THE SIGNIFICANCE OF COMPETENCY-BASED TRAINING METHOD IN IMPROVING ENGLISH SPEAKING SKILL AT JOB TRAINING CENTER (JTC) MAKASSAR

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Abstract

English is one of the most assets to make strides in incompetence within the world of work. There are numerous ways to extend these competencies, taking competency-based English preparation is one way that can be passed A few understudies are less competent in English dialect aptitudes, particularly in talking aptitudes. To overcome this, analysts utilized a competency-based training method. This think about utilized classroom activity investigates as a frame within the scholarly field. The subjects of this investigation were understudies majoring in trade and administration, the 2022 regulatory junior course, totaling 16 understudies. Information collection procedures in this ponder were pre-test and post-test. The inquire about comes about that the rate of determinant coefficients gotten from information examination in SPSS (Statistical Program for Social Science), that competency-based preparing strategies contributed 94.09% to making strides English talking aptitudes at Job Training Center (JTC) Makassar.

Keywords*: Competency-based, English speaking,Clasroom activity*.

INTRODUCTION

The development of national education is an effort to educate the nation's life and improve the quality of Indonesian people who are faithful, devoted, and have noble character and master science, technology, and art in realizing an advanced, just, and prosperous society. An education unit is an educational group that provides education in formal, non-formal, and informal channels at every level and type of education (Republic of Indonesia, 2003). Training is non-formal education to improve one's work ability in relation to economic activities, training helps an employee in understanding the knowledge needed by the organization in an effort to achieve its goals (Sulaiman, R., Akidah, I., 2021). English language training is one type of training which aims to master English as an international communication tool, English must be mastered actively or passively, both orally and in writing because in this modern era, information and technology is already full of the use of English. Likewise, training centers compete with each other and offer programs to assist students in offering non-formal education services in the community, namely training centers or better known by the abbreviation JTC.

JTC Makassar is one of hundreds of JTC units throughout Indonesia that provides English language programs with competency-based learning methods. Competence is basic knowledge, skills, and values that are reflected in thinking and acting activities. Competence is also the knowledge, skills, and abilities that are mastered by someone who has become part of him so that he can perform cognitive, affective, and psychomotor behavior as well as possible (Ministry of National Education, 2001). Another opinion by Dobson (2003) provides a definition of competence, namely: A competency is defined in terms of what a person is required to do (performance), under what conditions it is to be done (conditions), and how well it is to be done (standards). Sarbiran *et al* (2012) said that competency-based learning in foreign terms Competency-Based Training (CBT) is learning that focuses on mastering specific knowledge and skills and attitudes as standardized competencies demanded by the world of work. One of the basic competencies needed in understanding English is by following the basic daily conversation learning materials which refer to the speaking aspect.

According to Yunus, M., (2017), speaking is normally imitative and reproductive providing students with to practice patterns of language and communication. A basic daily conversation is a form of cooperative activity in the form of communicative interaction, the term interaction means things doing mutual action. Because the term relates to communicative events, taking action in a conversation is intended as a realization of communication (Hudriati, A., Rusdiah., Sulastri., 2021). Referring to the Ministry of Manpower Program (2022) learning materials using competency-based methods, namely the materials taught in accordance with the competency units in the SKKNI (Indonesian National Work Competency Standards) which are adapted to the training program implemented. According to Syamsu, A. (2021), who participated in education and skills training activities for "English" job seekers as a Tour Guide for 2 months at the Natuna Job Training Center (JTC) building from October 3 to December 2, 2019. According to the information provided by Muhajir, Sulaiman, R., Ismail, U. (2018), she did not feel confident enough to participate in these activities. After studying together and interacting with other participants and resource persons who were very great, trust emerged. It was very inspiring to study and practice English actively. The junior administrative assistant class has a goal, namely that participants are able to communicate in English effectively and professionally in office administration practice. By using the competency-based method which is a training that focuses on the mastery of work skills which include knowledge, skills, and attitudes in accordance with the standards and requirements that have been set in the workplace. Based on this description, the researchers are very interested in conducting research and assessment at the Job Training Center (JTC) Makassar.

METHOD

This research is a pre-experimental design study, where the author uses a one group pretest-posttest design. According to Gay and Airasian (2000) One group pretest-posttest design is a design that involves one group in which pretest, treatment and posttest are carried out. So, before applying the treatment, the writer gave a pretest, and then a posttest of the students' speaking skills. To find out the improvement of students' English speaking skills, the researcher took the students' speaking scores before and before getting treatment. The population in this study were business and management students of JTC Makassar which consisted of 6 classes, each consisting of 16 students and one class was taken as a sample and as a control class, namely the junior administrative assistant of the department.

The type of instrument used in this study is a test. In speaking test, the researcher provides conversation for students. Direct communication can be done by conversation. According to Hadijah., Basri, D, M., Halijah, S. (2018) conversation means cooperative activity in the sense of involving two or more parties. Ronald (1986) In a conversation, the position of the participants involved (speaker and speech partner) is not fixed. That is, the position of the speaker and the speech partner will exchange.The test is given twice, before and before the treatment or teaching and learning. The students received a pre-test to determine their initial English speaking skills before using the com petency-based method in basic daily conversation and a post-test was given to measure English speaking skills after treatment and the impact of using competency-based methods to improve students' speaking skills. According to Brown (2004) test is a method of measuring a person's skill, knowledge or performance in a given domain. In this research the researcher conducted two tests, they were pretest and posttest..Students' speaking skills were recorded and assessed by two assessors, then measured using the rubric of oral language assessment on aspects of accent, grammar, vocabulary, fluency, and understanding (Adams and Frith in Hughes, 1989).

