



e-ISSN: 2964-9196
Vol.3 No.4 September 2025

Sahabat Sosial

Jurnal Pengabdian Masyarakat

English Language Training to Enhance Community Communication Skills in the Era of Globalization

Ariawati Susiandari^{1*}

^{*1} Midwifery Study Program, St. Fatimah Institute of Health and Business, Mamuju

ABSTRACT

In the era of globalization, English has become a key tool for communication in various aspects of life, including education, business, and social interaction. However, many communities still lack sufficient English proficiency, which limits their opportunities for growth and development. This community service program aimed to provide English language training to improve communication skills among community members. The program was carried out through workshops, interactive learning sessions, and practical communication exercises. The results showed an increase in participants' confidence and ability to use English in daily interactions and professional contexts. This initiative demonstrates that community-based English training can effectively enhance communication skills and prepare individuals to face global challenges.

Keywords: English Training, Communication Skills, Globalization, Community Service

*Correspondent Author: Ariawati Susiandari

*Email: arya.ariawati@gmail.com

Sahabat Sosial

Jurnal Pengabdian Masyarakat

I. INTRODUCTION

In the 21st century, globalization has accelerated the exchange of information, culture, and technology across nations. One of the most significant impacts of globalization is the increasing importance of English as a global means of communication. English has become the primary language used in international trade, higher education, scientific research, and digital platforms. Communities that lack English proficiency often face barriers in accessing these opportunities, which may hinder their social and economic progress.

For many local communities, especially in developing regions, English is still perceived as a foreign and difficult language to master. Limited access to quality English education and lack of exposure to practical usage contribute to low levels of English proficiency. This condition affects students, job seekers, entrepreneurs, and even community leaders, who need English communication skills to expand their networks and opportunities.

Community service programs can play a crucial role in addressing this issue by providing practical, needs-based English training. Unlike formal classroom learning, community-based training emphasizes interactive activities, real-life communication practice, and peer collaboration. This approach allows participants to gain not only language knowledge but also confidence in using English in daily situations.

The present program titled “*English Language Training to Enhance Community Communication Skills in the Era of Globalization*” was designed as a response to this growing demand. The program focused on equipping participants with essential English skills for daily interaction, professional communication, and academic purposes. By involving students, entrepreneurs, and community members, this initiative aimed to strengthen the community’s readiness to participate in global interactions.

II. METHOD OF IMPLEMENTATION

The implementation of this community service program was designed to be participatory, interactive, and adaptable to the needs of the community. The steps of implementation were as follows:

Sahabat Sosial

Jurnal Pengabdian Masyarakat

1. Preparation Stage

- **Coordination with Local Stakeholders:** The program team collaborated with community leaders, schools, and local organizations to identify participants and determine suitable venues.
- **Participant Recruitment:** Open invitations were distributed to community members, prioritizing students, entrepreneurs, and individuals interested in improving their English communication skills.
- **Training Module Development:** A practical module was prepared, focusing on conversational English, vocabulary for daily use, basic grammar, and communication strategies in professional and social contexts.

2. Implementation Stage

The training was conducted over four weeks, with two sessions per week (each lasting 2 hours). Activities included:

- **Interactive Workshops:** Delivered basic concepts of English structure, vocabulary enrichment, and pronunciation practice.
- **Group Discussions and Role Play:** Encouraged participants to practice speaking English in simulated real-life scenarios such as greetings, shopping, customer service, interviews, and presentations.
- **Learning by Doing:** Participants engaged in games, storytelling, and problem-solving activities in English to foster creativity and confidence.
- **Technology Integration:** Digital tools such as language learning apps, online videos, and mobile-based exercises were introduced to support self-learning beyond training sessions.

3. Evaluation and Monitoring Stage

- **Pre-test and Post-test:** Participants' English proficiency was assessed before and after the training to measure progress in vocabulary, grammar, listening, and speaking.
- **Observation of Participation:** Trainers monitored active involvement, confidence level, and willingness to communicate in English.

