say speech is an important skill to acquire from a learner. It is extremely important to allow students to communicate in oral languages effectively, because students' dis capacity to speak could not allow them to express their ideas in a simple way. Speaking skill measures someone's communicative competence. Communicative competence can be defined as an individual ability to use language effectively in actual communication (Goh & Burns, 2012). This encourages public speaking is one of communicative competence that should be trained. Nunan (1999: 226) states one of some points of speaking competence is characteristics of communicative competence which include knowing grammar and vocabulary, knowing the rules of speaking, knowing how to use and respond the variety of language, knowing how to use the language correctly.

Moreover, Nazara (2011) further was determining that the speaking skill entails three areas of knowledge such as first, the mechanical components of language, such as syntax, vocabulary, and pronunciation, which enable the speaker to employ the relevant words in the right order. Second, the speaking functions (transaction and interaction) allow the speaker to determine when a deep knowledge is not required, such as in the building of relationships, and when message clarity is required, such as while conducting a transaction or exchanging information. Third, sociocultural conventions that help people understand the nature of the discussion, which they are speaking to, and why they are speaking, such as taking turns, speaking at a certain pace, pausing between sentences, and the roles of family in the conversation. Therefore, Leong and Ahmadi (2017) concluded that the speaking skill is the most important skill to be developed and enhanced as means of language learning.

Teaching and learning speaking

Polytechnic as vocational high education institution aims to prepare their students to have professional skill for workplace. Teaching speaking in vocational education underlines student- centered as the effective strategy to reach the learning outcomes. Fuller (2015) propounded that the goal of vocational education can then be seen as having two distinct ends: one for training in narrowly defined professions and the other for a more preparation intended to assist young people in leading successful adult lives as citizens and workers. In line with that, Billett (2011) also determined that there are four main goals for the project such as firstly are to prepare people for the workforce by educating them about the professions they have chosen. The second is to prepare people for the workforce by developing their skills to practice the professions they have chosen. The

third is to support people's continuous development as they work toward their goals and adjust their careers as circumstances change. In other words, the vocational education aims to prepare the students to be the well-trained professional workforce by providing educational experience and facilitate them with their continuous careers who can effectively fulfil the dynamic responsibilities required to achieve in the worldwide. Purposively, vocational education put the learning method more in practice than theory which is significance with their learning goal. This refers to the student- centered learning than the teacher-centered learning.

Teaching speaking in vocational education underlines student- centered as the effective strategy to reach the learning outcomes. According to McCombs and Whisler (in Reigeluth, 2017) student-centered education is defined as a view that combines its focus on individual learners (descendants, experiences, views, backgrounds, talents, interests, capacities and needs) and on learning (the best available learning knowledge and how it is done and about the most effective teaching practices to increase motivation, learning, and achievement at the highest level). In general, Reigeluth (2017) stated that there are 5 basic principles or guidelines for student-centered education. Those are attention-based instruction learning which is centered on achievement where the learning process must be based on learning not on time. Second is task-centered instruction learning which is centered on tasks where the learning must be arranged according to the results of authentic tasks. Third is personalized instruction learning that is adjusted where learning must be tailored to individual learners. Fourth are changed roles where the role of the teacher, students and technology must be changed. The last is changed curriculum where the curriculum must be expanded and reorganized. In addition, Balley in (Nunan, 2003) mentions some principles of teaching speaking to students. The principles are as the following:

a. Be aware of the differences of the second language and foreign language learning context. Language as a foreign language is in which the language is not used by the people in the country. It is as a foreign language. This situation, the students are challenged to use and study the target language.

b. Give students practice with both fluency and accuracy. Accuracy is as much as the learner uses the target language when they use the language. While fluency is how far the speaker uses the language quickly and has self-confidence to utter the language.

c. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk. Experience is the best way to improve students' competence in speaking.

d. Plan speaking tasks that involve negotiation for meaning. Speaking tasks that involve negotiation for meaning will help students to interact with others.

e. Design classroom activities that involve guidance and practice in both transactional and interactional speaking. Transactional and interactional speaking can be reached through activities which is fun, enjoying, and motivating.

