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IMPLEMENTING ONLINE ENGLISH TRAINING PROGRAM TO IMPROVE TEACHERS' ENGLISH PROFICIENCY AND WEBCAM MONITORING BASED TESTS AT A VOCATIONAL HIGH SCHOOL IN BANDUNG, INDONESIA

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ABSTRACT

This Community Service Program at a state vocational high school in Bandung, Indonesia, aims to improve teachers' English proficiency by conducting English training and the improvements are seen from the pre test and post test of a standardized test namely TOEFL-like. The participants who undertook those tests were 28 teachers coming from different fields of background and they had trainings of TOEFL materials such as *Listening, Structure and Written Expressions*, and *Reading* for approximately 24 hours. To find out the significant results of the training, the data from the TOEFL score were analyzed using pre-experiment one group pretest and posttest design. The results of the Program are that the activities of socialization, tests, and trainings were carried out successfully and right on schedule, and the training given to the participants has brought impacts to the increase of the participants' skill as the score of post test improved significantly. However, some room for improvements in the future is suggested as the result of the questionnaire, such as enriched training materials and longer activities. As for the instructors, they need to improve the elements of enthusiasm and interest during delivering the materials, demonstrating and mastering the training material for future activities.

Keywords: Vocational High School, TOEFL, English Proficiency, Pretest, Post Test

ABSTRAK

Pengabdian Kepada Masyarakat ini yang dilaksanakan di Sekolah Menengah Kejuruan di Bandung, Indonesia, bertujuan untuk meningkatkan kemampuan Bahasa Inggris guru-guru dengan melaksanakan pelatihan Bahasa Inggris dan peningkatan tersebut terlihat dari pretes dan postes dengan tes standard yakni TOEFL-like. Peserta yang melaksanakan test tersebut berjumlah 28 orang yang berasal dari bidang ilmu yang berbeda dan mereka melaksanakan pelatihan materi TOEFL seperti Listening, Structure and Written Expressions, and Reading selama 24 jam. Untuk mendapatkan hasil pelatihan yang signifikan, data dari skor TOEFL dianalisis menggunakan desain pre-experiment one group pretest and posttest design. Hasil dari Program ini adalah aktivitas sosialisasi, tes, dan pelatihan berhasil dilaksanakan dengan baik dan sesuai dengan jadwal yang telah dibuat, dan pelatihan TOEFL ini telah memberikan dampak peningkatan skor pos tes secara significant. Akan

tetapi, disarankan untuk melakukan peningkatan untuk kegiatan selanjutnya seperti yang terlihat pada hasil kuesioner, seperti pengayaan materi pelatihan dan durasi kegiatan yang lebih lama. Sedangkan bagi pengajar perlu meningkatkan antusiasme dan minat dalam menyampaikan materi, mendemonstrasikan dan menguasai materi pelatihan untuk kegiatan selanjutnya.

Kata Kunci: Sekolah Menengah Kejuruan, TOEFL, Kemampuan Bahasa Inggris, Pra tes, Postes

1. BACKGROUND

One of State Vocational High Schools (SMK) in Bandung, Indonesia, has a vision to produce graduates who are ready to compete on an international scale with a curriculum that is in line with the International Business World Industry (DUDI). Therefore, it is necessary to have quality educators with good English skills as indicated by the recognized and frequently used competency measurement standard, namely the TOEFL, Test of English as Foreign Language in order to improve the quality of teaching services to the SMK students. The partner problem is that teachers have not had the full opportunity to test their English competence so that there is no baseline score for English proficiency and they have not had the opportunity to receive training in preparation for the TOEFL test. Therefore, the community service (PKM) activities will be held that provide English language proficiency testing or TOEFL tests and training.

Below is the data of educators based on the level of education:

Tabel 1. Data of Educators based on Education Level (2020)

NO	Educators	Numbers/Level of Education	
		Undergraduate (S1/Diploma IV)	Master's Degree (S2)
1	National Content	28	2
2	Territorial Content	9	5
3	Vocational Specialization	37	12
4	Career Guidance (BK)	4	1
T O T A L		78	20

From the table above, it can be seen that 20% of the educators at the school has a master's education level and 80% of the teaching staff are still at the undergraduate (S1 or D4) level. For Educators with Vocational Specialization, this school has 47% of teaching staff with S1 or D4 levels and 6% with S2 levels. It can be seen here that the school is still dominated by Vocational Specialization Educators whose education level is not yet S2. So, at this point it is very common that the level of English Proficiency is not yet revealed because usually the score of TOEFL is used as the requirement of Master's Degree admission.

