The Development of English Speaking Proficiency to Increase Students’ Communication Skill in A Business and Technology College

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ABSTRACT (Cambria 12, bold, Italic, center, uppercase)

English speaking proficiency is very important to be able to participate in the wider world of work. The speaking proficiency is measured in terms of the ability to carry out a conversation in the language. To improve English speaking proficiency, it ought to not be handiest within the study room however also it’s far a crucial a part of language mastering procedure out of it as students want more exposures, engagement, and assist from which they can research. The students need to accustom themselves to apply English. They need support from the environment to improve and develop their English especially speaking proficiency. This studies is achieved through a case study. This research is performed on the students of second grade of LP3I Business and Technology College Tasikmalaya in the academic year of 2014-2015. The goal of this research is to discover: (1) the development of English speaking proficiency in LP3I Tasikmalaya Business and Technology College Tasikmalaya; (2) the hassle of developing English speaking proficiency programs in a business and technology college; and (3) the impact of developing English speaking program to the students’ English speaking proficiency at LP3I Business and Technology College Tasikmalaya. The respondents of this studies are ten college students and four English instructors which might be selected by using the usage of the purposive sampling method. The studies statistics are received from commentary, interview, and document analysis. They are analysed by using three steps particularly the data reduction, the data presentation/display and the conclusion drawing/verification. LP3I Tasikmalaya has its personal machine which includes some interrelated programs to broaden English skill in fashionable and speaking specially. The result of the research findings leads to the conclusion that: (1) LP3I Tasikmalaya has its own system which consists of some interrelated programs to develop English proficiency in general and speaking in particular. There are English programs that contribute to the development of students’ English speaking proficiency. English activities inside the lecture class foster the students to apply English in the right way communication. English activities outside the lecture class create the English atmosphere and accustom the students to speak English by by way of training extra within the English environment. (2) There are some issues in developing students’ English speaking skill at LP3I Tasikmalaya; The students’ difficulties to speak come from the psychological factors (confidence, anxiety, motivation, awareness); The students’ difficulties to speak come from the linguistic factors (pronunciation, vocabulary, grammar, fluency, comprehension). (3) There are some superb consequences of developing English speaking programs at LP3I Tasikmalaya to the students’ English speaking skill along with students’ confidence, students’ motivation, students’ awareness, college students’ vocabulary, college students’ initiative, college students’ pronunciation, and students’ comprehension in speaking English are enhancing.
The Development of English-Speaking Proficiency to Increase Students’ Communication Skill in a Business and Technology College

Keywords: case study, English speaking proficiency, communication

ABSTRAK
Kemahiran berbahasa Inggris sangat penting untuk dapat berkomunikasi dalam dunia kerja yang lebih luas. Untuk meningkatkan kemahiran berbicara bahasa Inggris, sebaiknya tidak hanya dilaksanakan di dalam kelas tetapi lebih penting dari pada itu, dalam proses pembelajaran bahasa siswa membutuhkan lebih banyak eksposur, keterlibatan, dan dukungan dari mana pun. Siswa harus membiasakan diri menggunakan bahasa Inggris dan mereka membutuhkan dukungan dari lingkungan untuk meningkatkan dan mengembangkan bahasa Inggris mereka terutama dalam hal kemahiran berbicara. Penelitian ini dilakukan melalui studi kasus. Penelitian ini dilakukan pada siswa tahun ke 2 LP3I Tasikmalaya tahun ajaran 2014-2015. Tujuan penelitian ini adalah untuk mengetahui: (1) perkembangan kemampuan berbicara bahasa Inggris di LP3I Tasikmalaya; (2) permasalahan yang dihadapi dalam proses pengembangan program kemahiran berbicara berbahasa Inggris; dan (3) pengaruh pengembangan program-program bahasa Inggris terhadap kemampuan berbicara bahasa Inggris siswa di LP3I Business and Technology College Tasikmalaya. Responden penelitian ini adalah sepuluh siswa dan empat guru bahasa Inggris yang dipilih dengan menggunakan teknik purposive sampling. Data penelitian diperoleh dari observasi, wawancara, dan analisis dokumen. Analisis data dilakukan dengan tiga langkah yaitu reduksi data, penyajian/penampilan data, dan penarikan kesimpulan/verifikasi. LP3I Tasikmalaya memiliki sistem tersendiri yang terdiri dari beberapa program yang saling terkait untuk mengembangkan kemampuan berbahasa Inggris secara umum dan berbicara pada khususnya. Hasil temuan penelitian mengarah pada kesimpulan bahwa: (1) LP3I Tasikmalaya memiliki sistem tersendiri yang terdiri dari beberapa program yang saling terkait untuk mengembangkan kecakapan bahasa Inggris secara umum dan berbicara pada khususnya. Program-program bahasa Inggris yang dilaksanakan berkontribusi pada pengembangan kemampuan berbicara bahasa Inggris siswa. Kegiatan bahasa Inggris di kelas mendorong siswa untuk menggunakan bahasa Inggris dalam komunikasi yang baik. Kegiatan bahasa Inggris di luar kelas menciptakan suasana bahasa Inggris dan membiasakan siswa untuk berbicara bahasa Inggris dengan lebih banyak berlatih di lingkungan berbahasa Inggris. (2) Terdapat beberapa masalah dalam proses pengembangan kemampuan berbicara bahasa Inggris siswa di LP3I Tasikmalaya; Kesulitan berbicara siswa berasal dari faktor psikologis (kepercayaan diri, kecemasan, motivasi, kesadaran); Kesulitan siswa untuk berbicara berasal dari faktor kebahasaan (pengucapan, kosakata, tata bahasa, kefasihan, pemahaman). (3) Terdapat beberapa pengaruh positif pengembangan program berbicara bahasa Inggris di LP3I Tasikmalaya terhadap kemampuan berbahasa Inggris siswa seperti kepercayaan diri siswa, motivasi siswa, kesadaran siswa, kosakata siswa, inisiatif siswa, pengucapan siswa, dan pemahaman siswa dalam berbicara bahasa Inggris meningkat.