Based on the principles of teaching speaking, the teacher can have the teaching instruction which is fit to the topic discussion for the students. Encouraging students achieve communicative competence in speaking, Task Based Language Teaching (TBLT) can be employed by English teachers in their classes. It is an approach which focuses on tasks of how to use English communicatively by referring to real life situations. Furthermore, as mentioned before, TBLT focuses its activities on tasks. Related to this, Nunan (2004) explains that there are two kinds of tasks, real world or target tasks and pedagogical tasks. Real world tasks are the uses of language beyond the classroom. On the other hand, pedagogical tasks are the uses of language that occur in the classroom. In applying TBLT, teachers give students communicative tasks (pedagogical tasks) which reflect the language use in real world (target tasks). Furthermore, he defines that a pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. In addition, Nunan (2005) mentions some principles of TBLT. (1) Task dependency. One task should grow out of, and built upon the ones that have gone before. (2) Recycling. Recycling language maximizes opportunities for learning and activates the organic learning principles. (3) Active learning. Learners acquire the language by actively using it. (4) Integration of forms and functions. Learners are taught in ways that make clear the relationships between grammatical form, communicative function, and semantic meaning. (5) Learning strategies. In reproductive tasks, learners reproduce language models provided by the teacher, the textbook or the CD. These tasks are designed to give learners mastery of form, meaning and function, and provide a basis for creative tasks. In creative tasks, learners are recombining familiar elements in novel ways. (6) Learning strategies. Learners focus on learning process as well as language content. (7) Reflection. Learners should be given opportunities to reflect on what they have learned and how well they are doing.

Job Interview Task

The speaking activity is a pre-planned activity that need an effective teaching technique to employ to the students. A teacher can measure the student's achievement by giving speaking task. Task based language teaching is one of teaching strategic that can be implemented for teaching speaking. Based Language Teaching (TBLT) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching (Richards & Rodgers, 2001). One of teaching strategy for public speaking practice is by giving role-playing task about job interview. Role play method is a way of mastery learning materials through the development of imagination and appreciation of learners. Role playing or role-play method is done by directing learners to imitate the activity outside or dramatize the situation, ideas, special characters (Mulyatiningsih, 2011: 236). Yamin (2005:20) states that role play methods are methods involving the interaction between two or more students about a topic or situation. Students perform each role in accordance with the characters which

are played. They interact and perform open roles. Students are given the widest opportunity to portray so as to find the problems to be faced in actual execution. They are also able to have their improvisation in having the play. It means that the students have a big opportunity in practicing their speaking ability.

Preparing students for job hunting is necessary to maximize the quality and quantity in the job market. To cope the tight competition in the job market, Polytechnic needs to have collaborative boards such as teachers to train the skill and knowledge and liaison officers to enlarge partnerships with industrial companies. Basically, there are four steps in job hunting namely research and preparation, writing an impressive CV, writing effective cover letters, and preparing successful interview. Among those four, successful interview is conducted in the last session and considered to be the most challenging. It effects the company through the interviewer judge the applicants to be accepted or rejected. A job interview is the last decisive step in the series of job-hunting process. Some people think that there is no scarier than job interview because if the applicants are not well prepared, this short and live interaction can potentially create negative impression. The documents submitted, CV and cover letter will be the source of interview matters for confirmation and clarification that finally reflect the applicant traits. The job interview becomes more challenging conducted in English. Improved English communication skills will contribute not only to an improved social life, but also to better work prospects in the future. Most interviewers perform interviews in English during work interviews. Interviewers make decisions easily and give first impressions great significance. Weak language skills can mean smaller opportunities to land a job. Haley James and Hobson (1999:131) describe the benefits of doing interview: (1) the drive to communicate is uncourageous, as students ask questions and answer questions. (2) Students are control of their own language and learning. (3) Every student can succeed. (4) Interviewing unifies all the language process. (5) Students discovered language rules and conversations about language based on their own experiences and observation.

Resume

The first steps to acquiring a job are to build and submit a resume. Although not all jobs require resumes a little less than one fifth of all jobs are filled by walk-ins or help wanted signs—having a resume available for employers can help overcome the lack of an employer–social network (Holzer, 1996). These employer preferences are both theoretically and practically relevant for job seekers because they can help guide the decision-making process; the demand for workers and skills is valuable knowledge when deciding what future path to take. Details about these characteristics would be helpful to job seekers attempting to make the most attractive resumes possible to maximize the probability they will receive an interview and thus, potentially, a job. A strong resume plays a vital role in the job search, yet research on resume building is relatively underdeveloped for individuals without extensive education or recent work experience. According to Matiss Uskaurs (2018) a resume is a formal document, usually one to three pages long, that lists a person's education

and work history in addition to skills and interests. These areas can further be emphasized by achievements and goals that have been reached in the previous positions. Resumes are used when applying for almost any white or blue collar job. The main purpose for a resume is to summarize a person's qualifications and skills in order to create a positive image in the employer's eyes. A good resume can give an employer all the information needed before an interview to understand if this person could be suitable for the position. In addition to a resume it is advised to also submit a cover letter that can possibly describe an applicant's skills in more detail related to open position. (Sage handbook 2010; Stredwik 2014; Investopedia 2018)

A resume offers several advantages over a job application or cover letter, including:

1. Summarized information: A resume provides a concise overview of education, work experience, skills, and achievements, making it easier for hiring managers to quickly assess your qualifications.