In other hand, the school has visions to produce graduates who have noble character, care for the environment, are independent, tough in entrepreneurship, master technology, and are ready to compete in the national and international business and work industry (IDUKA) in 2024. Meanwhile, the missions are to develop an implementable curriculum by aligning the curriculum with IDUKA on a national and international scale, improve the competence of educators and education personnel through training locally and abroad, increase cooperation with national and international IDUKA parties; and increase the absorption of graduates in IDUKA on a national and international scale. So, from the visions and missions of the school it can be seen that the school must be able to produce graduates who are ready to compete on an international scale with a curriculum that is in line with the International Business World Industry (DUDI). Therefore, it is necessary to have quality educators with good English skills as indicated by a recognized and frequently used standard of measurement of proficiency, namely TOEFL, Test of English as a Foreign Language.

Based on the explanation above, the priority problems faced by the school and have been agreed to be resolved during the implementation of this PKM program are as follows:

1. Teachers need activities to improve English skills in order to prepare students on an international scale and increase their absorption in industry or multinational companies
2. Teachers need to know the baseline of English proficiency by conducting a standardized test of English proficiency, namely TOEFL test with the aim of preparing themselves in improving their abilities. So, the solutions to the problems above are as the implementation of English Language Skills Online Training for teachers, the implementation of the English Language Proficiency Test for teachers with the TOEFL standard, carried out before training and after training, and the implementation of the test using an application based on webcam monitoring. The activities were conducted online in order to minimize contact in the pandemic COVID-19.

2. METHODS

2.1 Time and Place

The community service was conducted online via Zoom application and e-ujian.com platform for the webcam based test and scheduled as follows:

Table 2. The Activity Schedule

No	Activity	Day	Date	Time	Place
1	Program Socialisation	Wed	25 May 2022	13.00 – 16.00	School's Computer Lab
2	Pre Test	Wed	25 May 2022	13.00 – 16.00	
3	Training of <i>Listening</i>	Fri	27 May 2022	08.00 – 16.00	Online
4	Training of <i>Structure</i>	Mon	30 May 2022	08.00 – 16.00	
5	Training of <i>Reading</i>	Tue	31 May 2022	08.00 – 16.00	
6	TOEFL-like	Fri	03 June 2022	09.00 – 16.00	School's Computer Lab

2.2 Target

The participants of the Program were teachers of a vocational high school in Bandung, Indonesia, and there were 52 people who joined the training and 28 took the pretest and posttest.

2.3 Methods of Community Service (PKM)

The Law of the Republic of Indonesia defines Community Service Universities (hereafter, called as PKM) as "the activities of the Academic Community in practicing and cultivating Science and Technology to advance public welfare and educate the nation's life" and "utilize science and technology to advance the welfare of society and the intellectual life of the nation" (Ministry of Law and Human Rights, 2012). The results of the PKM are "used as a process of developing science and technology, enriching learning resources, and/or for learning and maturation of the academic community" (Ministry of Law and Human Rights, 2012). Practically the results of PKM (Education et al., 2020) are as follows

1. Solving problems faced by the community by utilizing the expertise of the relevant academic community;
2. Utilization of appropriate technology;
3. Materials for the development of science and technology; or
4. Teaching materials or training modules for enrichment of learning resources.

From the definitions above, it can be concluded that the core of PKM is the efforts made by universities in applying the science and technology it has developed to solve problems faced by society, the business world, and/or industry and the nation at large so that people become intelligent and prosperous.

Meanwhile, according to its scope, the target audience of PKM includes:

1. urban or rural communities;

The category of society is further divided into several categories, namely: economically productive people (micro-enterprises), people who are not yet economically productive but have a strong desire to become entrepreneurs, and people who are not economically productive (community/general/ordinary);
 2. industrial or agrarian society;
 3. government or private. (Dan, 2021)

So the core of the PKM conducted in this program was in line with the target audience explained above that is a school of a rural community that faced problem and wanted to improve the competence of English. Thus, what has been done in the program was utilizing the expertise of English of academic community, developing materials for the training, and utilizing the adequate test platform which is webcam based monitoring.