Kata Kunci: studi kasus, kemampuan berbahasa Inggris, komunikasi

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INTRODUCTION

One of the languages that is acceptable and internationally used is English. In Indonesia teaching and learning process of English as foreign language is conducted because English has central role in the development of intellectual, social, and emotional students. English also becomes supporting way to be successful in the life. The central role of English is caused by its role in international communication. Teaching and learning of English is highly expected to help students know themselves, their culture, and another people’s culture. Furthermore, teaching and learning of English is also expected to assist the students in expressing their arguments and feeling, participate in society, and even use analytic and imaginative thinking by themselves.

English becomes the most essential language in the international. Nearly all the humans from many specific nations around the world use it to talk. The place of English has constantly emerge as a unique interest. It is miles because of the importance of English in any scope of our lives. Edge (1993: 25) says in view that British exchange, followed by colonial and imperial growth, English spread around the sector. Then the navy and monetary dominance of the United States of America has confirmed English as the international language of present historical period. Hence, English serves for commonly many extra humans as a barrier among themselves and those a few fields of hobby, many humans in their own international locations will no longer be able to end up docs, as an instance in the event that they can not analyze enough English.

Similarly, as said by Crystal (2003: 86) the importance of English is truly very prominent to expert industry as the language maintains to grow. Consequently, it’s miles vital that students be proficient in speaking English that allows you to use the language efficaciously for instructional and realistic functions.

In the international courting, English speaking proficiency may be very essential to be able to participate inside the wider global of labor. The speaking proficiency is measured in terms of the ability to carry out a communication within the language. This reality makes instructors and parents think that speaking skill should be mastered by their students and youngsters.

To enhance English speaking proficiency, it have to now not be most effective in the classroom however additionally it is a vital part of language mastering method out of it as students need more exposures, engagement, and support from which they can
The students must accustom themselves to apply English. They want exposures, engagement, and support from the environment to improve and expand their English especially speaking skill. It method that they need to have many possibilities to listen and notice the English being used for conversation functions of their social surroundings. The academics should provide them with a conductive surroundings that would assist them develop their speaking skill. In this situation, there’s a fantastic position for the language instructors to help and help their students improve speaking skill.

Nowadays, there are many institutions focusing on the professional field. They provide the curriculum that match to the world of work. English speaking proficiency is very important for job seeker. Business and Technology College is one of the institutions that has a placement program and the curriculum that is focused on the world of work. They are constantly improving educational quality by adjusting the curriculum to follow developments in the world of work. The students are prepared to be ready to work and they have to be able to speak English.

In learning speaking, the students frequently discover some issues. The hassle often found is that their native language reasons them difficult to use the foreign language. Other reason is due to motivation lack to exercise the second language in day by day verbal exchange. They are also too shy and afraid to participate within the conversation. Many factors can purpose the trouble of the students’ speaking ability specifically the students’ interest, the fabric, and the media amongst others which includes the method in teaching English. Many techniques may be applied outside and inside the classroom.

