
Hands-On Job Interview Training for SMK Muhammadiyah Pelaihari: Sharing Etiquette and Practice through Role-Play

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ABSTRACT

Dealing with a first-time job interview will always make us nervous. A thorough preparation and knowledge about it is necessary to widen the chance to get the job. This paper shares the process and result of a hands-on job interview training given to a vocational high school student, SMK Muhammadiyah Pelaihari. There were 40 students joined the training, which was intended to equip them with knowledge and skills to face a job interview in English. The training was conducted in form of a role play so the students can see and experience by themselves the process of a job interview. Observation and interview were carried out during and after the training so the data related to the result and students' opinion can be gathered. Most of students were happy with this kind of training because in the future they are sure that this skill is beneficial.

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INTRODUCTION

Job interview is very crucial for the employee and the employer to know each other deeply. On one hand, the employers are able to know more about the applicant, on the other hand the applicants are able to see if they fit the job requirements. Both parties have the opportunities to exchange information to fulfill each other needs during interview process (McQuerrey, n.d.).

Dealing with job interview in English has more challenges than the interview in our mother tongue language. Meanwhile, more job vacancy requires job interview in English even though they will not necessarily use it in their work fields. Therefore, the students especially in the vocational educations have to learn more about how to prepare job interview in English. Using video or television show can be used to give the students some insight about how to handle interviews situation in the real life (Bloch, 2011). Furthermore, Oliver (2017) mentioned that role-play job interview or hands-on job interview is one way to learn how to master job interview in English.

The students have to learn what they prepare before the interview, during the interview and after the interview is done. Thus, they have to aware about possibilities of mistakes during the interview and how to overcome it (Miller, Catt, & Slocombe, 2014). Dowd (2018) stated that the interviewee must predict what kind of questions that they will face and how to answer it. It takes more practice to answer those questions to convince the interviewers.

In this community service we plan to teach how to do hands-on job interview training for SMK Muhammadiyah Pelaihari, especially related to sharing the best practice that are going to benefit

them when they want to start their career job. The students' major is office administration and they had never known about how to handle job interview especially in English. This is very important for the students' preparation to succeed in their future job interview.

METHODS

The training was conducted in a vocational school, SMK Muhammadiyah Pelaihari. It is located at Pelaihari, Tanah Laut Regency, South Kalimantan, Indonesia. There were 40 students participated in the training. The training was divided into two sections: lecture & practice. In the lecture, the trainers shared some etiquette and tips to deal with a job interview. Next, some students were asked to perform a role play to practice what they had learnt. Observation and interview was utilized as a means for data collection. Observation was intended to record the students' responses and participation during the training. And interview aimed to get a more detail explanation of how the training benefitted the students.

FINIDINGS AND DISCUSSION

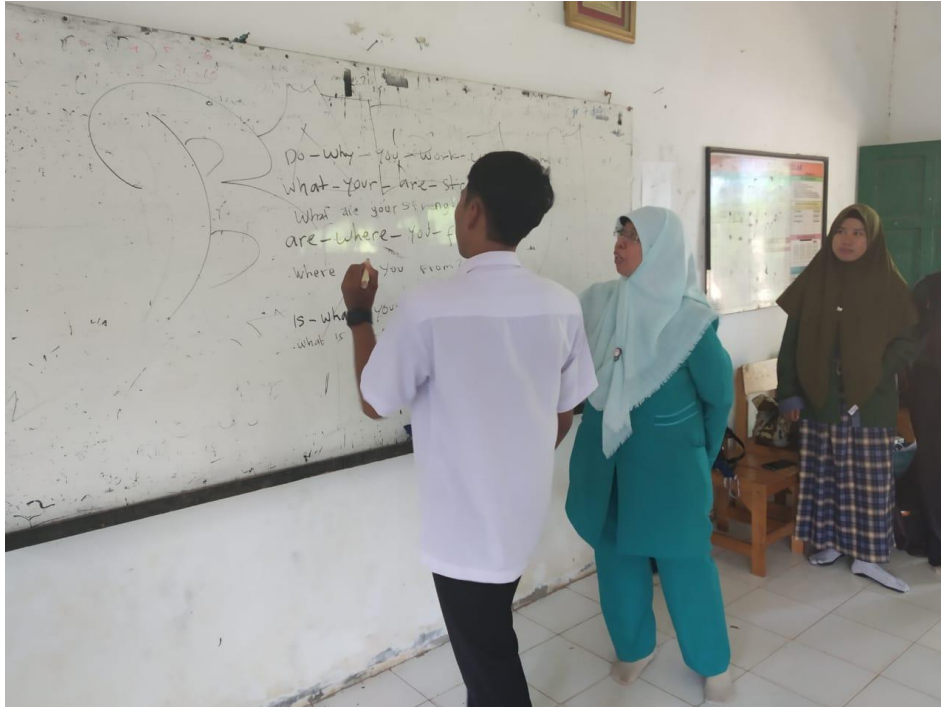
The training was conducted for one day, on July 2019. The authors acted as the trainers with some helps from the English Department Students, Teacher Training and Education Faculty, University of Muhammadiyah Banjarmasin. The first session was a lecture. It focused on sharing some tips of what the students should and should not do during a job interview. The trainers talked about what kind of attire the students should have, how to handshake and have eye-contact with the interviewer, what kind of language and body posture to use. In this section most of students showed their enthusiasm by asking some questions related to the topic.



Picture 1 Lecture Session

Next session was practice. Before asking students to have a role play, they were trained on how to make and answer questions in English. This skill is considered important because in a job interview is not only about showing up that you have good skills and competence for the job offered, but also your ability to impressed the interviewer with your clear and convincing answers. Like what Dowd (2018) said that your ability to predict the question before coming to the interview session can make you be more well-prepared. In addition, if the first interview is in English, which is a foreign language in Indonesia, the challenge will be harder and preparation to deal with any questions is a must. Since it was only one-day training, the strategy used to teach this language skill was arranging sentence. So, the trainers jumbled some common interview questions and asked the students rearranged them into the correct order. After that, they were asked to answer the questions using their own words. This activity made the lesson more efficient because they students could learn the

types of questions as well as the grammar. Most of the students' answers were quite simple so the trainers gave some tips to make more impressive reply.



Picture 2 A Student Practice to Arrange Interview Questions

The last session was role-play. The students were asked to work in pairs and practice to make and answer some interview questions they learnt before. Some pairs, then, were asked to come to front to perform a role-play: one became the applicants and another became the interviewer. Some students were shy, but they eventually wanted to perform because they were told that this was just a practice and they would give some useful tips to improve their job interview skills.



Picture 3 The Students Practicing a Job Interview

During this session, most of the students were very enthusiast while seeing their friends' performance. Some of them made a video recording to picture the moment as well as to learn at home. There were some common mistakes noticed, for example the students' voice was still low, which indicated that they were not quite confident with their English. Some students also forgot the etiquette for a job interview so the trainers sometimes give advices to improve. It is very important to make the students aware about their mistakes so they will know what they need to do in the future interview (Miller, Catt, & Slocombe, 2014). Based on the observation, the students were active during the training. In the interview, they also answer that this training was very useful for them because it was not given in their English class. In addition, all tips in this training can be applied for any job interview, either in English or Bahasa Indonesia.

CONCLUSION

The community service activity was expected to provide benefits to prepare the student with knowledge and skills to handle job interview. The way they prepare the interview, such as their proper attires and attitude is very important to be taught, especially for vocational high students, in which some of them have a goal to get a job after graduating from the school. In the future, this kind of community services must be done regularly both for teachers and students so they can maintain their willing to always practice the role play for hands-on job interview.

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