

Role Play Implementation in *English for Business* Class Students of Accounting Study Program in University of Widya Dharma Pontianak**Udur Delima Sibatuara**

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Email: *sibatuaraudurd5@gmail.com***Abstract**

The purpose of this research is to describe the implementing of role play in English for Business class students of Accounting Study Program. This study included 102 accounting study program students who enroll for the English for Business one, but there only 67 students as the object for this research and they were students in their first semester majoring in Accounting at Universitas Widya Dharma Pontianak. The data was gathered through survey, observation and interviews. The data was then analyzed using descriptive analysis. The findings of this study indicate that role play was successfully implemented, (1) the implementation of role play in teaching Business English has gone well in accordance with the procedures of role play, and (2) there are some strategies used to help students minimize their anxiety in learning, such as creating a relaxed environment in the learning process, practicing makes perfect, and motivating students; Students performed admirably, motivated, and have new experience especially presenting using English. They could use English depending on the situation. More exposure to real-world activities is recommended to help students improve their English skills.

Key Words: *Implementing, Role Play, English for Business*

INTRODUCTION

The dominant language of global society is now English. English is a language that is spoken by millions of people and is used in many different industries. English is a required subject in many Indonesian colleges for students enrolled in non-English study programs. This is a result of the requirement for English as a medium of communication. Speaking a language is being able to hold a conversation with some degree of competence (Brown, 2001, p. 267). Students must be proficient in their respective fields of English in order to do this. It plays an important role in global communication and is recognized as an international language used in academic and professional settings. The advancement of technology in recent years has had an impact on English language teaching. Instead of technology, advances in science and economics necessitate the use of English as a medium for communication among experts all over the world. It entices course designers to switch from general English to English for specific purposes. English is an important language for global communication and is recognized as an international language used in academic and professional settings.

Today, English is considered to be the "language of communication," and as an International Language, people all over the world are required to learn English, resulting in a high demand for English teachers. However, among other factors, the gradual economic globalization has resulted in a high demand for another aspect of English Language Teaching (ELT), namely the teaching of ESP (English for Specific Purposes). English for Specific Purposes (ESP) instruction has traditionally been regarded as a distinct activity within English language instruction (ELT). According to Kennedy and Bolitho (1984), the concept of "communication" varies from one specialty to the next, depending on the type of human activity.

Business English differs from scientific or political English. English for Specific Purposes is the term used to describe teaching English in these situations (Kennedy & Bolitho, 1984 as

cited in Hernandez & Paredes, 2002). According to Savignon (2002), a language for a purpose is the use of English for "real and immediate communicative purposes." The term ESP arose from an urgent need to match English courses with the needs of learners. ESP is distinguished by three characteristics: needs analysis, time (its courses are time-limited), and language, which is learned to acquire knowledge of the discipline in English rather than for the sake of having a general education (Basturkmen, 2006).

Teaching English to non-English study programs poses unique challenges for lecturers in higher education. Most students were reluctant to speak, according to the researcher's experience teaching English for Business at Universitas Widya Dharma Pontianak. They lacked vocabulary and had difficulty pronouncing English words. When they had to study English, they had no choice but to remain silent. Furthermore, English was one of their least favorite subjects. Having studied English for more than six years did not change their opinion that learning English should be enjoyable. Learning English from a textbook, on the other hand, did not help students improve their English skills. When students had to pass their minimum passing grade, the situation worsened.

The goal of the English for Business subject is for students to be able to communicate in English. As a result, the skill emphasized in this subject is speaking ability. Speaking is important because it is a complex skill that requires the simultaneous use of several abilities. There are five components of speaking that are generally recognized, namely pronunciation, grammar, vocabulary, fluency, and comprehension. These components must be completed by students. Students are expected to gain more exposure to speaking skills by using the role play technique. The more they practice speaking English, the better their English will become.

Business English is a type of language that is used for a specific purpose. In the case of Business English, it is widely used in international trade by many people whose first or second language is not English. In a globally connected world, Business English is becoming increasingly important as more and more companies require multilingual employees. The ultimate goal of any Business English Course is to enable its users to communicate effectively with others in a business environment, whether through correspondence, face-to-face meetings, or other methods. As a result, a Business English Language Course might cover topics like reading business English, writing letters and resumes, business phrases or terms of sale, advertising, and marketing.

