



EFFECTIVENESS OF AN ENGLISH LANGUAGE SKILLS DEVELOPMENT PROGRAM BASED ON TIME MANAGEMENT FOR THE COMMUNITY: A CASE STUDY OF THE CIJAYA PURWAKARTA VILLAGE

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Abstract:

This research paper presents a case study on the effectiveness of an English language skills development program based on time management for the Cijaya Purwakarta village community in Indonesia. The study aimed to assess the impact of the program on participants' English proficiency, as well as to explore their perceptions of the program's strengths, challenges, and overall effectiveness. The program was implemented over a 24-week period and incorporated various time management strategies and regular practice opportunities for the participants. The participants attended once in a week sessions that focused on developing their English language skills, including vocabulary, grammar, speaking, and listening. The study utilized a mixed-methods approach, combining quantitative and qualitative data collection and analysis. Standardized tests were used to measure the participants' English language skills before and after the program, while qualitative data was collected through focus group discussions and individual interviews to gauge their perceptions of the program's effectiveness.

Keywords: program development, management, explore perception

Introduction

The ability to communicate effectively in English has become increasingly crucial in our globalized world (Altan, 2017). In Indonesia, however, many students still struggle to develop their English speaking and communication skills despite years of formal English instruction (Wicaksono et al., 2021). This is largely due to the limited time allotted for English classes in the curriculum, which often fails to provide students with sufficient opportunities to practice and improve their skills. (Budiani, 2020) Researchers have found that Indonesian students face a range of challenges in mastering English, including a lack of exposure to the language outside the classroom and the perception that English is a "foreign" language distinct from their national identity. Additionally, the traditional teaching methods employed in many Indonesian schools tend to emphasize grammar and written skills over the development of oral

communication abilities, further hindering students' progress in developing their English proficiency.

To address this issue, this research study explores the effectiveness of an English language skills development program based on time management techniques for a community in Cijaya Purwakarta Village, Indonesia (Fauzian, 2023). The program aims to help participants adopt effective time management strategies and integrate regular English practice into their daily lives, with the overarching goal of enhancing their overall English proficiency. The program is designed to provide participants with the skills and tools necessary to better manage their time, allowing them to carve out dedicated periods for practicing and improving their English language abilities. By incorporating time management techniques, the program seeks to empower participants to take a more proactive and structured approach to their English language learning, ultimately leading to measurable improvements in their communication skills and overall proficiency.

The theoretical foundation of this study draws from various sources that have examined the multifaceted challenges and barriers faced by Indonesian learners in developing their English competency (Zein et al., 2020). These sources highlight the complex interplay of curricular, sociocultural, and institutional factors that contribute to the difficulties Indonesian students experience in mastering the English language. For instance, researchers have found that the curriculum in Indonesia tends to emphasize the acquisition of theoretical knowledge over practical application, leaving little time for students to engage in meaningful language practice during the limited English classroom hours (Budiani, 2020; Franscy & Ramli, 2022; Poedjiastutie et al., 2018; Winnie et al., 2023) This curricular approach, which prioritizes rote memorization over active communication, fails to provide students with adequate opportunities to develop their speaking and listening skills. Additionally, some Indonesians hold negative perceptions of the English language, viewing it as a "foreign" language that is distinct from their national identity and cultural traditions. This sociocultural phenomenon is rooted in concerns over post-colonial imperialism and the desire to preserve Indonesia's unique cultural values and heritage. This creates a psychological barrier for many learners, who may feel conflicted about embracing the English language, as they perceive it as a threat to their national and cultural identity (Murray & Christison, 2019). This sense of cultural protectionism can make it challenging for these learners to fully engage with and develop their English language skills, as they grapple with the tension between their desire to communicate effectively in a global language and their need to maintain a strong connection to their Indonesian roots.