The PKM implementation was carried out using a Participatory Rural Appraisal (PRA) approach, which is an approach and method that allows the community to jointly analyze life problems in order to formulate real plans and policies. In essence, PRA is a group of approaches or methods that enable people to share, improve, and analyze their knowledge about their conditions and life and make plans and concrete actions. Some of the basic principles that must be met in the PRA method include: mutual learning and sharing of experiences, involvement of all group members and information, outsiders as facilitators, the concept of triangulation, as well as optimization of results, practical orientation and program sustainability (Rochdyanto, 2000).

The implementation of this Program was online and the method used in carrying out community service activities (PKM) at the Vocational High School in Bandung, Indonesia can be seen in Figure 1.

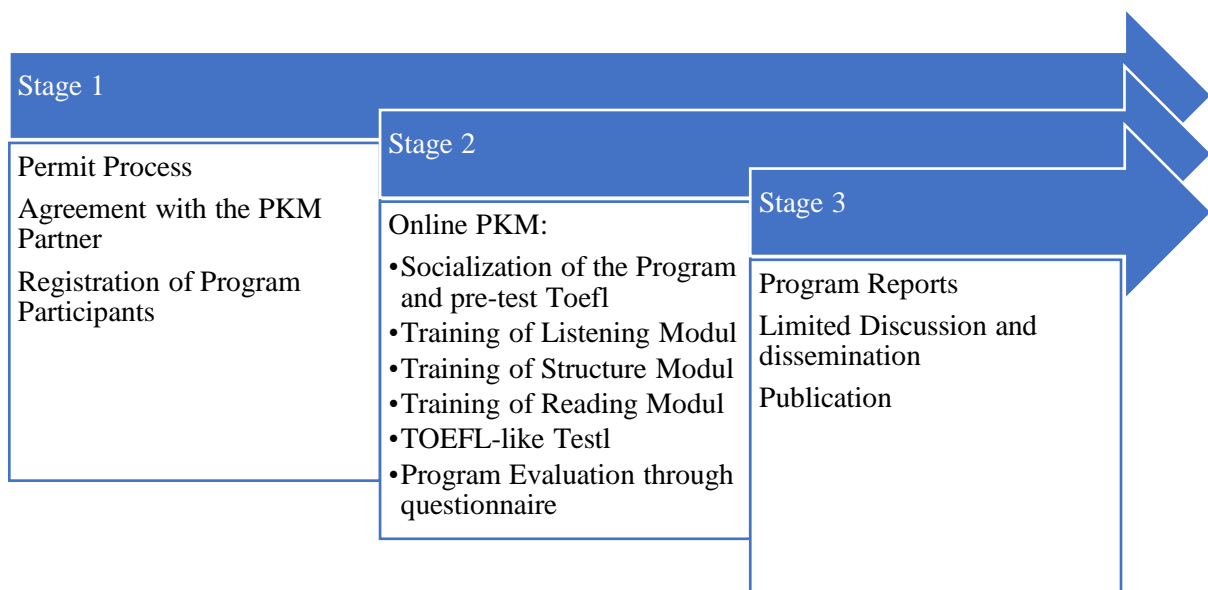


Figure 1. The Methods of PKM Program

From the figure above it can be seen that each stage is required to be done in order to have a successful program . The initial stage of the Program was acted as the foundation so that everyone committed in implementing all the activities. On the next stage, socialization of the Program was the core because every party needed to comprehend what the Program would cover and the what the outcome expected from the program. In addition, the right method of the training determined the success of improving teachers' English competence and the technology chosen, that is the platform of the test, was also the key success of the Program. Each stage can be explained as follows:

1. Stage 1

Based on the agreement between the Pos Indonesia Polytechnic (Poltekpos) and the Vocational High School, at the initial stage, initial communication was carried out to explore training needs or increase the knowledge needed by teachers. Then the registration for the TOEFL training participants was opened.

2. Stage 2

The implementation of the PKM program was carried out at this stage. The PKM Program was implemented by referring to the PRA (Participatory Rural Appraisal) method or Participatory Understanding of Rural Conditions (PRA).