Role play is a teaching technique that encourages students to engage in fun learning. Students pretended to be someone else. For example, the English for Business syllabus requires students to be able to use English in customer service. At this point, the students must act as customer service representatives and clients. According to Dananjaya (2013), role play is an activity in the learning process about which students should not be concerned because it will simulate a real-life situation. Unlike drama, this activity has a very short duration. The teacher only provides a brief scenario, and students are free to change or improve the situation and character. Students could improve their creativity, as Brown (2004, p. 174) emphasizes that role play allows students to be creative while also allowing them to have rehearsal time, which reduces their anxieties. Furthermore, when using role play to teach students, teachers play an important role and bear responsibility for ensuring that the teaching and learning process runs smoothly. Harmer (2001, p. 275) identifies three distinct roles that the teacher must play in order for students to speak fluently. The first is that of a prompter. The second role is that of a participant, and the third is that of a feedback provider.

Based on the description above, the researcher wishes to describe the implementation of the role play technique in teaching English for Business class and discover the benefits of doing so.

METHODOLOGY

This study employs a descriptive qualitative design. This study included 102 accounting study program students who enroll for the English for Business I, but there were only 67 students as the object for this research and they were students in their first semester. English for Business I is a non-English study program English subject. This subject includes materials for learning English for business purposes. The materials included an introduction, numbers, customer service, phone calls, and a company profile. The three topics taught using role play techniques were telephoning, customer service, and company profile. The goal of this course is for students to be able to communicate in a business setting using English. The data was collected through observation and interviews. The process of role play technique is depicted through observation.

After implementing role play, an interview is used to determine benefits. The following are the interview questions:

1. What are the advantages of using role play?
2. How did your experience in role plays affect you?
3. How does role play help you improve your English?

FINDINGS AND DISCUSSION

The role play technique was successfully implemented in the teaching of English for business students. Students did an excellent job in their roles. Four topics were covered using the role play technique: (1) Saving Banks, (2) Expressing Opinion, Agreeing and Disagreeing, (3) Small and Large Business, and (4) One Day Business. Based on the table below, the activities were completed.

Table 1. Teaching Activities Using Role Play

No	Materials	Media	Activities
1	<i>Saving Banks</i>	The lecturer provides slides about practicing Depositor. Then, the students are given time to develop their activities related to deposit money.	<ol style="list-style-type: none"> 1. Lecturer gives material about Saving Banks 2. The lecturer explains the learning objectives in saving banks. 3. The lecturer shows a video demonstrating saving banks. 4. The lecturer gives a case to the students. 5. Students work individually to demonstrate how to fill the Deposit slip. 6. Students present work in the following week.
2	<i>Expressing Opinion, Agreeing, and Disagreeing</i>	The lecturer provides slide demonstrating a giving opinion, agreeing and disagreeing. Besides, students are also provided by textbook.	<ol style="list-style-type: none"> 1. The lecturer explains learning objectives in giving opinion, agreeing, and disagreeing material. 2. The lecturer explains the material about giving opinion, agreeing and disagreeing. 3. The lecturer gives a case to the students. 4. Students work in pairs preparing dialogue. One plays a role asking or giving opinion, agreeing and disagreeing and other do the same based on the dialogue prepared. 5. Students demonstrate the dialogue giving opinion, agreeing and disagreeing in the following week

3	<i>Small and Large Business</i>	The lecturer explains the materials about similarities and differences of small and large business.	<ol style="list-style-type: none"> 1. The lecturer explains learning objectives in talking about Small and Large Business. 2. The lecturer explains the material about small and large business. 3. The lecturer gives a case to the students related to the topic. 4. Students work in groups to prepare their presentation comparing the small and large business based on the module and instruction of the lecture. 5. Students present their finding about the comparison of small and large business in the following week.
4.	<i>Surveying for One day Business</i>	The lecturer explains the materials about one day business.	<ol style="list-style-type: none"> 1. The lecturer explains learning objectives in talking about one day business. 2. The lecturer explains the material about one day business. 3. The lecturer gives a case to the students related to the topic. 4. Students work in groups. Prepare and create their one-day business. They may choose the service or product to be their one-day business. 5. Students pretend themselves as businessmen. 6. Students present their discuss' result of one day business following week.

Students must go through several stages when participating in role-playing activities. Drafting, consulting, revising, rehearsing, role playing, and evaluation are among the stages. These stages are discovered through observation. The stages are depicted below.

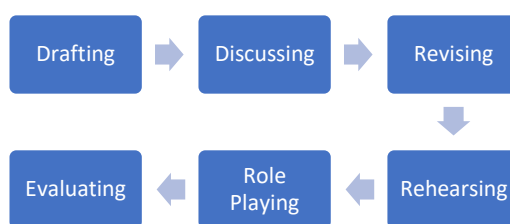


Figure 1. Stages in Completing Role Play Activities

1. *Drafting*
At this stage, students create a draft to help themselves prepare for the role. The drafts are created based on the topics that have been assigned to them. Students are allowed to open a dictionary and look at examples from the textbook and the internet while drafting.
2. *Discussing*
Students consult their draft with the lecturer first, then discuss it with their group at this stage. Language use, content, and word choice are among the issues being discussed.
3. *Revising*
Students revise their drafts based on their lecturer's suggestions at this stage.