The combination of these curricular and sociocultural factors, along with other institutional and pedagogical challenges, significantly impedes the ability of Indonesian learners to develop their overall English proficiency (Hidayat & Mason, 2023). These multifaceted barriers arise from a range of interconnected issues, including the emphasis on theoretical knowledge over practical application in the Indonesian educational system, the limited time allocated for English instruction, the lack of exposure to the language outside the classroom, and the sociocultural perceptions that view English as a "foreign" language distinct from Indonesian identity. Addressing these complex challenges requires a comprehensive, context-specific approach that considers the

unique needs, experiences, and perspectives of the Indonesian learning community. Such an approach should aim to create a learning environment that fosters practical language use, encourages cultural integration, and empowers learners to take a more active role in their own language development. By adopting a holistic strategy that addresses the curricular, sociocultural, and institutional factors, educators and policymakers can better support Indonesian learners in their journey to develop proficiency in the English language (Hamied, 2023; Puspitasari, 2024).

Previous studies have found that Indonesian students face a range of challenges in mastering English speaking skills. These challenges include a lack of exposure to the language outside the classroom, limited opportunities to practice, and the perception that English is a "foreign" language that is distinct from their national identity (Iswari, 2017; Poedjiastutie et al., 2018; Winnie et al., 2023). Additionally, the traditional teaching methods employed in many Indonesian schools tend to emphasize grammar and written skills over the development of oral communication abilities, further hindering students' progress in developing their English proficiency. These factors, such as the curriculum's focus on theoretical knowledge over practical application and the limited time allocated for English instruction, significantly impede the ability of Indonesian learners to develop their overall English competency.

This study aims to contribute to the ongoing discussion on strategies to improve English language skills among the Indonesian community. It focuses on exploring the potential benefits of incorporating time management techniques into a targeted English language skills development program. By integrating effective time management strategies, the program seeks to empower participants to better manage their time and integrate regular English practice into their daily lives, with the overarching goal of enhancing their overall English proficiency. The researchers believe that this holistic approach, which combines language learning with time management skills, can lead to measurable improvements in the participants' communication abilities and overall mastery of the English language.

There is also similar research conducted by (Fauzian, 2023), in his research entitled "Digital-Based Talent Management in Public Sector: A Case from the West Java Provincial Government". qualitative approach was employed using a case study. The previous studies have indicated that empirical research on talent management in public sector organizations are still lack compared to the private sector. To fill this gap, we conducted this empirical study to examine talent management practices in the public sector through case studies on the implementation. study is still limited as it focuses only on the talent management process and does not measure the impact of talent management on other variables such as individual performance, organizational performance, or other relevant influences.

Methodology

Recognizing the need for an in-depth examination of the English language skills development program in the Cijaya Purwakarta village community, the researchers employed a case study approach to investigate its effectiveness.

The study was conducted over a six-month period and involved the following key steps:

1. Needs assessment: A survey was administered to 100 community members to identify their current levels of English proficiency, their primary needs and challenges, and their expectations for the program.
2. Program design: Based on the needs assessment, the researchers developed a comprehensive English language skills development program that incorporated time management strategies and regular practice opportunities.
3. Program implementation: The program has implemented over a 24-week period, with participants attending once in a week sessions that focused on various aspects of English language learning, including vocabulary, grammar, speaking, and listening.
4. Evaluation: At the end of the program, participants' English proficiency was assessed through a series of standardized tests, and qualitative data was collected through focus group discussions and individual interviews to gauge their perceptions of the program's effectiveness.

The data collected from the various sources was analyzed using a combination of quantitative and qualitative methods to provide a comprehensive understanding of the program's impact on the participants' English language skills development.

Results and Discussion

The results of the study indicate that the English language skills development program based on time management techniques had a significant positive impact on the participants' overall English proficiency. The program's integration of effective time management strategies empowered participants to better integrate regular English practice into their daily routines, leading to measurable improvements in their communication abilities and overall mastery of the English language.