The training began with socialization and pre-training TOEFL tests, then for 3 consecutive days the participants were given TOEFL materials consisting of: listening, structure and reading for 8 hours/day. At the end of the activity, the participants re-tested the TOEFL post-training and filled out a questionnaire as feedback on the PKM activities.

3. Stage 3

This stage was the PKM completion stage. In this stage, the team compiled a report on the implementation of the PKM and conducted limited discussions and seminars to discuss the results of the implementation of the PKM, which finally published in a national journal of PKM.

2.4 Indicators of Success

The indicators of success of the program can be seen from the establishment of collaborations between the Pos Indonesia Polytechnic and the State Vocational High school, the formulation of the specifications for the training needs needed to develop the potential of human resources and the implementation of PKM activities that can have an impact on increasing the TOEFL test results for the participants.

2.5 Methods of Evaluation

The evaluation was conducted by analyzing the results of the questionnaire distributed through Google form application. For the pretest and posttest, the analysis was done referring to the theory of *One Group Pre Test Post Test Design* (Sugiyono, 2012:110) where has been determined the impact or outcome of the training.

3. RESULTS AND DISCUSSIONS

3.1 Socialization of the Program

As can be seen from the schedule mentioned earlier, the program was started with a socialization for the participants conducted online aimed to prepare the participants with the tasks of the training and the media used. There was also explanation in order to provide guidance on the procedures for the online test platform, explain in detail the implementation of the test later in terms of using a webcam as a means of monitoring the test, and explain the obstacles that may arise in the implementation of the test. This socialization activity must be carried out so that the implementation of the English test can run smoothly where participants have understood how to access the test application before the test is carried out, participants understand how supervision is carried out using a webcam, and the committee and examinees can minimize the obstacles that may arise. may occur during the test later (Resdiana et al. 2021). On this program, the socialization was conducted by the leader of the PKM right before the pretest and the participants were gathered at the computer lab at school. The activity can be seen on the table below:

Table 3. Rundown of Socialization

NO	TIME	ACTIVITIES	PIC
1	13.00 - 13.05	Opening	MC (Student)
2	13.05 - 13.08	“Indonesia Raya” National Anthem	Operator (Student)
3	13.08 - 13.13 13.13 - 13.18	Welcoming Remarks: - Head of Lembaga Penelitian dan Pengabdian Masyarakat (LPPM) Poltekpos Ibu Sari Armiami - The School Principal Bapak Ino Soprano	
4	13.18 - 13.45	Socialisation of Training and Online Tests webcam monitoring based di SMK Negeri 11 Bandung	Ibu Widia Resdiana

5	13.45 - 13.53	Q & A	MC and Ibu Widia
6	13.53 - 13.55	Documentation	Operator (Student)
7	13.55 - 14.00	Closing	MC (Student)
8	14.00 – 16.00	PRE TEST	Ibu Widia and students

3.2 Pre Test

The Pre test was on Wednesday 25 May 2022 done after the socialization of the program ended. The activities were conducted at the computer lab of the school with the purpose of stable internet connection. The test used a platform called e-ujian.com chosen for it could provide tests monitored via webcam, tests using audio, and tests with different types of questions, as in TOEFL. The TOEFL-like test was divided into three parts: Listening, Structure and written expression, and reading. Listening was conducted for about 30 minutes, Structure 25 minutes, and Reading 50 minutes, so the participant were to finish the tests in, more or less, one hour and 45 minutes. The number of participants was 35 people with the highest score of 520, lowest 270, and the average score of 389.