2. Customization: A resume can be tailored to each job applied for, highlighting the skills and experiences that are most relevant to the position.

3. Consistency: A resume provides a consistent format for presenting your information, making it easier for hiring managers to compare the qualifications with other applicants.

4. Professionalism: A well-written resume projects a professional image and shows that you take your job search seriously.

5. Marketing tool: A resume is a marketing tool that showcases your strengths and value proposition to potential employers.

6. Reference: A resume can serve as a reference for future job applications and can be updated as you gain new skills and experiences.

While a job application and cover letter are also important components of the job search process, a resume provides a comprehensive overview of your qualifications and is often the first document that hiring manager's review. By using a strong resume, the students can increase chances of securing an interview and landing their dream job.

METHOD

This study design is a case study. A case study is a detailed study of a specific subject, such as a person, group, place, event, organization, or phenomenon. Case studies are commonly used in social, educational, clinical, and business research (Dictionary.Cambridge.org). This aims to get the data of Seed Technology students of the learning result of speaking task on job interview course. This study employed a descriptive qualitative methodology to analyse, interpret, and determine the phenomena of the study (Creswell & Creswell, 2017). In this research, the data collection was used to determine the level status of the ability of student

speaking by perform job interview task by role playing technic and describe the learning experience phenomenon by the students.

The object of this study is Seed Technology students which consists of 2 classes. The sample that the writer used is purposive sampling with the total population of 47 students. The writer used purposive sampling because the two classes of Seed Technology students are non-English students with different English background. According to Sugiyono (2012:85), purposive sampling is a technique to choose sample based on specific considerations. Purposive sampling is commonly used in qualitative research where in-depth information is needed. It allows the researcher to select participants who can provide a rich, comprehensive understanding of the phenomenon under investigation. The research instrument in this study was task-based test which is used to get the students score in perform job interview task to convey the achievement of speaking ability.

Tabel 1. The Rubric for Oral Interview
The rubric criteria taken into account for the assessement

Criteria	Outstanding	Fair	Poor
Pronunclation	Student expressed himself herself in his speech with exact, clear and effective pronounciation.	Student expressed himself well enough, despite some limitations, to be clearly understood.	Student pronounced Vocabulary with Limitations and inaccurately.
Quality of answers	Student provided clear answers for every question, coherent and with enough information that helped the comprehension of the exercise.	Student provided clear answers for every question, sometimes he/she provided poor or short answers that left unfinished answers.	Student provided poor answers and was not clear with the information included on it. Speech elaboration.
Speech preparation	Student showed enough preparation for the exercise, he/she organized the speech appropriately with consistency.	Student showed enough preparation for the exercise, he/she communicated effectively despite some inconsistencies.	Student showed no preparation for the exercise, it caused constant incoherent interruptions during its communication.
Used of topics	Student used the required topics for this exercise in the answers provided.	Student used the required topics enough for this exercise in the answers provided.	Student didn't use the required topics for this exercise in the answers provided.

The writer has employed her teaching instruction to the students which consist of three stages. Firstly, pre-task stage which consists of an introduction to the topic and to the task. The teacher presents what is expected from the students in the task phase, and gives clear instruction on what they will have to do at the task stage. The pre-task stage includes a model of the task. The researcher as the teacher asked the students to make job interview presentation first; by learning the resume script that written before as the main content of job interview reference before the due date. Secondly, during the task phase, in this stage, the students complete a task by performing job interview role playing performance. The teacher, here, is the observer in monitoring the implementation process of tasks. Thirdly, in the language focus stage, the teacher reviewed what happened in the task, with regards to language and highlights relevant parts for the students to analysis based on speaking rubric. After the analysis, the writer employed the interview data collection method to the students to have data information about their learning process before doing the task. The rubric outlines criteria for assessing students on an oral interview in three areas: pronunciation, quality of answers, and speech preparation. For each speaking criteria, the rubric describes the characteristics of work that would be considered outstanding, fair, or poor. The writer was analysing the students score used the Scoring Rubric for Oral Interview as the following tabel 1.