The pre- and post-program assessments revealed a statistically significant improvement in the participants' English language skills, particularly in the areas of speaking and listening. The results showed an increase in the frequency of the participants' English language use, as well as a tendency among the teachers and students to employ more English in their classroom interactions, as supported by the findings from previous studies on improving English language skills through experimental training programs and contextual internet-based instructional materials. (Manurung, 2015; Rattanavich, 2017; Widodo et al., 2019) The participants also reported increased confidence in their ability to communicate in English and a greater willingness to use the language in their daily lives, indicating that the program had a positive impact on their overall English proficiency and communication abilities.

Moreover, the qualitative data gathered through the focus group discussions and interviews highlighted the participants' overwhelmingly positive perceptions of the program. Many participants expressed their deep appreciation for the time management strategies they had learned, which enabled them to successfully integrate regular English practice into their daily routines. The participants reported feeling more organized and productive in their language learning efforts, as the time management techniques allowed them to carve out dedicated time for English practice amidst their busy schedules. This, in turn, led to increased frequency of English usage and improved communication abilities, as the participants were able to apply their learning in

meaningful contexts throughout their daily lives. Participants also noted that the program's emphasis on practical application, rather than solely theoretical knowledge, was a key factor in their improved language skills. By engaging in a variety of interactive activities and real-world scenarios, they were able to develop their communicative competence and apply their learning in meaningful contexts. The participants appreciated the program's focus on practical, hands-on activities that allowed them to practice their English in authentic situations, rather than just memorizing grammar rules or vocabulary. This approach helped them gain confidence in their ability to use English for communication, as they could immediately apply what they learned in their daily lives. The interactive nature of the sessions and the relevance of the topics covered further motivated the participants to actively engage with the material and take ownership of their language learning process.

The findings of this study suggest that the integration of comprehensive time management techniques into an English language skills development program can be an highly effective strategy for significantly enhancing the overall English proficiency of the Cijaya Purwakarta village community. The program's remarkable success highlights the critical importance of thoroughly addressing the unique needs, challenges, and circumstances of the local community, and demonstrates the immense potential for such targeted, holistic interventions to have a truly lasting and transformative impact on language learning outcomes within the community. This multifaceted approach allows participants to better manage and optimize their time, enabling them to consistently prioritize and integrate regular, high-quality English practice into their daily lives. This, in turn, has led to measurable and substantial improvements in the participants' communication abilities, fluency, and overall mastery of the English language. By empowering the community members to seamlessly incorporate English learning into their daily routines and habits, the program has showcased the truly remarkable and life-changing potential of time management-based initiatives in driving remarkable improvements in English language skills and proficiency within the local context.

This research has demonstrated the significant potential of an English language skills development program that incorporates comprehensive time management strategies to substantially improve the English proficiency of the Cijaya Purwakarta village community. The study's findings contribute to the growing body of literature on highly effective approaches to language learning in the Indonesian context, providing valuable insights and guidance for policymakers, educators, and community leaders seeking to implement similar impactful programs in other regions. The program's remarkable success highlights the critical importance of thoroughly addressing the unique needs, challenges, and circumstances of the local community, and demonstrates the immense potential for such targeted, holistic interventions to have a truly lasting and transformative impact on language learning outcomes within the community.

Conclusion

The results of this case study suggest that the integration of time management techniques into an English language skills development program can be an effective strategy for enhancing the English proficiency of the Cijaya Purwakarta village community. The program's success highlights the importance of addressing the unique needs and challenges of the local community, and the potential for such targeted

interventions to have a lasting impact on language learning outcomes. The findings of this research indicate that the incorporation of time management strategies into the English language skills development program led to significant improvements in the participants' overall English proficiency, particularly in the areas of speaking and listening. The qualitative data further revealed the participants' positive perceptions of the program, with many expressing increased confidence and a greater willingness to use English in their daily lives.

This study contributes to the growing body of literature on effective approaches to language learning in the Indonesian context and provides valuable insights for policymakers, educators, and community leaders seeking to implement similar programs in other regions. By addressing the specific needs and challenges of the Cijaya Purwakarta village community, this program has demonstrated the potential for time management-based English language skills development initiatives to have a transformative impact on language learning outcomes.

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