Below is the image of the test session taken from the e-ujian platform data:

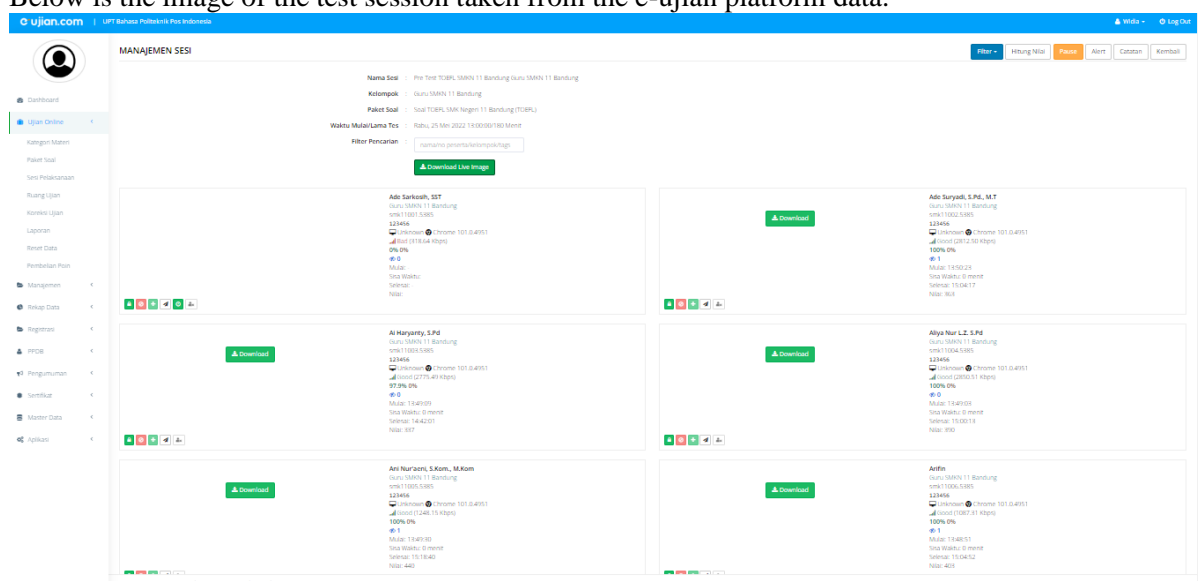


Figure 2. Monitoring after the test

The video of each participant of the test can be seen in real time from the monitoring feature of the platform, as can be seen above. However, the figure above is the display after the test was done where the monitoring could be downloaded for each participant. The proctor of the test could see how many times the test takers' screens had been blocked because they opened another browser on the device.

3.3 English Training

The training was conducted for 3 consecutive days for about 8 hours in each day by three instructors who were the leader and members of the PKM Program, with the materials related to each section of the tests, namely *Listening*, *Structure and Written Expressions*, and *Reading*. The method of delivering the materials of *Listening* was based on the theory developed by Thornburry (2005); activation of background knowledge, topic comprehension checking, register checking, details checking, transcript reading and listening, questions guessing, and language feature focus.

Furthermore, the materials of *Structure and Written Expression* were delivered using the method of lecture and Q&A, with the purpose of strengthening teaching procedures because the expected result is that students can listen to teaching and can interact with teachers so that the atmosphere of teaching and learning activities taking place in two directions as the class was given online in a pandemic situation. Teachers need to improve their teacher–student interaction and maintain student interest and engagement during online teaching (Huang, 2020). In addition, the teaching of Structure and Written

Expression on the TOEFL needs to be accompanied by either guided or independent practice work, because that is the reason a combination of lecture and question and answer methods will be appropriate to apply. Indeed, the advantage of using question and answer method is helping to achieve cognitive objective and bringing knowledge at conscious level.(<http://studylecturenates.com/question-answer-method-of-teaching-socratic-method-of-teaching/>).

In addition, the method of delivering the materials of reading used the scaffolding method (James 2021, Nurrisal 2017, Alber 2014), Think Aloud (Price 2020), Reciprocal Thinking (Bales, 2020), and Question Answer Relationship (QAR) (Vacca and Vacca in Nurdianingsih, 2021).

Below is the documentations of the training activities:

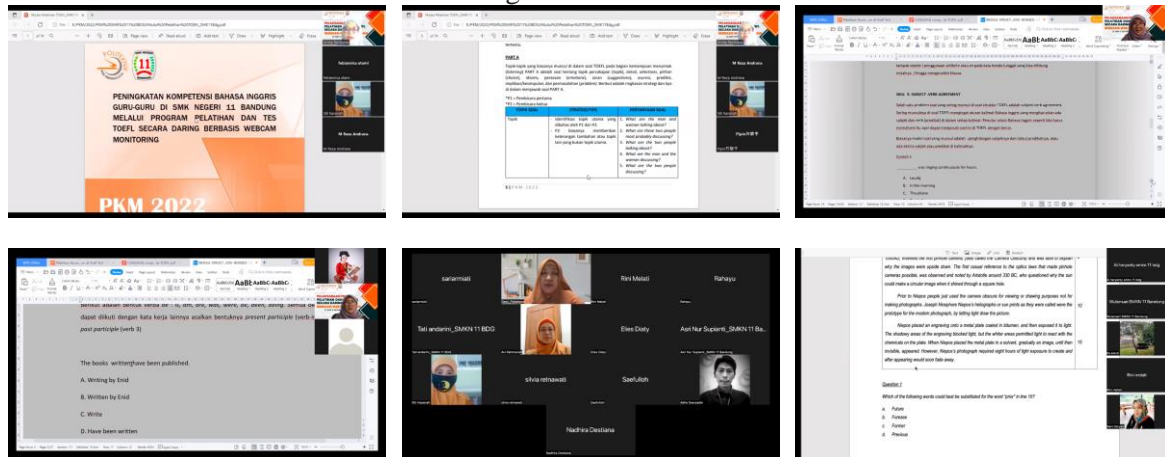


Figure 3. Training Activities via Zoom

3.4 TOEFL-like Test

The last activity of the program was the implementation of TOEFL-like test conducted on 3rd of June 2022 at the computer lab at the school. The platform was still using e-ujian.com with the total hours of one hour and 45 minutes and 50 questions of listening, 40 questions of structure and 50 questions of reading. There were 45 participants of the test and the highest score was 543 and the lowest 233 with the average score of 409. Below is the sample of test with webcam based monitoring:

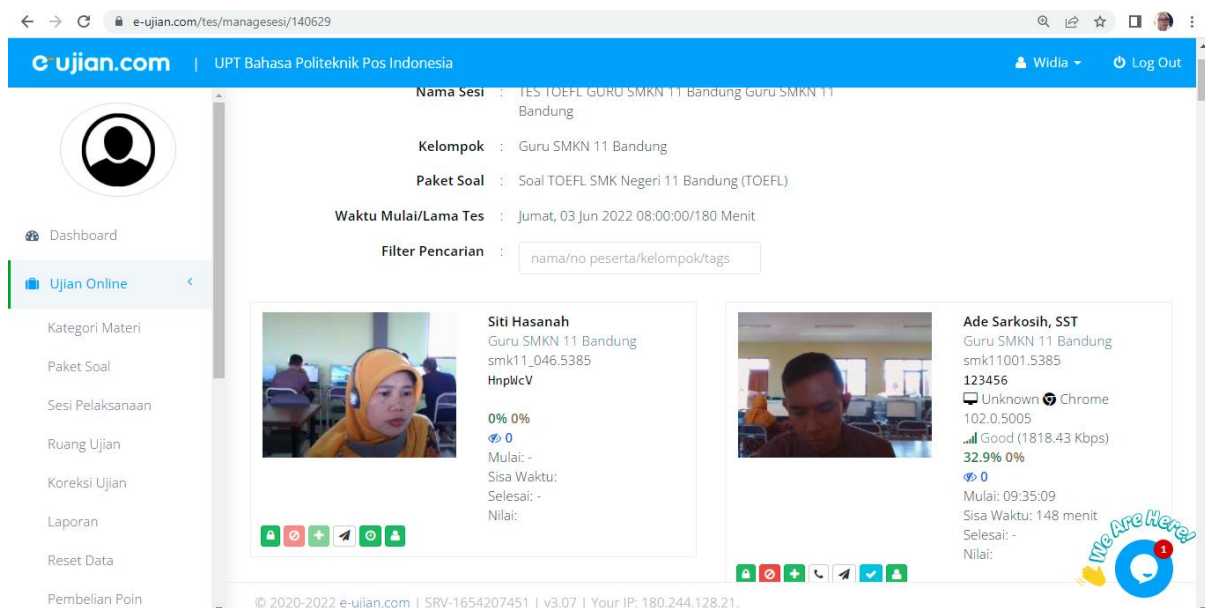


Figure 4. Monitoring Test via webcam

As it can be seen from the picture above, there was a test going on and the two teachers were having the TOEFL-like test. The proctor used the feature to monitor the test takers and it can be seen from the monitor the name of the session with the group, the questions used for the test, the schedule of the test, the names of the test takers, the browser used, their internet connection stability, the progress of the test, times they open other browsers, time left to do the test, information of the score and the time finishes. Proctor can communicate with the test taker on the platform to inform them or even to warn them regarding the test.

