# The Students' Response Analysis of English for Specific Purposes Speaking Class through Role Play (Job Interview) of Economics Students in Semarang University

**Dini Anggraheni**

dinia85@usm.ac.id

Semarang University (USM)

**Abstract**

The purpose of this study was to analyze the students' response of English for Specific Purposes (ESP) speaking class through role play (job interview) of economics students in Semarang University. The writer uses questionnaires to analyze the students' response and Likerts scale to count and also describe the students' response. The result of this study came from 2 statements in questionnaires that chosen by 40 students. It shows 77 % for first statement and 75% for second statements. The result tells that the students agree with the role play (simulation) method for job interview that practiced in ESP speaking class. It also shows that the students feel that role play can make it easier to learn English especially in speaking.

**Key words**: *ESP, speaking, job-interview, Likert scales, role play, simulation.*

## Introduction

ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. According to the writer's experience, suitable materials in ESP are not generally easy to get "it is likely that a course tailored to the needs of specific group of learners will not be available," (Hutchinson & Waters 1987:106). For that reason,

the ESP lecturer has to develop materials which present as clearly as possible the area of language, in this case is economics area, so that learners can perceive the relation between the content of the course and their requirement.

A further difficulty is facing ESP lecturer when dealing with specific situations; it is that of knowledge specialist. According to this case, Hutchinson & Waters (1987: 163) state that "ESP teachers do not need learn specialist knowledge. They require three things only: a positive attitude towards the ESP content; knowledge of fundamental principles of the subject area; an awareness of how much they probably already know." In other words, the lecturer here in university should have the "ability to ask intelligent questions".

The reason for choosing the topic is because the curiosity to know the effective way to teach job interview in ESP speaking class. As we know that nonnative students have some difficulties to know about English for Specific Purposes (ESP) and how to speak. Based on the phenomenon above , the writer wants to analyze "The Students' Response Analysis of English for Specific Purposes Speaking Class through Role Play (Job Interview) of Economics Students in Semarang University" viewed from the questionnaires that gave to economics students. By this study, the writer hopes that  it will be the effective way to teach and it will be help students in ESP speaking class to speak English clearly and have higher confident to face the real job interview in the future.

ESP (English for Specific Purpose) courses it self needs to be evaluated, whether the sets of objective designed were achieved or not, to reach the course aims.  This study employs two problem statements;

1. How's the students' response of role play system in ESP speaking class?

2. What is the percentage of students' response of role play (job interview) in ESP speaking class?

**Review of Related Theories**

**ESP (English for Specific Purposes) Class**

ESP has become one of the most active branches of Applied Linguistics since 1960's in general. English for Specific Purposes (ESP) refers to teaching and learning English as a second language of foreign language and the goal is to use English in a particular domain and in specific discipline (Paltridge & Starfield 2013:2). Indeed, a number of scholars today (e.g., Vaish & Towndrow 2010) argue that ESP classes need to be multimodal in order to teach students from multidiscipline about the skills required in the 21st-century work environment. In Semarang University ESP will be learned by Economics Students in second semester especially for Diploma students. ESP contains of some themes related to Economics for example: How to make application letter, CV and Interview to get a Job, Telephoning Etiquette, Company Presentation, etc. ESP class has 3 kind of skills, they are speaking, writing, and listening. According to Dudley-Evans & St.John, ESP may be related to or designed for specific disciplines and ESP may use, in specific teaching situations, a different methodology from that of General English. (Dudley-Evans & St. John, 1998:4)

**Role play**

According to Doff, "Role play is a way of bringing situations from real life into the classroom" (Doff 1990, 232). Role Play may include plays, dramas, socio-dramas, and simulation. In this case simulation is needed to help economics students aware about Job Interview and also learn how to face the interviewer. In role play, economics students need to imagine a role, a context, or both and improvise a conversation. First of all, the lesson of job interview will be given by English Lecturer. The second, the students make conversation between interviewer and interviewee. Third, consultation time to make sure that student made the correct conversation about Job Interview. Fourth, doing role play (simulation) in the class.

Role play occurs when participants (students) take on differentiated roles in a simulation. In this case the writer uses Job interview as the role play simulation in class. Kochhar (2000, p.347) stated that, a

problem, an issue, a situation in which there is a difference of opinion, is suitable for discussion method of teaching.

Role play techniques have already demonstrated their applicability to wide range of students, subjects and levels. (Singh and Sudarshan, 2005, p 238,239). It is memorable and enjoyable learning method. To gain maximum benefit from this method, the incidents selected for enactment should as realistic as the situation.