Before conducting the research, the researcher has found some research result of developing English speaking proficiency. Here are some research results: (1) Catherine Elder, et al. in 2013 conducted a research entitled Developing and Validating Language Proficiency Standards for Non-Native English Speaking Health Professionals. Reaching the mandated standard on the occupational English check is seemed through twelve health professions as evidence of ok English proficiency for healthcare purposes. The test is occupation-specific inside the sense that it is designed to copy important conversation obligations between health specialists and sufferers. The speaking skills take a look at, for example, that’s the point of interest of this examine, entails role-plays built round clinical scenarios in which a fitness professional (the take a look at candidate) interacts with a
affected person (the test interlocutor). But, the standards currently used to assess talking overall performance—namely fluency, intelligibility, assets of grammar and expression, and appropriateness of language—are linguistic in nature, and as such do no longer always mirror what’s deemed crucial via fitness experts for effective clinical communique. At the same time as a in addition universal communicative effectiveness criterion allows for a holistic evaluation of applicants’ spoken performance, this criterion is defined generically in place of in fitness-related phrases. (2) Hendra in 2008 conducted a research entitled Developing English Speaking Proficiency in an Islamic Boarding School System. To develop English speaking proficiency, this Islamic Boarding School implements some major language activity programs to facilitate students develop their English speaking proficiency. All respondents believe that language activity programs are helpful to develop their English speaking proficiency. However, among major language activity programs having been done at this Islamic Boarding School, there are simplest positive language pastime applications that immediately make a contribution to the development of students’ English speaking skill. In summary, the findings of this study reveal that the Islamic Boarding School system is helpful and beneficial for students to develop their English speaking proficiency. (3) Richard A. Lee, et al. in 2011 conducted a research entitled Measuring EFL Learners’ Environment; English Contact and Use Outside the Classroom at a Japanese International University. The troubles of language contact and interaction outdoor of the study room are complex and no unmarried revel in can be idea of as representative of the entire. Even though possibilities do appear to exist, as several members on this examine stated, “it relies upon on the student.” variations do exist in the quantity of language contact found between college students living on and off campus, but surely surrounding language inexperienced persons with global college students does now not guarantee interplay in that there is still a want to inspire, facilitate, and otherwise guide college students to take advantage in their surroundings. (4) Tracey Luise Knight in 2007 conducted a research entitled Beyond the Classroom Walls: A Study of Out of Class English Use by Adult Community College ESL Students. Results of the examine indicated that the novices participated in both individual activities and sports requiring interaction with others in English while outdoor of the classroom. The locating become not constant with previous research, indicating that can’t generalize to all types of ESL beginners concerning out of sophistication English use. Two Pearson Correlation checks additionally
indicated that there was a statistically enormous correlation among out of sophistication English use and English language proficiency. The teachers of Lembaga Pendidikan dan Pengembangan Profesi Indonesia (LP3I) Business and Technology College Tasikmalaya as the facilitator of students’ learning also use some programs to develop the students’ English speaking proficiency. The teachers create the English environment in this college. These packages are very important in developing English speaking ability because it offers students an opportunity to practice speaking in specific social contexts and in one of a kind social roles.

To investigate the development of English speaking proficiency, the researcher adopts case study. The aims of this investigation are to understand the development of English speaking skill, the issues and the impact to the the students’ speaking ability in LP3I Business and Technology College Tasikmalaya.

RESEARCH METHODOLOGY

This research was done at Lembaga Pendidikan dan Pengembangan Profesi Indonesia (LP3I) Business and Technology College Tasikmalaya, Jl. Ir. H. Djuanda No. 106 KM. 02 Rancabango, Tasikmalaya – Jawa Barat on December 2014 until July 2015. It is in the fourth semester in the academic year of 2014/2015. LP3I Tasikmalaya is one of the institution that focus on improving English speaking proficiency of the students and all components, such as lecturers and the staff. This institution has many programs in developing English speaking proficiency, it supports the researcher to conduct this research.

Research method that was used by the researcher in this study was a case study method. Gay, et al. (2006) states researcher spent a great deal of time with participants and was immersed in the research setting and the detailed recording of the process occurring in the natural setting provides the basis for understanding the setting, the participants, and their interaction.

This method was chosen because it was in scope and centre around promoting a deep and holistic or complex understanding of a particular phenomenon. A case study was used to conduct the depth in investigation of the phenomenon, and also to get an intensive, holistic description and analysis of as single instance, phenomenon or social unit.

The population of this study have a look at become the students of second grade of LP3I Tasikmalaya in the academic year of 2014-2015 that consist of eleven classes. The researcher
did not investigate all of the population because of big number of population and limited time. Given (2008: 797) states that a sample is the set of actual data sources that are drawn from a larger population of potential data sources. Dealing with that definition, the researcher took ten students of the second grade and four teachers to be the sample of the study. The respondents were selected primarily based at the purpose of this examine, so the researcher used the purposive sampling.

As the observe employed a qualitative design, it hired some techniques in accumulating statistics. There are four essential techniques utilized in a qualitative studies (Silverman: 1993) namely observation, analyzing text and document, interview, recording and transcribing. In this case, the researcher employed observation, interview, and document analysis. To gain the validity of this research, the researcher used some strategies. The sources of the data in this research were respondents, events, and documents. There were triangulation, member checking, peer review and representativeness check. They had been analyzed with the aid of using three steps namely the data reduction, the data presentation/display and the conclusion drawing/verification.

**RESEARCH FINDING AND DISCUSSION**

**Research Findings**

1. The development of English speaking proficiency in LP3I Tasikmalaya

   LP3I Tasikmalaya has Competency-based and Link & Match education system which always aligns curriculum based on the world of work. LP3I curriculum is adjusted to the competence of graduates that is needed by the world and the industrial world. LP3I Tasikmalaya is one of the institutions that has a placement program. The students are prepared to be ready to work, they will get lectures and job placement before graduation. As an institution which prepares students to be the professionals, LP3I has a duty to make their students able to speak English because English is one of the important things in the world of work.