4. *Rehearsing*

In this stage, students do rehearsal. They memorize their draft and practice demonstrating telephoning, meeting guest and talking about company without bringing their texts. They have to perform as requested by the role.

5. *Role Playing*

In this stage, students perform role playing toward Saving Banks, Expressing Opinion, Agreeing and Disagreeing, Small and Large Business, and One Day Business.

6. *Evaluation*

In this stage, students evaluate their performance based on the comments given by the lecturer and friends.

Students are assigned to perform role-playing activities such as Depositor for depositing money, some working team for Expressing Opinion, Agreeing and Disagreeing, some businessmen for doing business and practicing a one-day business. These materials are part of the English for Business course that they must complete. The researcher attempted to identify students' attitudes toward the activity and the implementation of role play in the classroom based on these activities. The following discussion describes the research findings.

A. Students' Attitude

According to the results of the survey, most students enjoy learning English through role play. The majority of respondents (73%) "strongly agree" and "agree." They all agreed that learning English through role play is enjoyable and fun. Because the students had to prepare for their best performance in the role, they thought it was difficult to prepare. Students are motivated to learn English although it is difficult. The results of the questionnaire show that 49 respondents, or 73% of total respondents, "strongly agree" and "agree." It is also supported by the questionnaire results. Students' responses to whether or not they are motivated to study English using the role play technique are as follows.

"Menyenangkan dan saya mendapat pengalaman berbicara dalam Bahasa Inggris didepan banyak orang. (Quite fun and I got the experience of speaking in front of many people using English). Student-1

"awalnya saya gugup, malu dan tidak percaya diri berbiacara di depan kelas karena Bahasa inggris saya terbatas, materi yang saya persentasikan kurang menarik dan sedikit bingung karena mahasiswa lain tidak memahami apa yang saya sampaikan, namun sangat senang dan termotivasi karen bisa menjadi Langkah awal dalam meningkatkan public speaking saya dan meningkatkan kepercayaan diri serta memperbaiki kesalahan pengucapan yang di ingatkan oleh dosen. (I was quite nervous, shy and not confident to appear in front of the class because, I was limited in speaking English, the material I presented was not interesting and a little confusing for the listeners because they couldn't understand what I was saying. Even so, I am very happy and very motivated because it is the first step for me to improve public speaking and increase self-confidence and correct mistakes in pronouncing English words). Student-2

Meanwhile other students' responses are:

"Pengalaman saya saat persentasi tugas Bisnis English sangat menyenangkan, sekalipun terkadang saat persentasi individu atau kelompok masih baku dan tidak lancar berbahasa inggris. Setiap materi yang disajikann oleh dosen sangat menyenangkan. (My experience of making presentations in business English courses is very enjoyable, although sometimes when group and individual presentations are still very striking and not too fluent to speak in English, the presentation material provided by our business English lecturers is very enjoyable)". Student-3

“saat persentasi materi bisnis english, saya sangat senang karena saya dapat kesempatan belajar selain itu kegiatan persentasi juga menambah rasa percaya diri saya didepan khalayak. (I feel very happy because I can be given the opportunity to learn moreover presentations can help to increase my confidence in front of many people)”. **Student-4**

B. Advantages of Role Play Implementation

According to the findings of the interviews, there were some advantages to using role play in the classroom. They are a) language exposure increasing; b) Confidence increasing; c) experience increasing; d) Vocabulary increasing; and e) the learning process active among the students. Students are improving their command of the English language. Because they have more exposure, they can participate in this English class. Role-playing is a strategy in which students are required to act out specific roles by saying, doing, and sharing, according to Altun (2015). Furthermore, engaging students in fun speaking activities such as role-playing and simulation encourages them to speak, which may reduce their anxiety levels. It can be seen in the responses of the students during the interview.

“Saat persentasi di bisnis English itu menyenangkan dan juga stress karena bagi saya ini adalah pengalaman pertama persentasi menggunakan Bahasa Inggris dan sulit dalam pengucapan. Tapi untuk kelompok saya tidak terlalu buruk untuk perdana. Persentasi small dan large bisnis sangat menyenangkan membandingkan dua jenis minuman dengan yang memiliki branded. Kelompok saya menyajikan menu best seller dengan menjelaskan kelebihan dan kekurangan masing2 menu. (During presentations in business English class, was both fun and stressful because this was my first experience presenting in English, and because I had difficulty with English pronunciation. For the first experience, I don't think it's too bad because looking back at the results presented by my group, I can say it's pretty good). For small & large business presentations, it was fun to see a comparison of 2 drink brands (chatime & hei hei Boba bar). My group ordered several best seller menus to compare the advantages and disadvantages of each drink. For presentations to one-day business, only 8 groups presented their results and my group was not included, but being in the audience was also very fun to see and compare the results of each group and make corrections to anything that was lacking in the material presented and what points Only what is displayed on the ppt of each group).” **Student-1**

Another advantage of implementing role play is that students gain confidence. According to Ladousse (1987), role play is a great dress rehearsal for real life and helps many shy students speak up by providing them with a mask. According to Rajkumar (2012), role-playing exercises can be difficult for instructors to prepare for and implement, but the effort pays off in terms of student motivation and accomplishment. As evidenced by the response below.