## Speaking

Every speaker is simultaneously a listener and every listener is at least potentially a speaker also (Oprandy, 1994:153 & EL Menoufy 1997:9). Therefore speaking is probably a priority from most learners of English (Florez, 1999).

Furthermore, if the right speaking activities are taught in the classroom a fun and dynamic place to be (Nunan, 1999 & Celce-Murcia, 2001). ESP in Semarang University contains 3 skills (speaking, writing, listening) to support students to enrich their vocabulary especially in economics.

ESP can be found in second semester on diploma degree. As a lecturer, the writer designs the role play as the teaching method especially in job interview lesson.

## Interview (Job Interview)

Economics students in second semester will be find ESP to improve their skills (speaking, reading, and listening). But, in this case the writer just focuses on ESP speaking class, especially in job interview lesson. The purpose of this lesson is to introduce the kinds of jobs, especially what kind of job they have or hope to have. This lesson also gives important information about how to face job interview and 10 top questions in job interview.

According to Bygate (1987), speaking skills divided into three skills, they are: planning skills, selection skills and production skills. To enable planning in an interactive speaking situation, learners need to know "information" and "interaction". Once for "information" the students have some English Vocabulary around the job and an idea about what information they are after (this is very useful if the students are teenagers who have never worked

before), then they make conversation between interviewer and interviewee. Explain to the students that they are either the employer (interviewer) or job seeker (interviewee) and give those about fifteen minutes either:

A) Employers (Interviewers): Get together and brainstorm questions to ask for interview, using questions on the board.

B) Job Seekers (interviewees): Go over their character and find their strengths and weaknesses for the job. For teenage students, it is a good idea to remind them that although they cannot lie, they can emphasize their strengths and that they also don't have to say their weaknesses if they are not asked.

Both Interviewers and Interviewees learn about how to act, beside how to speak. Once the students are prepared, get the employer (interviewer) to sit in a panel at the front of the class and job seeker (interviewee) to sit in front of the panel. This system can be never-wracking for them which

are why the writer prefers the more confident students to be job seekers and only do it with classes who are comfortable together. Students in the employers' role really respond to this responsibility and often take notes during their interviews.

The Interviewer prepares some questions, as follows:

1. Tell me about yourself.
2. Why do you want this job?
3. Why we should hire you?
4. Tell me your greatest strength.
5. Tell me about your greatest weakness.
6. How do you handle stress and pressure?
7. How do you evaluate success?
8. Explain about your goal in the future. Etc.

The job seekers (interviewee) prepare the answers of the questions. And also act like the real job seeker, they must concern about the outfit and behavior when they want to face the job interview.

## Research Methodology

### Research Design

The difficulty of measuring students' response in ESP class especially in speaking class using role play of job interview can be solve with Likers Scale. Likert (1932) developed a procedure for measuring attitudinal scales. The original Likert scale used a series of questions with five response alternatives such as (1) strongly agree, (2) agree (3) neither agree nor disagree, (4) disagree, and (5) strongly disagree. Individually responses are normally treated as ordinal data because although the response levels do have relative position.

**Objective of the Study**

The object of the study was the economics students from 1 class (D3 group A). The number of the students was 40 students. This study was collected through questionnaires which already chose by 40 students. To analyze this study, the writer using quantitative method and Likerts scale as the formula to measure the response of the students.

**Unit of Analysis**

To finding the answer of problem statement, the writer collected questionnaire in the form of English and Indonesian sentences. The questionaire consist of 2 statements and they must thick (v) the one of 5 answer (strongly agree, agree, neither agree nor disagree, disagree and strongly disagree. The statements are:

1. *Pembelajaran Bahasa Inggris khususnya* speaking *menggunkan sistem simulasi* (role play) Job Interview *menarik bagi saya.* (Learning English especially speaking using simulation (role play) for Job Interview is interesting for me).

2. *Pembelajaran dengan menggunakan simulasi* (Role play) *membuat saya lebih mudah memahami pelajaran* speaking. (Learning using simulation (role play) for Job Interview makes me get easiness in understanding speaking).

**Technique of Collecting Data**

The technique of collecting data to get the response of role play (Job Interview) in English for Specific Purposes (ESP) speaking class from Economics students in Semarang University. Responses are analyzed with qualitative methods by

assigning numerical scores to Likert type scales.

According 2 statements in questionnaires, it can show about the students' response and the writer can decides that role play as the effective method to teach ESP speaking especially job interview. The writer gave the questionnaires to the students and they had 5-7 minutes to choose the five probabilities that they felt a long ESP speaking class using role play. After getting the data, the writer analyzes it with Likert scale.

**Findings and Dicussions**

According to the questionnaires result from 40 economics students as follows:

Statement 1 from the questionnaire.