   One of the capabilities and graduates standards in each program is to make the students able to use English in communication, it can be concluded that English is one of the important skills that should be mastered by the students.

   The students are taught by English lecturers that have the responsibility to drill them speaking English inside and outside classroom. English lecturers are the main
supporting factor that interacted with the students directly in practicing to speak English. Since the general objective of teaching English is to make the students able to speak English fluently, lecturers are supposed to give more oral practices rather than explain the detailed structure or grammar in longer time. Lecturers are supposed to have a game for every session about 5 - 10 minutes. English games, when used correctly, take the stress out of learning a language and help students succeed by learning naturally. Hadfield (1990) confirms that games offer as a great deal concentrated practice as a conventional drill and more importantly, they provide an opportunity for actual conversation, albeit inside artificially described limits, and for this reason represent a bridge between study room and the actual word.

All of the English programs and activities are controlled by English Program Coordinator. English Program Coordinator prepares all English Program from checking English curriculum, preparing the teachers, the lessons, and all additional English activities outside the classrooms. English Program Coordinator is supported by 10 English teachers in running the programs. Students' speaking English proficiency is the English Program Coordinator's responsibility. So, English Program Coordinator has to always make sure that the all English programs and activities run well then evaluate and improve it.

Developing students' English speaking proficiency can be held in the classroom or outside the classroom. Here are the major activities to develop English speaking proficiency at LP3I Tasikmalaya. In the classroom the students get English lesson in accordance with the curriculum provided. The English curriculum is as follows: a) Business English, b) English Conversation, c) English Speaking Skill Certificate, d) Native Speaker Session e) English as the Language of Instruction in Teaching Learning Process.

The activities outside the classroom are held to accustom and develop student's speaking proficiency. LP3I Tasikmalaya creates English environment that consists of various English programs. There are English activities that are held in LP3I Tasikmalaya: a) English Day, b) English Area, c) Daily Conversation Card (DCC), d) Vocabulary Building, e) English Magazine Wall, f) English Club, g) Class Clinic, h) English Camp, i) English Skill Events, j) English Broadcasting. It may be concluded that LP3I Tasikmalaya has its own
system which consists of interrelated programs to develop English speaking skill. It involves all aspects of management and organization.

2. The Impact of Developing English Speaking Program to the Students’ English Speaking Proficiency.

There are some effects of the English programs to the students’ English speaking proficiency. The students have target to be fluent in speaking English. From the interview, it can be concluded that the students’ target in speaking English is fluency and they can communicate actively in English with other person in formal and informal situation. It is also supported by the teacher statements about the target of students’ speaking proficiency.

The respondents’ opinion about the English activity programs to develop English speaking proficiency in the interview can be concluded obviously that all respondents think the English programs at LP3I Tasikmalaya to develop students’ English speaking skill are helpful and conductive for them in improving their English speaking proficiency and they really appreciate it.

Nevertheless, besides they feel that the language activities support and help them in developing their English speaking proficiency, they also generally feel that they still cannot reach what they want in their English speaking proficiency. It is because that they perforce followed all language activities in their first years and their awareness had not been grown. However, they widely admitted that actually the language activities were really profitable for them. It can be seen from their opinions about their wills in developing English speaking skill in LP3I Tasikmalaya.

The result of the interview shows that all respondents both students and teachers can feel the effects of the English activities in LP3I Tasikmalaya. There are some positive effects that they feel: a) Students’ confidence in speaking English are improving, b) Students’ motivation, initiation, and awareness in speaking English are rising, c) Students’ vocabulary are increasing, d) Students’ pronunciations are improving.

Discussion
This section offers the discussion on the some issues that emerge from the research findings. Based on the research findings in, there are two propositions that are formed by the researchers:

1. The Development of English Speaking Proficiency in LP3I Tasikmalaya.

   In attempts to develop English speaking proficiency, LP3I Tasikmalaya has set some language activity programs. LP3I Tasikmalaya also applies some regulations in order to improve English speaking skill.

   a) English activities inside the classroom foster the student to use English within the precise way communication by providing the fundamental substances of English (grammar, structure, pronunciation) and the interactive classroom activities.

