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Community service: Improving English speaking competency on training program in Science Scholar Learning Centre

I Wayan Suryasa

Information Systems Study Program, ITB-STIKOM Bali, Denpasar, Indonesia
Corresponding Email: iwayansuryasa@gmail.com

I Gede Putu Adhitya Prayoga

Information Systems Study Program, ITB-STIKOM Bali, Denpasar, Indonesia
igpadhityaprayoga@gmail.com

I Made Suwartama

Information Systems Study Program, ITB-STIKOM Bali, Denpasar, Indonesia

Abstract--This community-service program aimed to improve the English speaking competency of students at Science Scholar Learning Centre in Marga District, Tabanan Regency, Bali. The participants consisted of 40 students from elementary, junior high, and senior high schools who voluntarily attended the learning centre to develop their English communication skills. A needs analysis was conducted through classroom observations, interviews, and diagnostic speaking activities to identify participants' learning needs and speaking difficulties. Based on the findings, a six-session English speaking training program emphasizing communicative language teaching was designed and implemented. Various instructional techniques, including role-play, dialogue practice, storytelling, pair work, language games, and group discussions, were used to encourage active participation and improve students' confidence in speaking English. Students' learning progress was evaluated through formative assessments conducted after each instructional session and a summative speaking assessment administered at the end of the program. The formative assessment results showed a gradual increase in students' mean scores from **61.8** in the first session to **87.2** in the final session, while the summative assessment produced an average score of **85.6**, with **87.5%** of participants achieving the predetermined competency standard. Participants also expressed positive perceptions



toward the interactive learning activities. The findings indicate that communicative English training implemented through community-service activities effectively improves students' English speaking competency in non-formal educational settings.

Keywords---community-service, English speaking, English training, non-formal education, speaking competency.

Introduction

English has become one of the most widely used international languages for communication, education, technology, and professional development. In Indonesia, English proficiency has become increasingly important due to globalization and the growing demand for international communication skills. Among the four language skills, speaking is often regarded as the most challenging because it requires learners to integrate vocabulary, grammar, pronunciation, fluency, and confidence simultaneously during real-time interaction (Brown, 2004).

Although English is taught in formal educational institutions, classroom instruction frequently emphasizes grammar, reading comprehension, and written exercises, while opportunities for meaningful oral communication remain limited. Consequently, many students experience anxiety and lack confidence when speaking English despite possessing basic grammatical knowledge. This condition highlights the need for additional learning environments that encourage authentic communication and active language practice.

Non-formal educational institutions such as English learning centres provide valuable opportunities for students to strengthen their communication skills outside regular school hours. Science Scholar English Learning Centre, located in Marga District, Tabanan Regency, Bali, offers supplementary English programs for students from different educational backgrounds who wish to improve their speaking competency through interactive learning activities.

Higher education institutions also play an important role in supporting community development through community service programs. By applying academic expertise to address educational needs within local communities, lecturers can contribute directly to improving learning quality while strengthening university-community partnerships. English language training represents one practical form of community service that enables universities to assist young learners in developing essential communication skills (Lakin & Mahoney, 2006).

Therefore, this community-service program was conducted to improve students' English speaking competency through a structured English speaking training program implemented at the Science Scholar English Learning Centre. The program focused on developing pronunciation, vocabulary, fluency, grammar, and speaking confidence through communicative language teaching techniques (McNatt, 2019).

Method

1. Participants

The participants consisted of 40 students enrolled at the Science Scholar English Learning Centre in Marga District, Tabanan Regency, Bali. The participants came from various elementary, junior high, and senior high schools in the Marga area and voluntarily attended the learning centre to improve their English-speaking competence. Although participants represented different age groups, all possessed basic English proficiency and shared the common goal of developing their oral communication skills.

2. Needs Analysis

A needs analysis was conducted before implementing the training program through classroom observations, informal interviews, and diagnostic speaking activities. The findings revealed that most participants experienced difficulties in pronunciation, vocabulary mastery, grammatical accuracy, fluency, and self-confidence during English conversations. Students also expressed greater interest in interactive learning activities, such as games, conversations, storytelling, and role-play, than in conventional grammar-based instruction.

3. Training Design

Based on the identified needs, a six-session English speaking training program was designed to progressively develop students' communicative competence.

Table 1
English Speaking Training Program

Session	Topic	Speaking Focus
1	Greetings and Self-Introduction	Introducing oneself confidently
2	Daily Activities	Describing daily routines
3	Asking and Giving Directions	Functional communication
4	Describing People and Places	Vocabulary expansion and descriptive speaking
5	Storytelling and Picture Description	Fluency and idea organization
6	Short Presentation and Reflection	Public speaking and confidence

Each instructional session incorporated vocabulary development, pronunciation drills, pair work, collaborative learning, and speaking performances.

Implementation

The training employed communicative language teaching techniques designed to maximize students' opportunities for speaking practice. Activities included role-play, dialogue practice, language games, storytelling, picture description, pair interviews, information-gap activities, and group discussions. Immediate feedback

was provided throughout the training to assist students in improving pronunciation, vocabulary, grammar, and fluency.

Evaluation

Participants' learning progress was evaluated through both formative and summative assessments. Formative assessments were conducted after each instructional session by observing classroom participation and evaluating pronunciation, grammar, vocabulary, fluency, and confidence. A summative speaking assessment was administered at the end of the program using a speaking rubric covering pronunciation, grammar, vocabulary, fluency, comprehension, and confidence. Additional qualitative data were collected through classroom observations, interviews, and participant questionnaires. The collected data were analyzed descriptively to evaluate the effectiveness of the community-service program in improving English speaking competency (Madjar & Cohen-Malayev, 2013).