3.5 Activity Success

At the end of the program, there were two activities conducted to determine the success of the program, namely distributing questionnaires, and analyzing the scores of pretest and post test. For the questionnaires, 42 participants filled out the form as feedback and a basis for improvement for further PKM activities. There are 3 major topics that are asked in the questionnaire, among others, the training activities in general, the performance of the instructors and the material presented. The results of the questionnaire about PKM activities in general received a response that the online training and TOEFL test based on webcam monitoring were related to job requirements at the school, which the number were considered very high (according to 21 people). The participants dominantly felt that they received a lot of new things related to the materials during the training (according to 21 people) and dominantly the participants felt very satisfied with this PKM activity (according to 22 people).

Table 4. Activity Assessment Table

Outline of the training	Low	Mid	High	Very High
1.1 The relation between the training and job needs	0	2	21	19
	Few	Adequate	High	Very High
1.2 Is there new things that can be found on the training?	0	1	20	21
	Less	Adequate	Satisfied	Very Satisfied
1.3 Are you satisfied with the training?	0	0	20	22

Furthermore, the results of the response to the instructors' performance were assessed based on the elements of expertise, presentation, response to questions, demonstration, language pronunciation, mentoring, performance, timeliness and general assessment which were dominantly in very good results as illustrated in Figure 5. As for the elements of enthusiasm and interest during delivering the materials, demonstrating and mastering the training material, there were still sufficient results, although this was not a dominant response but needed to be used as a basis for improvement for the next activity.

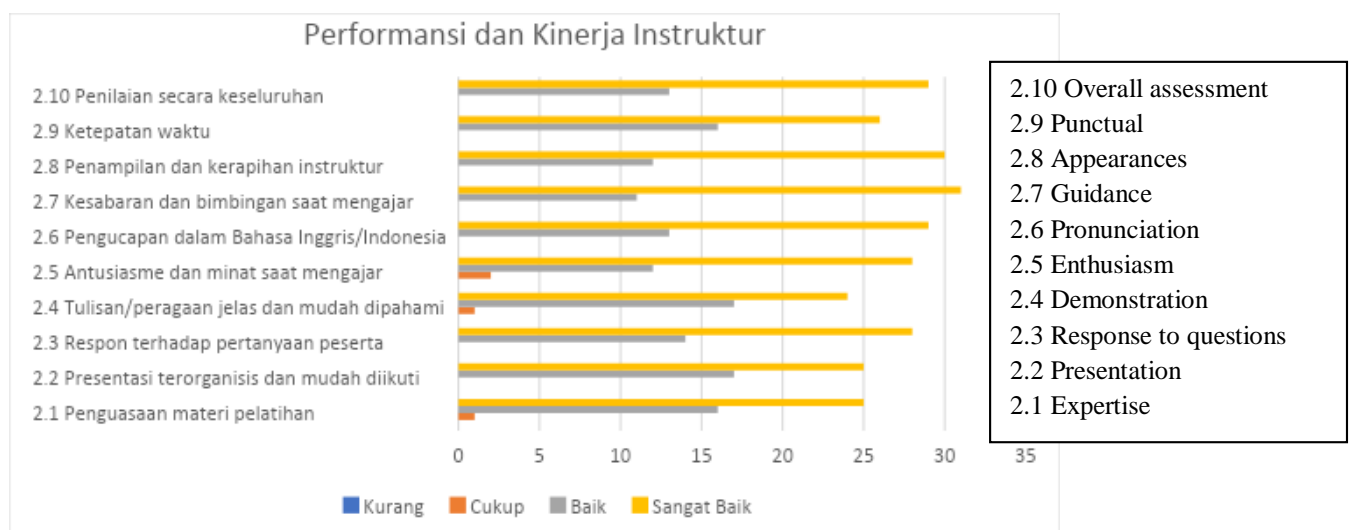


Figure 5. Questionnaire results on Instructors Performances

In addition, the last was the results of the questionnaire for the topic of training material, with assessment elements including the theory being taught, ease of practice, organization of the material and the suitability of teaching time. For the assessment of the elements of theory being taught and the organization of the material, the dominant responses were very good, and for the elements of ease of practice and the suitability of teaching time, the responses were dominantly good. However, all elements received “sufficient” for the response from the participants, which needed to be considered for improvements in the next training. The responses can be seen on Figure 6 below:

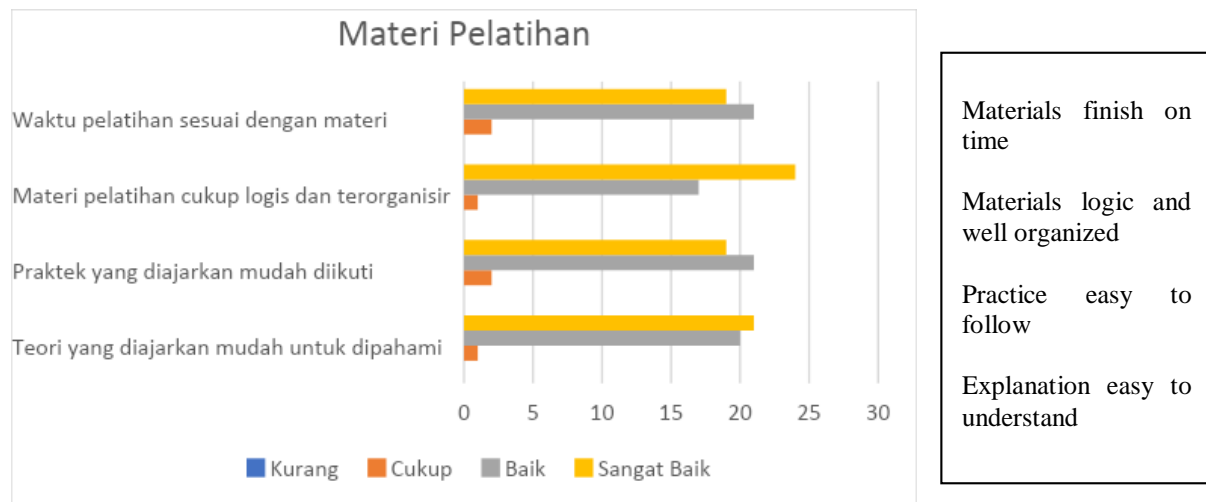


Figure 6. Questionnaire results on the training materials

The second activity conducted to determine the success of the program was analyzing the score of pretest and posttest. There were 28 people who had consistently conducted both of the tests, pre test and post test. Meanwhile others took pre test or post test only. So the data could only be taken from those 28 who conducted both tests. Below is the table of analysis of the scores:

Table 4. Analysis of the scores

	N	Min	Max	Mean	Std Dev.S
Pretest	28	270	520	388.8	56
Post test	28	353	533	424.5	61.5

From the pretest, it can be seen that the Mean of the scores is 388.8, with the lowest score of 270 and highest 520. Meanwhile, from post test the Mean is 424.5 and the lowest is 353 and the highest 533. Both tests have maximum score of 677. Based on the calculation of the Mean, it can be seen from the table above that there was a increase of score after the training had been conducted.

4. CONCLUSION

The Community Service Program has been conducted well seeing from the indicators of success. The first indicator is that the activities of socialization, tests, and trainings were carried out right on schedule. The methods used in the training also seem to be the right ones, but the participants need to learn the materials and practice more seen from the results of the tests and questionnaires. Hopefully the trainings and the web based monitoring tests conducted would be their basis to be more familiar with TOEFL tests and English learning materials. The second indicator is that the result of the post test that shows that the score has improved significantly. It means that the training given to the participants has brought impacts to the increase of the participants’ skill. This is also in line with the result of the questionnaire stating that the participants dominantly felt that they received a lot of new things related to the materials during the training. However, there are still some room for improvements as suggested by the result of the questionnaire. The training material can be enriched or the duration of training can be made longer

for future activities. As for the instructors, they can improve the elements of enthusiasm and interest during delivering the materials, demonstrating and mastering the training material for future activities.

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