   It is found that all of the English activities in the classroom such as Business English lesson, English Conversation lessons, English speaking skill certificate, and native speaker session foster the student to use English within the desirable manner conversation. The students are provided with the basic materials of English such as grammar, structure, and pronunciation to be applied in their daily life. The teachers also provide the interactive classroom activities to make the students motivated to speak English. The findings are similar to Burkart (1998) who states that the purpose of teaching speaking competencies is communicative efficiency. College students ought to be capable of make themselves understood, the usage of their present day ability to the fullest. They should try and keep away from confusion inside the message due to defective pronunciation, grammar, or vocabulary, and to have a look at the social and cultural rules that practice in every communication scenario. To support it, Thornbury (2006) states that the correction of grammar is not the only form of feedback that teachers can provide but also other options including positive request and reformulation. Business English lesson focuses on the grammar point in the context of the work environment. It encompasses a wide variety of the real-world skills, including presentation skills, writing skills, social skills and communication skills. It is also supported by Pinter (2006) who states it is better if grammar is learnt from meaning focused input. This means that grammar emerges from meaningful contexts embedded in appropriate lexis and there is some sort of meaningful communication that leads to focus on grammar. Thus the students will learn grammar...
while they practice their language in the target language. English conversation lessons give the students opportunity to communicate in English actively in the classroom as the objectives of the lessons are to make the students able to speak English fluently and apply the grammar, structure, and to utter the pronunciation of words or phrases correctly. The activities in this lesson foster meaningful interaction between students and are based on the real situations language learners face.

The research findings show that teachers strive to obtain an effective and relaxed atmosphere in the classroom, as this proved a decisive component in achieving maximum outcomes. Teachers provide opportunities for students to get to know each other, help each other, give each other encouragement and praise for their effort in learning by holding the mixed activities in the classroom. It is in line with Klancar (2006) who argues that by applying mixed activities, such as dialogues, English club, English games, songs, audiovisual program and so forth, students’ speaking proficiency will increase, their pronunciation will improve and their awareness of the language grows. Cognitive activities and group dynamics occur when the student enroll to learn to know each other. In this case students can explain how to solve the problems faced especially in the implementation of speaking English, discuss concepts that will be done, explain to classmates and connect with the last lesson learned.

Learning language is not merely to understand language itself, but also to be able to use it in daily conversation as means of communication. Hammerly (1991) cited in Lan (1994) notes that audio-oral skills including speaking proficiency are wanted for eighty to ninety percent of all communication. Lan adds that as language is for verbal exchange, learning a language without experiencing and satisfaction of speaking it, puts a distance between the learner and the language and this could be a prime barrier to develop preferred talent. Accordingly, teaching English speaking proficiency is not only to develop students’ expertise of structure, grammar, however also to increase their talent a way to use and exercise the language of their day by day existence conversation. LP3I Tasikmalaya encourages the students to speak English as much as they can regardless of using correct grammar from a simple point (Xiaohong: 1994).

b) English activities outside the classroom accustom the students to speak English by means of practicing extra within the English environment.
English activities outside the classroom provide a lot of opportunities for students to practice more. By the activities outside the classroom, the interaction between teacher and students or among students can run continuously, they can interact and converse their friend in English in their daily life activities. To develop English speaking proficiency, LP3I Tasikmalaya implements it slowly and continually through constant revision and recycling (Klancar: 2006). Meanwhile, many students regard speaking proficiency as the measure of knowing a language (Burkart: 1998). They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

LP3I Tasikmalaya also follows seven principles to design speaking technique (Brown, 2001: 275) namely. LP3I Tasikmalaya uses techniques that cover the spectrum of the learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. The students should make any drilling as meaningful as possible. By practicing more everyday, the students step by step will accustom themselves to speak English. This will be beneficial as they learn English by using it in their daily life activities.

1) English Day and English Area motivate the students to speak English by the regulations, rewards, and punishments.

The rules of English day and English area motivate the students to speak English outside the classroom. It is in line with Nunan (1999) who states that finding opportunities to practice outside class is most helpful for students to develop their speaking proficiency. The obligation of “No English No Service” in English area and English day supports students to develop their English speaking proficiency, in this case all students are forced to speak in target language in their daily conversation as their formal language. The students, including their various activities, must speak English when it is in the English day and English area.

The interview results show that the respondents do not want to get punishment and they want to get reward from this program. It means that reward and punishment on English day also motivate them to always use English in their daily conversation. This rule has been the basis to improve and develop the English speaking proficiency, as the students are encourages and even forced by such this rule. To support this, Brown (2001)
asserts that to design speaking technique, it must provide intrinsically motivating techniques.

2) Daily Conversation Card (DCC) provides a lot of speaking practices in the appropriate conversational formulate and filters.

Daily Conversation Card (DCC) provides the students a lot of practices outside the classroom. The students do all of the conversation topics in group that consist of three persons with the contact person (teachers and staffs). The provided topics in this activity train the students to speak English in the appropriate context of conversation. It is in line with Nunan (1989: 32) who mentions that one of the indicators of successful speaking proficiency is using appropriate conversational formulate and filters. Nunan (1999) adds that conversation with English speakers in group is helpful to improve students’ speaking proficiency.