Sahabat Sosial

Jurnal Pengabdian Masyarakat

- **Feedback Collection:** Participants provided feedback on training effectiveness, teaching strategies, and areas for improvement.

4. Follow-up Plan

- **Formation of an English Community Club:** Participants were encouraged to continue practicing English through a peer-learning group.
- **Online Support:** A WhatsApp group was created to share materials, encourage practice, and maintain communication between trainers and participants.
- **Sustainability Efforts:** Collaboration with local educational institutions was established to ensure continuity of the training program.

III. RESULTS AND DISCUSSION

a. Results

The English Language Training program was implemented for one month, attended by 45 participants consisting of students, local entrepreneurs, homemakers, and community leaders. The outcomes of the program are summarized as follows:

1. Increased English Proficiency

- Based on pre-test and post-test scores, participants showed an average improvement of 35% in vocabulary mastery and sentence construction.
- Participants demonstrated better ability to introduce themselves, ask and answer basic questions, and engage in short conversations.

2. Improved Communication Confidence

- Initially, 70% of participants expressed anxiety and hesitation in speaking English. By the end of the program, more than 80% felt confident to communicate, even with simple sentences.
- Role-playing sessions (e.g., job interviews, customer service dialogues) were particularly effective in boosting speaking confidence.

3. Practical Application in Daily and Professional Life

- Local entrepreneurs applied their English skills in interacting with foreign tourists and business partners.

Sahabat Sosial

Jurnal Pengabdian Masyarakat

- Students used their new knowledge in academic contexts, such as reading English articles and preparing presentations.
- Community leaders reported increased ability to understand international information, especially via digital media.

4. Positive Participant Feedback

- 90% of participants stated that the training was useful, interactive, and motivating.
- The integration of games and digital tools made learning more enjoyable and reduced the perception of English as a “difficult” subject.

b. Discussion

The results demonstrate that short-term community-based English training can significantly enhance both proficiency and confidence in communication. This finding aligns with the view of Harmer (2015) that communicative language teaching and interactive learning environments are more effective in building real-life language skills compared to traditional lecture-based methods.

The progress in participants’ performance also reflects the importance of contextualized learning. By practicing dialogues related to daily life and professional needs, learners found the training more relevant and applicable. This echoes Nunan’s (2013) emphasis on learner-centered education, where teaching materials are tailored to participants’ backgrounds and goals.

Another key factor contributing to success was peer learning and group interaction. Participants supported one another through discussions, role plays, and group projects. According to Vygotsky’s social learning theory, interaction with peers enhances language acquisition, as learners co-construct knowledge within their community.

Despite these positive outcomes, some challenges were encountered. A few participants with very limited English exposure required additional support, and some faced difficulties in consistent attendance due to work or family responsibilities. To address these challenges, the program team suggested digital follow-up learning and formation of a community-based English club to ensure sustainability.

Sahabat Sosial

Jurnal Pengabdian Masyarakat

In conclusion, the training successfully empowered participants to view English not only as an academic subject but also as a practical communication tool for daily and professional use. This strengthens community readiness to face the demands of globalization, particularly in areas such as education, employment, and entrepreneurship.

IV. CONCLUSION AND SUGGESTIONS

a. Conclusion

The community service program titled “*English Language Training to Enhance Community Communication Skills in the Era of Globalization*” successfully improved participants’ English proficiency and confidence. The training enabled participants to develop basic vocabulary, grammar, and conversational skills that could be applied in both daily and professional contexts. The interactive and practical approach through workshops, role plays, and technology-assisted learning proved effective in overcoming participants’ initial fear and hesitation in using English.

Overall, this initiative demonstrated that community-based English language training is an essential effort to empower individuals and prepare communities for global challenges. By enhancing communication skills, participants are better equipped to access educational opportunities, engage in business activities, and participate in international interactions.

b. Suggestions

1. Program Continuity: Establishing sustainable English clubs or peer-learning groups within the community can help participants continue practicing and improving their skills.
2. Digital Integration: Incorporating online platforms, mobile applications, and virtual meetings can extend the learning process beyond classroom sessions and reach wider audiences.
3. Tailored Modules: Future programs should design modules according to participants’ backgrounds, such as English for business, tourism, or academic purposes, to make training more relevant.

