

A Study on English Speaking Skill Development of Exchange Participant Returnee from Aiesec Global Volunteer Program of An English Student in Universitas Tanjungpura

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ABSTRACT

This research was aimed to find out English speaking skill developments of exchange participant returnee from AIESEC global volunteer program and how this program can contribute in the participant's speaking skill development in Universitas Tanjungpura Pontianak. This research used a case study research. To collect the data, the researcher used interview. The purpose of the study was to know what the developments of exchange participant returnee from AIESEC's global volunteer program to know the contribution of AIESEC's global volunteer program toward the student's speaking skill development in Universitas Tanjungpura Pontianak. The researcher decided to conduct this research study into a student of English Language Education Study Program batch 2016 that have been returned from the AIESEC global volunteer program. The results revealed that the participant has some developments in English speaking skill such as pronunciation, fluency and vocabulary. In conclusion, this research study is produced positive finding regarding to the volunteer program that have been followed by the participant towards his English speaking skill.

Keywords: English Speaking skill, AIESEC's volunteering program.

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INTRODUCTION

There are four skills that students need to master in learning English: listening, reading, speaking, and writing. Speaking often becomes a very difficult skill to master in sense of grammatical meaning in communication. Speaking takes an important role in daily life. In communication, speaking is assumed as main skill which should be considered to make the communication becomes effective and understood by each other. It is fundamental for language learners to master this skill since it is the most used part of a language. Then, in terms of learning English speaking skill is necessary for students to express their mind, ideas, and their own arguments.

This study is important as it is expected to the student and other people that developing English skills through volunteering can be an alternative way besides an academic way in formal situation in the school. The result of the study also assumes necessary for it can be a reference when other researchers want to observe the developing of English skills through volunteering abroad. Volunteering can be an excellent way to develop and enhance speaking skills. Engaging in various volunteer opportunities provides individuals with real-world scenarios to practice their communication abilities, while also contributing to meaningful causes and communities. Volunteering is a dynamic and rewarding way to develop speaking skills.

Engaging in various volunteer activities not only helps individuals become more effective communicators but also contributes positively to society. By embracing these opportunities and challenges, volunteers can foster growth and confidence in their speaking abilities, which will benefit them in all aspects of life. Teaching speaking is a productive skill that is generally considered to be difficult to learn, as it needs rigorous practice and strong determination to achieve high proficiency. In developing speaking skill, volunteering abroad can be a good way to choose, besides doing and helping people, who need help, students also can develop their English skills, especially their speaking skill.

Based on the pre-observation, there was a student that went the global volunteer project from AIESEC Universitas Tanjungpura. Before departing, he indicated the deficiency of speaking English for instance: poor pronunciation, lack of confidence, difficult to find any word to say, and occasionally doing grammatical error. However, after he returned from the project, he showed significant improvement in speaking as he represent confidence in expressing his own feelings and he can speak more fluently and confidently. Thus the researcher is fascinated to design a case study to find out the development of English speaking skill from the participant of the project from AIESEC Universitas Tanjungpura.

The aim of this study is to find out the development of English speaking skill from the exchange participant returnee from AIESEC global volunteer program. Besides, the researcher also want to find out how the project can influence the participant in improving his speaking skills, and to know the detail of the participant's activities during the project that plays a role in enhancing his speaking. The researcher is interested in how this case can occur. In this study, the researcher drew the case in a simple point of view which the researcher hopes that the reader can understand it easier. This research takes a topic of a case on English speaking skill development with the subject of exchange participant returnees from AIESEC's Global Volunteer program.

Some studies also have been conducted around this field. Sherraden (2008) investigated the effect of International Volunteering and Service among volunteers. It is resulted in the development of greater cross-cultural competence, including language and communication skill. But, the main idea of the research is to find the effect of the volunteering activity in general aspect. Another study conducted by Pangestu (2016) around the volunteer activity as way to add new knowledge and experience or train skills. In his study, it is resulted that through the volunteering activity it could support their career in the future and preparing their selves to enter the work force. But, in this research, the

researcher focused on young women around 21-25 years old as the research subject while in this study it was focused on student in Universitas Tanjungpura.