The goal of this program is to accustom the students to speak English fluently. By extra practicing, the students’ conversation will get better and their pronunciation will develop rapidly. It is in line with what Pinter (2006) says, that is to be able to speak fluently in a foreign language requires a lot of practices. Speaking practice starts with practicing and drilling set phrases and repeating models. Speaking practice, however, can also mean communicating with others in situations where spontaneous contributions are required. The students must be encouraged and even forced to practice their language everytime and everywhere. Bowen et al. (1985) also say that dialogues can be used to elicit full sentence statement or question and can be applied to one of the activities to develop students’ English proficiency. That is why LP3I Tasikmalaya holds Daily Conversation Card for its students to provide them practicing the language as practice makes perfect. Something that everyone must know that everything can be done to facilitate students develop their speaking proficiency (Brown: 2001). If students want to improve their speaking ability, they are going to have to speak as often as possible and as much as possible.

3) Vocabulary Building improves students’ vocabulary, pronunciation, and fluency by memorizing and applying it in the daily conversation.

According to the research findings, vocabulary building at LP3I Tasikmalaya helps the students to increase their vocabulary and pronunciation. The activities of writing the vocabulary in vocabulary book and memorizing it, checking their pronunciation and
understanding about the vocabulary, and practicing them in their daily conversation are really helpful for the students to improve their English speaking proficiency. Richards and Rodgers (2001: 32) state that vocabulary is one of the most essential elements of overseas language gaining knowledge of. Similar announcement is said by means of Nunan (1987: 177) pronouncing that vocabulary is very essential for the achievement of second language use due to the fact without an extensive vocabulary, one will be unable to use the structures and function which have been learnt for understandable communique. It can be assumed that vocabulary also has an essential position in speaking for you to broaden the students’ speaking proficiency. Underhill (1987: 97) states that there are a few components of language proficiency in particular in talking. They're grammar, vocabulary, pronunciation inclusive of intonation and pressure, fluency, and content. The vocabulary is the asset for students to speak and converse with their friends. The students will be easier to talk and deliver ideas in English if they master vocabularies. Therefore, memorizing vocabulary constitutes important in improving students’ language.

4) English Magazine Wall gives students more vocabulary and structures that they can use in daily conversation.

In the research findings, it is found that English magazine wall provides some information to give the students more vocabularies, structures and expressions that they can use in daily conversation. The students can easily access, read and memorized it. This magazine also facilitates the students to increase and improve the students' reading skill, writing skill and journalism. This is important as Burkart (1998) says language input. It may come in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

5) Based on the research findings, Class Clinic and English Club accommodate the students who are interested in English and want to improve their English. LP3I Tasikmalaya realizes that to improve students' speaking proficiency, it must have been some mixed language programs to implement. It is in line with Klancar (2006) who states that mixed activities make students speaking abilities grow, their pronunciation gets better and their awareness of the language improves.
The interview results show that some students are really interested in these programs. It can be seen from their eagerness to follow these programs. The high motivation also become an important asset for the students to improve their speaking proficiency as Brown (1994) states that motivation is one of students factor to improve their skill, it is easy in a second language learning to claim that learner will be successful with the proper motivation and the motivation become a key to learn.

6) English Broadcasting accustoms the students to listen to the English news and builds the students’ confidence in speaking English to the public.

Based on the research findings, this program facilitates the students to listen to the news broadcasted by the student announcers. It accustoms their listening to the English news and builds their confidence in speaking English to the public. The finding is consistent with Brown (2001) who states that one of principles to design speaking technique is to capitalize on the natural link between speaking and listening. It means that speaking is also concerned with listening. As stated by Nunan (1989: 32), one of the indicators of successful speaking proficiency is conversational listening skills. Successful conversations require good listeners as well as good speaker. The teachers do not lose out on opportunities to integrate these two skills. These two skills can reinforce each other. The students are served by more information from the announcers through language development. This makes English atmosphere throughout LP3I Tasikmalaya. It motivates and encourages students to speak and use English in their daily conversation.

The English programs outside the classroom are beneficial and rewarding for LP3I Tasikmalaya itself and the students, as they can get more exposures, supports and engagements from the environment which designed to abound with more English atmosphere (Musthafa: 2003). In addition, to improve English speaking proficiency, it should not only rely on teaching-learning process in the classroom but also it is a crucial part of the language learning process out of it including the students’ activities out of class.

Furthermore, Bowen et al. (1985: 100) state that the easiest way to get students to speak is to ask them to speak, and if necessary tell them to what to say. Another way is to ask them a question. They will try to answer if they realize that they
have been questioned. Successful learners should be able to produce their thoughts in a way that will make their messages accessible to their interlocutors.

LP3I Tasikmalaya has held the English programs as Bowen, et al. state that there some activities to develop English speaking proficiency as follows: imitation and repetition, phatic communication, directed dialogue, survival English, interview, show and tell, and community interaction activities. LP3I Tasikmalaya also encourages the development of speaking strategies. Students have opportunities to initiate oral communication. Teachers always provide more opportunities for the students to ask everything and interact with them everyday. They can easily ask for clarification, ask someone to repeat something, use fillers, use conversation maintenance cues, get someone’s attention, and so on. By the help of teachers’ creativity, everything can be done to facilitate students develop their speaking proficiency. They provide appropriate feedback and correction. The teachers immediately respond the students when they say something incorrect and give an appropriate feedback for it.