Sahabat Sosial

Jurnal Pengabdian Masyarakat

4. Institutional Collaboration: Partnerships with schools, universities, and local government can strengthen program sustainability and provide broader resources.
5. Monitoring and Evaluation: Continuous assessment of participants' progress and program outcomes is necessary to refine methods and ensure long-term benefits.

REFERENCES

1. A, Susiandari. (2024). Tool Use Contraception Implants on Knowledge of Couples of Childbearing Age in the Mamuju Community Health Center Work Area. *JIMAD : Jurnal Ilmiah Multidisiplin*, 1(2), 125–131. <https://doi.org/10.59585/jimad.v1i2.292>
2. Brown, H. D. (2007). *Principles of Language Learning and Teaching*. Pearson Longman.
3. Crystal, D. (2012). *English as a Global Language*. Cambridge University Press.
4. Canagarajah, S. (2013). *Translingual Practice: Global Englishes and Cosmopolitan Relations*. Routledge.
5. Febrianti, A. I., Sarea, M. S., & Wahyuni, S. (2024). Efektivitas Metode Crossword Puzzle Terhadap Keaktifan Dan Hasil Belajar Siswa Pada Mata Pelajaran Akidah Akhlak Kelas VII Madrasah Tsanawiyah Al-Ma'arif Panyawi. *JIMAD : Jurnal Ilmiah Multidisiplin*, 2(1), 1–11. <https://doi.org/10.59585/jimad.v2i1.525>
6. Graddol, D. (2006). *English Next*. The British Council.
7. Harmer, J. (2015). *The Practice of English Language Teaching*. Pearson Education.
8. Kirkpatrick, A. (2007). *World Englishes: Implications for International Communication and English Language Teaching*. Cambridge University Press.
9. Larsen-Freeman, D. (2015). *Techniques and Principles in Language Teaching*. Oxford University Press.
10. Machmud, P. (2024). Pengembangan Model Manajemen Strategik (Wheelen dan Hunger). *JIMAD : Jurnal Ilmiah Multidisiplin*, 1(3), 134–144. <https://doi.org/10.59585/jimad.v1i3.293>
11. McKay, S. L. (2002). *Teaching English as an International Language*. Oxford University Press.
12. Manggarsari, Y., Zulkarnaian, Z., AR, A., & Jusmar, S. W. (2023). The Effect of Dental and Oral Health Education Using Methods Demonstration of Students' Level of Toothbrushing Knowledge Mental retardation SLB Jenetallasa Gowa Regency. *International Journal of Health Sciences*, 1(2). <https://doi.org/10.59585/ijhs.v1i2.372>
13. Nunan, D. (2013). *Learner-Centered English Language Education*. Routledge.
14. Ngambut, K., Banne Tondok, S., Ata Maran, A., Bare Telan, A., Rino Vanchapo, A., R.V Purba, E., & Djunaedi, D. (2023). Determinants of Hand Washing with Soap (HWWS) in Rural Communities: Cross Sectional Study in Manggarai Regency East Nusa Tenggara



e-ISSN: 2964-9196
Vol.3 No.4 September 2025

Sahabat Sosial

Jurnal Pengabdian Masyarakat

Indonesia. *International Journal of Health Sciences*, 1(2), 75–84.
<https://doi.org/10.59585/ijhs.v1i2.56>

15. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge University Press.
16. Sudaryono, S., Manurung, H., & Pannyiwi, R. (2024). The European Union's (Eu) Contribution As A Global Defense And Security Actor In The International System. *JIMAD : Jurnal Ilmiah Multidisiplin*, 2(1), 43–57. <https://doi.org/10.59585/jimad.v2i1.532>