McDowall (2014), investigated the outcomes and experience of the member of AIESEC' volunteer in Guangzhou, Mainland China. The results revealed that the project was considered significant by the participants involved as a result of recognizing the importance of place to all participants, the identity of the foreign volunteer and how they relate to place and the members of that place. But, the main aim of this research is to highlight the perspectives of participants in the volunteerism project, their expectations and outcomes they faced, and if they considered the project to be successful or not.

While in this research, the researcher tries to find the development of English speaking skill from exchange participant returnees of AIESEC's Global Volunteer in Universitas Tanjungpura. The researcher is interested to found out the speaking skill development of the exchange participant returnee from AIESEC's global volunteer program. Therefore, this research used case study as the research method and also the researcher gathered the data using interview.

Dealing with the topic above, the researcher draws a question that related with this study: "what are the speaking skills developments of exchange participant returnee from AIESEC global volunteer program?" and "How can AIESEC's global volunteer program contribute to the student's speaking skill development?" According to the question, the researcher formulates the purpose of this study is "To conduct an investigation into the speaking skills developments of the exchange participant returnees from AIESEC's Global Volunteer program and to know the contribution of AIESEC's global volunteer program toward the student's speaking skill development"

METHOD

The researcher decided to use case study research. Case study used mixed methods research which is an approach to investigate involving both quantitative and qualitative data. However, the researcher only used qualitative data in designing this research study. The core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone (Creswell, 2014). Case studies are a design of probe found in many studies, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. In this research the researcher analyzed the development of speaking skill of exchange participant returnees from AIESEC's global volunteer program.

This research was conducted to a student of Tanjungpura University who participated in exchange participant returnees from AIESEC's global volunteer program. The participant here was a student of English Education Study Program class of 2016. The researcher decided to choose them because he is ever participated in global volunteer program of AIESEC before and he has significant improvement in speaking English that could be observed.

In the technique of data collection, Tools of data collection refer to the instruments or devices that used in collect the data. (Taherdoost, 2022) said that “Data collection is the process of collecting data aiming to gain insights regarding the research topic.” This theoretically guided data collection follows the initial purposively selected sample analysis, which makes it quite different to the more traditional qualitative research designs in which the researcher initially collects and then subsequently analyses their data (Cresswel, 2013).

This study used semi-structured interview to collect the data from participant. Interviews are a way of gathering data that involve the researcher and participants engaging in a focused conversation. Interviews are considered to be “the most common method of gathering data for qualitative research”; further, they “are an integral part of most research traditions.” Interviews may be structured, semi-structured, or unstructured. Semi-structured interviews, in which a researcher has questions to guide the interview while engaging and responding to the participant beyond the interview script, are recommended for work with children (Savin-Baden & Major, 2013).

FINDING AND DISCUSSION

To find out the developments of English speaking skill of exchange participant returnees from AIESEC’s global volunteer program of an English student in Universitas Tanjungpura Pontianak. To answer the research question, the researcher used interview to collect the data from the participant. The purpose of an interview can vary depending on the context, but common goals include gathering information, assessing a candidate's qualifications for a job, conducting research, or obtaining insights from an expert in a particular field. Therefore, in this study, interview conducted to get the participant’s opinions, experiences, and phenomenon regarding to hi volunteering program. Below is the findings explanation of the participant’s English speaking skill developments.

1. The developments of Pronunciation in English Speaking

The research finding showed that SF was developed in his pronunciation. Pronunciation is primarily influenced by a combination of factors, including a person's native language, exposure to other languages, regional accents, and individual speech patterns. Based on the interview data that have been obtained by the researcher toward SF as the participant, he did conversations among participants from other countries and also did conversations between his drivers. In fact, there were other participants that have different dialects and accents in pronouncing their languages. These exposures lead to subtle changes in SF pronunciation as he adapts to the speech patterns around him. Volunteering in settings where clear communication is essential encouraged SF to improve and develop his pronunciation to be better understood.

In summary, while volunteering itself directly caused changes in pronunciation, the experiences gained through volunteering, such as exposure to diverse languages and communication practice, impact SF’s speech patterns and pronunciation.

