

**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 objectives of this study are (1) to know the students’ response of role play (job interview) in ESP speaking class, (2) to get the percentage of students’ response of role play (job interview) in ESP speaking class, (3) to make sure that role play, especially simulation is the effective teaching method to students, especially in speaking. The result of this study will be analyzed by the questionnaires that gave to economics students in Semarang University.

Research Methodology

The participants of this 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 chosen 40 students 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.

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. To analyze this study, the writer used quantitative method and Likerts scale as the formula to measure the response of the students. The difficulty of measuring students’ response in ESP class especially in speaking class using role play of job interview can be solved with Likert which used a series of questions with five response alternatives. The questionnaires consist of 2 types of statement both Indonesian and English language and they must tick (v) one of 5 answer (strongly agree, agree, neither agree nor disagree, disagree and strongly disagree).

Findings and Discussions

The questionnaires result from 40 economics students were as follows:

Total Score : 154

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

Y is the highest score = 5 x 40 (number of students)= 200

X is the lowest score =1 x 40 (number of students) = 40

Index score % = Total Score / Y x 100
 = 154 / 200 x 100
 = 77 %

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

Statement 2 from the questionnaire.

- (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

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

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

Index score % = Total Score / Y x 100

$$= 150 / 200 \times 100$$

$$= 75\%$$

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

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