(1) Strongly agree → 10 students
(2) Agree → 20 students
(3) Neither agree nor Disagree → 5 students
(4) Disagree → 4 students
(5) Strongly disagree → 1 student

**Table of Score Percentage**

| Answers | Responses |
|---------|-----------|
|         |           |

| 0% - 19.99 % | Strongly Disagree |
|--------------|-------------------|
| 20% - 39.99% | Disagree |
| 40% - 59.99% | Neither agree nor Disagree |
| 60% - 79.99% | Agree |
| 80% - 100% | Strongly Agree |

**Scaled Score Table from Statement Number 1**

| Response | Score | Number of Students | Total |
|----------|-------|--------------------|-------|
| 1 | 5 | 15 | (5x10) = 50 |
| 2 | 4 | 18 | (4x20) = 80 |
| 3 | 3 | 5 | (3x5)= 15 |
| 4 | 2 | 2 | (2x4) =8 |
| 5 | 1 | 0 | (1x1) =1 |
| **Total Score : 154** | | | |

Y is the highest score = 5 x 40

(number of students)= 200

X is the lowest score =1 x 40

(number of students) = 40

| | | | = 10 |
|---|---|---|---|
| 5 | 1 | 0 | (1x0) = 0 |
| **Total Score : 150** | | | |

**Index score %** =Total Score /Y x 100

= 154 / 200 x 100

= 77 %

**Index score %** =Total Score /Y x 100

= 150/ 200 x 100

= 75%

Statement 2 from the questionaire.

(1) Strongly agree → 8 students

(2) Agree → 19 students

(3) Neither agree nor Disagree → 8 students

(4) Disagree → 5 students

(5) Strongly disagree → 0 student

**Conclusions**

Based on the results of the data analysis that was mention in Research Finding, the writer made some conclusions as follows:

1. The students' response of learning English especially speaking using simulation (role play) for Job Interview is interesting with Likerts scale 77%. It is means that the students agree to study with simulation (role play) for job interview in ESP speaking class.

2. The students' response of learning using simulation (role play) for Job Interview makes students get easiness in understanding speaking with Likerts scale 75%. It means that the students agree that role play for job interview in ESP

**Score Table from Statement Number 2**

| Response | Score | Number of Students | Total |
|---|---|---|---|
| 1 | 5 | 8 | (5x8) = 40 |
| 2 | 4 | 19 | (4x19) = 76 |
| 3 | 3 | 8 | (3x8) = 24 |
| 4 | 2 | 5 | (2x5) |

speaking class can made them easier to understand the material and speak clearly.

## References

Anthony, L. (1997). *"Preaching to Cannibals: A look at Academic Writing in Engineering".* In The Japan Conferenceon English for Specific Purposes Proceeding. January 31st, 1998.

Celce-Murcia, M. (2001). *"Language Teaching Approaches: an Overview".* In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language (3rd Ed).* Boston: Heinle & Heinle.

Bygate,M.(1987). *Speaking.* Oxford: Oxford University Press

Dudley, E. and St Johns (1998) *Developments in ESP a Multi-Disciplinary Approach.* Cambridge: Cambridge University Press.

Doff, A. *Teach English: A Training Course for Teachers.* Cambridge: Cambridge University Press in Association with the British Council, 1990.

Hutchison, T. & Waters, A. (1987). *English for Specific Purposes: a learner-centered approach.* England: Cambridge University Press.

Kayi, H. (2006). *Teaching Speaking : Activities to Promote Speaking in a Second Language* (Electronic version). The Internet TESL Journal, XII, from http://iteslj.org/Articles/Kayi-TeachingSpeaking.html

Kochkar, S.K (2000). *Methods And Techniques Of Teaching.* New Delhi : Sterling.

Likert, R. (1932). *A Technique for the Measurement of Attitudes.* Archives of Psychology, 22(140), 1-55.

Nunan, D. (1999). *Second Language Teaching and Learning.* Boston: Heinle & Heinle Publishers.

Oprandy, R. (1994). *"Listening/Speaking in Second and Foreign Language Teaching System*: V.22, n.2, 153-175.

Paltridge, Brian & Sue Starfield (eds.). 2013. *The Handbook of English for Specific Purposes.* Chichester, UK : Wiley-Blackwell.

Singh, U.K and Sudarshan, K.N. (2005). *Teacher Education.* New delhi: Discovery Publishing House.

Vaish, Vaniti & Phillip A. Towndrow. 2010. "Multimodal literacy in language classrooms". In Hornberger, N.H. & S.L. McKay (eds.), *Sociolinguistics and Language Education*. Bristol, UK: Multilingual Matters, 317–349.