2. The Impact of Developing English Speaking Program to the Students’ English Speaking Proficiency at LP3I Tasikmalaya.

Based on the study, the researcher finds some impacts of developing English speaking program at LP3I Tasikmalaya to the students’ English speaking proficiency.

a. Students’ confidence in speaking English is increasing by engaging and participating actively in the English environment.

The research findings show that the English programs in LP3I Tasikmalaya try to accustom the students to speak English in daily activities. The students are engaged to participate and communicate actively in the English environment. The conversation can help them to build their confidence and they can learn from their mistakes, and their friends’ mistakes. It is in line with Nunan (1991: 171) who states that the characteristics of good language learners are creative and experiment with language. They make their opportunities and find strategies for making sense of the target language without wanting to understand every word. By practicing more, the students’ confidence will increase and their English speaking proficiency get better.
The interview result shows that students’ confidence is increasing after they follow English programs at LP3I Tasikmalaya. The respondents say that they feel more confident to speak English after they follow all of English programs for two years at LP3I Tasikmalaya. It is because they can talk or communicate with their friends and the teachers who are more capable in speaking English, so they can learn from them and they can accustom themselves to speak English. This is also confirmed by teacher’s statement in the interview. T1 says that the main factor to speak English is confidence. Teachers have to train students’ bravery and confidence. By following the English programs for two years at LP3I Tasikmalaya, the teachers can feel the result. It can be seen from junior to senior grade. Although they cannot speak English like native yet, but at least they have already been brave to express opinion in English. It means that English programs at LP3I Tasikmalaya affect the student’s confidence. The students are more confident and brave in speaking and expressing something in English. The English programs at LP3I Tasikmalaya are beneficial not only for the language improvement but also for the improvement of students’ confidence. In this case, the students deliver information enthusiastically regardless the audience.

b. Students’ motivation, initiative, and awareness in speaking English are rising by engaging in the interesting activities and the interaction among others.

The research findings show that LP3I Tasikmalaya holds some English programs that can motivate students to speak English such as English day. There are some rewards for the students who speak English actively on English day, and educated punishment for the students who make some violation on English day. It is supported by Elliot et al. (2000: 233) who distinguish two types of motivation: intrinsic motivation and extrinsic motivation. Intrinsic motivation is the desire of the students to learn without the need for external motivation. In addition, extrinsic motivation is rewards and inducements external to students such as scores, prizes, and other rewards. Students’ reason for doing activities is to gain something outside the activities themselves.

The teachers and students’ statements on the interview show that the English programs at LP3I Tasikmalaya influences their motivation, initiation, and
awareness in speaking English. English day, English Area, DCC are the English programs that involve all parties (students and teachers) to speak English. The teachers can motivate students directly by communicating in English in their daily activities in campus and giving some reward and punishment for the students who are active or passive in speaking English.

The students feel that the reward and punishment can motivate them to always speak English in communication so it can also motivate the other students. In this case, Zhao (2011: 100) states that motivation is one of the most important factors affecting students’ performance of English learning. It is also in line with Dai and Sternberg (2004: 44) who state that motivation becomes crucial on the students’ performance. Elliot et al. (2000: 332) sum the function of motivation in learning and teaching activities as follow; motivation will increase an person’s energy and pastime level. It influences the quantity to which an character is probable to engage in a sure hobby intensively or 1/2-heartedly, motivation directs an character in the direction of sure desires. Motivation influences picks human beings make and the effects they discover reinforcing. Motivation promotes initiation of certain activities and persistence in the ones activities. It will increase the chance that human beings will start some thing on their own initiative, persist inside the face of trouble, and resume a mission after a transient interruption. Motivation influences the mastering strategies and cognitive strategies an individual employs. It will increase the likelihood that humans will pay attention to some thing, examine and practices it, and attempts to research it in a significant style. It also increases the chance that they’ll are seeking assist when they come upon difficulty. English atmosphere in LP3I can motivate the students to speak English. The reward and punishment given are the extrinsic factors to motivate the students to speaking English. After they are motivated, they will have the initiative to speak English and their awareness to speak English will increase. Finally, speaking English becomes the habit in their communication.

c. Students’ vocabulary is increasing by drilling, memorizing and using them in the daily conversation.
The research findings show that the English programs at LP3I Tasikmalaya help them to increase their English vocabulary. Vocabulary building program obliges the students to find the new words, memorize and use them in the daily conversation. Those activities can increase the students’ vocabulary. It is supported by Decarrico in Murcia (2001: 290) who advocate 3 techniques to study vocabularies. The first is guessing that means from context; she says that a context is rich sufficient to ok clues to bet words’ that means. The second is mnemonic gadgets, she proposes keyword method. While seeing or listening to the goal word, the learner is reminded of the key-word. The third is vocabulary notebooks; she indicates a memory useful resource in independent getting to know via putting in vocabulary notebooks.