2. The development of Fluency in English Speaking

Fluency is characterized by the ability to communicate effortlessly, smoothly, and accurately, without struggling to find words or expressions. In volunteering program, SF volunteered as a teacher at a school in Malaysia. SF worked since morning until noon in Hankids School around three months during his project. Consistent practice, repetition, and active use of the language are essential. Regularly engaging in conversations and exercises that challenge his language skills helped SF reinforce fluency. When SF has a genuine desire to communicate and connect with others in the language, SF tended more likely to put in the effort required for fluency.

SF Volunteering project involved interacting with others, which provides SF with regular opportunities to practice speaking in the target language. The more he engaged in conversations and used the language, the more his fluency will improve and developed. Volunteering offered a real-life context for language use, allowing SF to encounter and understand the language in authentic situations. This enhanced SF comprehension and helped him adapt to different speech patterns and colloquial expressions. Regularly using the language in a volunteer environment also boosted SF confidence in speaking. As SF becomes more comfortable communicating with others. This volunteer project focus on language teaching or language exchange as SF did, providing SF with structured opportunities to practice and improve his fluency while helping others learn.

3. The development of Vocabulary in English Speaking

In a volunteer setting, SF encountered specialized vocabulary related to the field or work that he involved in. This exposure expanded his vocabulary and improved his ability to discuss specific topics. The volunteering project involved interacting with diverse groups of people, including beneficiaries, fellow volunteers, and organizers. Engaging with individuals from different backgrounds exposed SF to a broader range of vocabulary and communication styles.

In discussion, the aim of this research was to investigate the developments of SF English Speaking Skill after returned from AIESEC volunteer program. Based on the investigation, the researcher found that there are three main findings of English speaking skill developments shown by SF. The first finding was the development of his pronunciation. The development showed positive change, where in the earlier video his pronunciation was at a low level. Whereas in the next video the pronunciation has increased where after being observed it reaches a level above medium.

The second finding was the development of his fluency. This change is the most prominent change shown by SF. Fluency concerns how the speaker can deliver his speaking fluently and smoothly with the right intonation. Based on this, SF can deliver his speaking in a good way, proper use of eye contact and body language and no further pauses are caused. Volunteering provided opportunities to practice and improve language skills, and being fluent in the language used during volunteer activities lead to more meaningful interactions and a greater impact on the community being served.

The last finding in this research study revealed that SF development in his vocabulary. After experiencing his volunteer project, he had the opportunity to interact

with people from different linguistic backgrounds. Engaging in language exchange allowed him to learn new words and phrases while also helping him improve his speaking skills by doing his job and communicate with other participants.

From the results obtained, it can be deduced that this volunteering project help SF in his speaking ability. Kim (2007) reported that English immersion education enhances students learning of English as well as content knowledge and highlights the fact that the program facilitates student's participation and motivation for learning of English. In addition, Mohd Zahidi et al (2022) stated that volunteering can help students gain confidence by giving them the chance to try something new and build a real sense of achievement. The immersion learning activities give students the possibility to work with the target language in different contexts of use, in the community, interacting with native speakers to solve different tasks. There is evidence that exposure to authentic language and opportunities to use the target language in real situations of communication are fundamental to language learning that forms part of an immersion language learning experience (in-country where the language is spoken) (Pinto, 2018).

CONCLUSION

From the analysis of the data, it is recapitulated that SF English speaking skill has been developed through volunteering program in Malaysia. Speaking development refers to the process of improving and enhancing one's oral communication skills over time. It is a continuous journey that involves honing various aspects of speaking, such as clarity, confidence, articulation, persuasion, and adaptability. His speaking skill development such as pronunciation, fluency and vocabulary has improved significantly. It was prove by the data obtained by the researcher and the interview between SF and the researcher. This volunteering activity played a major role in this change as he has to use English everyday and every time.

The most important highlight of this volunteering project was how SF could practice his English directly with native speakers and also with English speakers from others countries that have different accents. SF is become more confidence in speaking his own English with his limited ability and different accent with people out there.

The researcher would like to suggest two main points connected to the result of this research. The suggestions will define below.

1. For students, this will be the alternative way of learning English, especially in speaking. The students could try to be a part of volunteering project abroad that tend them to always use English in every situation.
2. For other researchers, this research study could be a reference in the future to conduct further studies that relevant to the research problem.

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