FINDINGS

Variable data y (students' speaking ability) was generated from giving the pre-test and post-test of speaking to students. Students were directed to make oral presentations in either the pre-test or post-test based on the instructions and topics provided, and they were recorded and graded by two raters. Presentation of students' speaking scores on the pre-test and post-test can be seen in the following frequency distribution:

Table 1. Presentation of students' speaking score on pre-test

Final Score

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	12.5	12.5	12.5
	44	3	18.8	18.8	31.3
	48	3	18.8	18.8	50.0
	52	3	18.8	18.8	68.8
	56	3	18.8	18.8	87.5
	60	1	6.3	6.3	93.8
	68	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

From the table above, it can be seen that there were 2 students who scored 40 (12.50%), 3 students scored 44 (18.80%), 3 students scored 48 (18.80%), 3 students scored 52 (18.80%), 3 students scored 56 (18.80%), 1 student scored 60 (6.30%), and 1 student managed to score 68 (6.30%). The table above shows that the lowest score obtained by students is 40 and the highest score is 68.

Table 2. Presentation of students' speaking score on post-test

Paired Samples Test

		Paired Differences							
				Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation		Lower	Upper			
Pair 1	Pre-Test - Post-Test	-17.188	3.124	.781	-18.852	-15.523	-22.004	15	.000

The table above shows 2 students scored 56 (12.50%), 1 student scored 60 (6.30%), 3 students scored 64 (18.80%), 3 students scored 68 (18.80%), 4 students scored 72 (25.00%) , 1 student got a score of 75 (6.30%), and 2 students got a score of 76 (12.50%). The lowest score obtained was 56 and the highest score was 76, where the highest frequency of students speaking skills were students at a score of 72.

Chart 1. The Percentage students' speaking category of pre-test
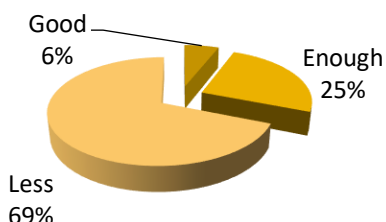
The chart above shows that, 69% of the students had less speaking skill, 25% of the students had enough speaking skill, and 6% of the students had good speaking skill.

Chart 2. The percentage students' speaking category of post-test

The chart above shows that 60% of the students had a good in speaking skill and 40% of the students had an enough in speaking skill.

Table 3. Non independent sample T test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	2	12.5	12.5	12.5
	60	1	6.3	6.3	18.8
	64	3	18.8	18.8	37.5
	68	3	18.8	18.8	56.3
	72	4	25.0	25.0	81.3
	75	1	6.3	6.3	87.5
	76	2	12.5	12.5	100.0
	Total	16	100.0	100.0	

The result above shows that there was a degree of difference between the mean score of pre-test and post-test as much as 22.004. This result could be interpreted to find out whether competency-based training method had a significant to improving English speaking skill at JTC Makassar. After obtaining the non-independent T test result above, next the researcher gave the interpretation to the hypothesis by using the result of t-test and compared with ttable, firstly the researcher looked for the degree of freedom (df) by using the following formula:

$df = N - 1$.
df= 16-1
df= 15.

Then, to find out the percentage of coefficient Determinant (Kp) , the formula was as follows:
$Kp = r^2 \times 100\%$
$Kp = 0.9702 \times 100\%$
$Kp = 94.09\%$

DISCUSSIONS

This section presents a discussion of the results of data analysis. This research was carried out in three steps. The first step is given a pretest to students. Pre-test was given to determine the students' speaking ability scores before treatment using competency-based training methods. The second stage is given treatment and application of competency-based methods in basic daily conversation material to students. The third step was given a post-test to students to determine the students' speaking ability scores before treatment using competency-based training methods.The junior administrative assistant class is a class with 16 students selected by the researcher as the research class. For the pre-test, the writer gave an explanation to all students in the class about the test. The test is intended to determine students' listening comprehension before students are given treatment, students do not seem to understand the test and actively ask the researcher.

The results of the pre-test showed that the students had poor speaking skills. Instrument, the researcher plays the conversation and it repeats 3 times later the students answered the question. After completing the test, the researcher played a conversation and asked students to understand the conversation and explain what the purpose of the conversation was. The test is intended to determine the students' speaking ability before the students are given treatment.For the post-test, students were given the same explanation about the test as the pre-test. The test is intended to determine students' speaking ability after students are given treatment, students understand better and do the test faster. It can be seen, it is concluded that students get good achievements in speaking skills after using competency-based training methods in basic daily conversation materials. In

accordance with the opinion of Sulaiman, R., Muhajir. (2019), the large number of hours of study does not mean a high percentage of mastering a skill, and vice versa. However, many schools out there can't help but force students to enter the next material even though many of them have not mastered these skills. On the other hand, students who are already proficient in one skill cannot immediately learn the next skill and have to wait for their other friends.This is why competency-based education is very useful and can fill this gap and can be applied not only to children in school, but also to trainees in the vocational and training industry. Referring to the description above, it can be concluded that in this study, this competency-based training method can significantly improve students' speaking skills.

CONCLUSIONS

This research was conducted to find out whether there is a significant of using competency-based training method to improve English speaking skill at JTC Makassar. Based on the explanation of data presentation and analysis on the previous chapter, the researcher concluded that:

a. Students speaking skill at JTC Makassar before being taught by using competency-based training method was categorized into less category.
b. Students speaking skill at JTC Makassar after being taught by using competency-based training was categorized into good category.
c. From the significant data results, competency-based training method contributed 94.09% to improve English speaking skills at JTC Makassar.

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