English environment habituates the students with English. They interact and communicate each other by using English. It allows students to always listen, read, write and speak in English. According to Stahl (2005), students possibly have to see a phrase greater than once to place it firmly of their long-term memories. This doesn’t suggest more repetition or drill of the word, however seeing the phrase in extraordinary and a couple of contexts. In other words, it is critical that vocabulary education offer college students with possibilities to encounter phrases again and again and in multiple context.

d. Students’ pronunciation is improving by drilling, memorizing and using them in the daily conversation.

The research findings show that the English programs at LP3I Tasikmalaya help them to pronounce the words better. The respondents feel after following some English programs at LP3I Tasikmalaya is pronunciation improvement. The students feel that their pronunciation getting better than before. It is also felt by the teachers who always control the students’ progress in speaking English. English programs at LP3I Tasikmalaya accustom them to always speak English in every occasion. The interaction between students and teachers in communication makes them easy to evaluate the students’ pronunciation including intonation and stress, so the students can improve their pronunciation better. It is supported by Senel (2006) who states that drilling technique is very useful in teaching pronunciation because it can create correct and accurate pronunciation.
Based on the observation, some English programs in LP3I Tasikmalaya consist of mixed activities such as the English broadcasting, vocabulary building, magazine wall, Daily Conversation Card (DCC), and others. Klancar (2006) states that with the help of mixed activities, such as dialogue, choral revision, chants, songs, poems and rhymes students; speaking abilities grow, their pronunciation gets better and their awareness of the language improves. In this case, the English programs at LP3I Tasikmalaya lead the students to imitate and repeat the vocabulary. By imitation and repetition, students’ pronunciation and understanding about the vocabulary will develop better gradually.

It is in line with what Bowen et al. (1985) say that one of the activities to develop students’ English proficiency is through imitation and repetition. The technique of repetition by the student, beginning with an imitation of what hears, has come to be so thoroughly the students will likely include mistakes, especially in pronunciation and grammar, where his own first language imposes it on his attempts to produce words and sentences in the second language.

Boardly speaking, all respondents’ feeling toward the development of English speaking at LP3I Tasikmalaya is positive and helpful. All respondents believe that language activities which are held at LP3I Tasikmalaya will help them to improve their English speaking proficiency if all programs are managed and performed properly and constantly.

CONCLUSIONS

LP3I Tasikmalaya has its personal system which consists of some interrelated programs to broaden English talent in general and speaking especially. There are English applications that make contributions to the improvement of college students’ English speaking proficiency: English activities within the classroom that include the fundamental materials of English (grammar, structure, pronunciation) and the interactive classroom activities foster the students to apply English within the precise manner conversation; English outside the study room that consist of numerous English packages to accustom the students to speak English through working towards extra inside the English environment. The programs such as English day and English area, Daily Conversation Card (DCC), Vocabulary building, English Magazine Wall, Class Clinic and English Club,
and English broadcasting develop students’ English speaking proficiency. The English programs support the indicators of speaking proficiency; pronunciation, grammar, vocabulary, fluency, and comprehension. There are some issues in developing students’ English speaking skill at LP3I Tasikmalaya: the students’ difficulties to speak come from the psychological elements (confidence, anxiety, motivation, awareness); the students’ problems to talk come from the linguistic factors (pronunciation, vocabulary, grammar, fluency, comprehension). To solve the problems, the institution and teachers formulate some motivational techniques, such as the personal approaches, giving some reward and punishment, and support from all parties in LP3I Tasikmalaya. There are some positive effects of developing English speaking program at LP3I Tasikmalaya to the students’ English speaking proficiency: The psychological effects are: Students’ confidences in speaking English are improving; Students’ motivation, initiation, and awareness in speaking English are rising; The linguistic effects are: Students’ vocabularies are increasing; Students’ pronunciations are improving.

In the light of research findings, it implies that the development of students’ English speaking proficiency should be carried out not only inside but also outside the classroom. The success of developing students’ English speaking proficiency is begun from the methods applied in the classroom and strengthened by the supporting English programs outside the classroom. However, the development of students’ English speaking proficiency needs support from all parties: teachers, staffs, facilities and environment, and the students themselves. It is important to put in force suitable technique and method in developing English speaking proficiency. The implementation of the English programs and some regulations is helpful to develop students’ English speaking proficiency as long as the commitments of all parties to implement them are still kept and increased. The effect is the students become the motivated and confident students. The participation of all parties in the English programs can make English environment more directed, supervised, and managed efficiently. The English programs can run better and more effective if it is supported by all parties. It becomes more reliable for students to learn English especially English speaking proficiency. Discipline must be constantly kept and run well to run English programs properly and effectively, students’ motivation must be improved as well. In order to achieve the goal of speaking proficiency, the interactive and communicative activities must be applied properly. All parties also need to anticipate the
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internal and external factors affecting the development students’ English speaking proficiency because it can affect the result of the process that is done.

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Komversal 4(2) (2022) 90-112
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