“Berdasarkan pengalaman saya saat persentasi mata kuliah bisnis English kegiatan pembelajaran lebih menyenangkan meskipun ada banyak yang kurang memahami isi persentasi tiap kelompok. (based on my experience making presentations in business English class, learning activities are getting more fun but there are many who do not understand the contents of the presentation from each group).” **Student-2**

During role play, students gain more experience. Role play, according to Krebt (2017), is the participation in simulated social situations that are intended to illustrate the roles and contexts that lead to real life. Role play is a learning approach that has been shown to be effective in achieving learning outcomes in three major learning domains: affective, cognitive, and behavioral (Maier, 2002, Rao & Stupans, 2012). Role play is used as a training method with

the ability to change behaviors and employ only the best practices in real-world settings (Qing, 2011, Raja Hazirah Raja Sulaiman et al., 2017).

*"Dalam kegiatan persentasi bisnis English sesuai topik pada semester 1 menyajikan pengalaman baru karena lewat persentasi ini mengajarkan supaya mampu menarik kesimpulan secara lisan dan spontan tanpa teks. (Doing presentation activities in Business English class based on topics that have been done in semester 1 provides new experiences because this presentation teaches us to recite English sentences orally and spontaneously without going through text). **Student-3***

*"Setelah melakukan persentasi di matakuliah bisnis English ada kemajuan dengan mulai memahami bagaimana mengungkapkan pendapat menggunakan Bahasa Inggris. (My experience with achievement in business English class in that I started to understand how to express opinions using English and present material)". **Student-4***

Other advantage of implementing role play is that students learn new business vocabulary, also expand their knowledge and expand their English vocabulary.

*"pertama tama saya takut tak bisa mempersentasikan materi dengan baik karena saya kurang dalam bahasa Inggris, kemudian pada persentasi selanjutnya sudah lumayan bagus karena bantuan teman sekelas dan dosen dan kesulitan karena tidak lancar dalam pengucapan, tetapi sesudah persentasi saya bisa memahami dan menangkap apa yang disajikan/dipersentasikan. (first I felt very afraid of not being able to present the material properly because I was lacking in English, then for next presentation I was able quite well because the help of colleagues and lecturers and the obstacles is not fluent in pronunciation, but after the presentation I can understand and catch what I present well). **Student-5***

Finally, role play engages students in the teaching and learning process. Students are more motivated to learn English. Thus, role play assists students in their language learning development. According to Rahayu (2015), a role play strategy could reduce students' passivity while teaching and learning to speak. It also aids in increasing student motivation and developing group work activities.

*"Saat persentasi saya merasa senang dan enjoy. Itu adalah pengalaman yang menyenangkan, karena saya saya mampu mengurangi rasa gugup dan lebih percaya diri dalam berbicara Bahasa Inggris di depan khalayak, kesulitannya adalah kurangnya komunikasi, dan kekuatannya saat persentasi saat dosen business English yang selalu sabar dan memberikan arahan yang tepat dalam pengucapan, sekarang saya lebih percaya diri berbicara Bahasa Inggris di depan kelas dan mampu mengembangkan kosa kata saya. (when I had to present in front of the class was so fun and I enjoyed it. It was a good experience for me. Because of that, I can figure out how to reduce the feeling of nervousness and be more confident in speaking English. The difficulties were the lack of communication, and the advantage of being present in front of the class is when the business English lecturer who is patient and gives us pointers on the correct pronunciation, and now I can be more confident to speak in front of the class and can expand vocabulary). **Student-6***

CONCLUSION

The role play implementation in English for Business class exposes students to real-world situations. Students perform admirably in their roles as a company's customer service officer, client, and marketing manager. Students benefit from role play by gaining more language exposure, confidence, experience, vocabulary, and being actively involved in the learning process. One alternative technique for developing speaking, self-confidence,

vocabularies, and actively in English for Business class is role play. Furthermore, it can be used as a guide in developing basic competencies at any level of English for Business.

The primary role of a business English teacher is to instruct language; they are not expected to be experts in any particular area of business or to have any prior business experience. When used properly, authentic resources can dramatically improve a language class by bringing the outside world into the classroom.

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