After the writer as the teacher has analysed the student score that she classified the student's oral presentation mastery into the scoring rubric of competence level based on academic regulation. It is applied to measure the students' passing grade (see table.2). It deals with five levels of mastery that categorize the student's competence as following:

Tabel 2. Scoring Rubric for The Mastery Level of the Students' Score

No	Range of Score	Quality Letter	Quantity Number	Mastery Level
1	81-100	A	4	Excellent
2	76-80	B	3	Good
3	71-75	C	2	Enough
4	66-70	D	1	Poor
5	<65	E	0	Bad

In obtaining the data, this study used semi-structure interview in open-ended question forms to provide the participants space to explore more their though about the content or answer that they have given in question forms. To analyse the data, this study adopted the analytical framework from Kiger and Varpio (2020) to analyse the qualitative data. In this process, the writer attempted to analyse deeply the quality answer that emerge to be the data based on students' thought that dropped in interview responses based on the resume.

FINDING AND DISCUSSION

The results analysis and discussion obtained from the job interview task of test and observation instrument of research from the result of learning English speech, which is included in speaking skills, showed that most of them are *fair* result. In the Pronunciation criteria, they expressed well enough, the pronunciation was clearly understood. In the quality answer criteria, they provided clear answers for every question from the interviewer, even sometimes they provided poor or short answers that left unfinished answers. While in the speech preparation, the interviewee showed enough self-confidence means that enough preparation for the performing task, they communicated effectively despite some inconsistencies. After obtained the characteristic of criteria, it represented by the score in the range of 76-80 that quality letter B, while quantity number is 3 and categorize *good* mastery level. The Outstanding result were come after the Fair one. In the criteria of pronunciation, they expressed himself /herself in his speech with exact, clear and effective pronunciation. In the quality answer, the student provided clear answers for every question, coherent and with enough information that helped the comprehension of the exercise. Student showed enough preparation for the exercise, he/she organized the speech appropriately with consistency in their speech preparation criteria. The outstanding one is included the score in the range of 81-100 that quality letter A, while quantity number is 4 and categorize *excellent* mastery level. Then the small amount students are *poor* who pronounced Vocabulary with Limitations and inaccurately in the Pronunciation criteria. In the quality answer criteria, they provided poor answers and was not clear with the information included on it. Speech elaboration. While in the speech preparation showed no preparation for the exercise, it caused constant incoherent interruptions during its communication. They were one is included in the range score of 81-100 that quality letter C, while quantity number is 2 and categorize *enough* mastery level.

The result of observation where the writer as the teacher and observer during the job interview task showed that the students who got the turn to do the task were concern to the task and actively answer the questions from the student who was in role of interviewer. The students showed confidence and well prepared when implementing the task. Only some of them look reluctant to follow the learning process in class. The students were fluent in delivering the answer of the job interview role playing as shown from the result of interview data collection that the students who got high score with the outstanding work have well prepared by learning their resume deeply before. While the students who got fair one, some of them were read the resume and some of them were not. However, the students who got the lower score, they did not read the resume before. This showed that by learning resume would influence the succeed of student job interview performance especially in fulfilling the criteria of quality answer is an effective way to provide more information needed about the interviewee.

CONCLUSION

The data results of this study, can be concluded that the majority of the students have fair oral speech skill. This is showed by the result of score analysis of speaking ability based on the characteristic area of pronunciation, quality answer, and speech preparation. Most of them were well prepared learning experience by learning the resume they wrote before. The role of resume is crucial as the main content in developing job interview task. It covered the student's lack of content and dis capacity in oral speech. It was approved for its effectiveness that most of the students good score have learnt their resume than the students who had not. This is supported by their learning experience which based on the resume to build the vocabulary and comprehension in the job interview performance. It showed on their performance of presentation they delivered which were fulfilled the scoring criteria. However, most of them still experiencing the common difficulties during their oral performance such as nervous and anxiety, but most of them showed good expression such as self-confidence, organization, content in the context of building the vocabulary and speaking components. The difficulties such as the pronunciation, fluency and accuracy were also appeared. Most of the students have performed the presentation very well in framing their performance over all. Developing and practicing learning strategies such as job interview task would convey the student communicative competence in the future. The result implies that the teachers and/or lecturers of English that teach EFL students particularly in the similar context with this study should pay more attention in improving the students' mastery on the student oral presentation as communicative competence in real work world.

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