Discussion

The implementation of the community-service English training program demonstrated positive outcomes in improving participants' English speaking competency. Throughout the six instructional sessions, students gradually became more confident in expressing ideas, participating in conversations, and delivering short presentations in English. The communicative teaching techniques, including role-play, dialogue practice, storytelling, pair work, and group discussions, created an interactive learning environment that encouraged students to use English more frequently and naturally.

The formative assessments conducted after each training session indicated continuous improvement in students' speaking performance. At the beginning of the program, the average formative assessment score was **61.8**, indicating that many participants still experienced difficulties in pronunciation, vocabulary selection, grammatical accuracy, and speaking fluency. As the training progressed, students demonstrated consistent improvement. The average score increased to **68.9** after Session 2, **74.3** after Session 3, **79.1** after Session 4, **83.5** after Session 5, and reached **87.2** after the final instructional session. These findings suggest that continuous speaking practice combined with immediate instructor feedback contributed significantly to the development of students' oral communication skills.

Table 2
Formative Assessment Results

Training Session	Mean Score	Performance Category
Session 1	61.8	Fair
Session 2	68.9	Fair
Session 3	74.3	Good

Training Session	Mean Score	Performance Category
Session 4	79.1	Good
Session 5	83.5	Very Good
Session 6	87.2	Excellent

The improvement in students' participation was also observed during classroom activities. Initially, many participants were hesitant to speak English and relied heavily on Indonesian during classroom interaction. As the training progressed, students became increasingly active in pair discussions, role-playing activities, and group presentations. They demonstrated greater confidence in initiating conversations, responding to questions, and expressing ideas using simple English sentences.



Figure 1. Participants practicing dialogue activities using pair-work techniques during the English speaking training session

The summative assessment administered at the end of the program further confirmed the effectiveness of the training. Students were evaluated using a speaking rubric covering pronunciation, grammar, vocabulary, fluency, comprehension, and confidence. The average summative assessment score reached **85.6**, representing an overall improvement of approximately **24 points** compared with the initial diagnostic assessment. Furthermore, **35 out of 40 participants (87.5%)** successfully achieved the predetermined competency standard of **75**, compared with only **10 participants (25.0%)** during the initial diagnostic assessment.

Table 3
Comparison of Diagnostic and Summative Assessment Results

Assessment	Mean Score	Students Achieving ≥ 75
Initial Diagnostic Assessment	61.8	10 (25.0%)
Final Summative Assessment	85.6	35 (87.5%)

The improvement was evident across all assessed speaking components. Students demonstrated better pronunciation, more appropriate vocabulary selection, greater grammatical accuracy, and increased fluency during oral communication. They also became more willing to communicate in English without excessive hesitation. The communicative learning environment enabled students to practice English in authentic situations while receiving constructive feedback from instructors and peers.



Figure 2. Participants delivering individual speaking presentations as part of the final summative assessment

The interview responses and questionnaire findings further supported the quantitative results. Approximately **92.5%** of participants stated that the interactive learning activities made English speaking more enjoyable and less intimidating. Around **90.0%** believed that role-play and pair-work activities significantly increased their confidence in speaking English, while **95.0%** agreed that immediate feedback from instructors helped improve their pronunciation and speaking accuracy. Students also expressed that games, storytelling, and collaborative learning created a more engaging atmosphere compared with conventional classroom instruction.

These findings are consistent with previous studies highlighting the effectiveness of communicative language teaching in improving speaking competency (Brown, 2004; Harmer, 2007; Richards & Rodgers, 2014). By emphasizing authentic communication rather than isolated grammar instruction, the training provided

meaningful opportunities for students to develop their oral communication skills in a supportive learning environment.

Overall, the community-service program successfully enhanced students' English speaking competency while strengthening collaboration between ITB-STIKOM Bali and the Science Scholar English Learning Centre. The positive improvements observed in both formative and summative assessments demonstrate that structured communicative English training can effectively support language development in non-formal educational settings. Furthermore, the program illustrates the important role of higher education institutions in extending educational services to local communities through sustainable community-service initiatives.

Conclusion

The community-service English training program successfully improved the English speaking competency of students attending the Science Scholar English Learning Centre in Marga District, Tabanan Regency. The findings from both formative and summative assessments demonstrated continuous improvement in students' speaking performance throughout the six instructional sessions. The average formative assessment score increased from **61.8** in the first session to **87.2** in the final session, while the summative assessment produced an average score of **85.6**, with **87.5%** of participants successfully achieving the predetermined competency standard. These results indicate that structured communicative learning activities effectively enhance students' pronunciation, vocabulary, grammar, fluency, and speaking confidence.

Furthermore, classroom observations, interviews, and participant questionnaires revealed that students responded positively to the interactive learning environment created through role-play, storytelling, pair work, language games, and collaborative discussions. The program not only improved students' oral communication skills but also increased their motivation and willingness to communicate in English.

This community-service initiative demonstrates the important role of higher education institutions in supporting English language development within local communities. Future programs are recommended to extend the duration of the training, incorporate digital learning technologies, and establish long-term partnerships with community learning centres to ensure sustainable improvement in students' English communication skills.

Ethical Statement

This community-service program involved human participants. Participation was voluntary, and informed consent was obtained from the participants and/or their parents or guardians where appropriate. The implementation of the program complied with the ethical guidelines of ITB-STIKOM Bali for educational community-service activities.

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