



Implementing “Shopping Role Play” to Increase Speaking Ability

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Abstract

This study aimed to explore the role-play technique to improve the speaking skill of Accountancy Study Program students in ESP (English for Special Purpose) class implementing, especially in shopping Role Play. This study used descriptive qualitative research design with pretest and posttest. The subjects of this research were 12 students of Accountancy Study Program on Economy Faculty, Hasyim Asy’ari University. The pre-test was given before the treatment and post-test was applied after the treatment. After the test, the students are given the questionnaire to measure how satisfy they were in the previous activity. The data procedure consisted of preparing the dialog for the students (both as seller and buyer), providing activities that enabled the students to enrich their vocabulary by encouraging the students to open the dictionary, using various medias during the teaching and learning, giving more explanation about the use of modal verbs, providing activities to improve the students’ pronunciation, and implementing pair work to make them have more opportunity to practice to speak. The results of the research showed that the implementation of the shopping role play to improve students’ speaking skill was effective. They could perform more confidently. Moreover, their motivation and enthusiasm in English learning also improved. Furthermore, by employing the shopping role play, the students could freely express their feelings and make them able to explore their creativity in more ways to enable them facing the real life.

Keywords: *Implementing, Shopping Role Play, Speaking Ability*

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INTRODUCTION

It is widely known that there are four skills in English learning. The skills are reading, listening, writing, and speaking. All of them are correlated each other. Parmawati (2018: 21) says that speaking has been the most important skill of English language because speaking is the communication tool of daily life. As the reason of communication needs a tool to understand each other, the language is used to connect both. Next, Hornby (1995: 37) in Sartika (2016:274) defines speaking as the skill that the students will be evaluated upon most in their real-life situations. As we know that the students usually are identified as “smart”, if they can speak English fluently. However, it is proven that students with high ability to speak English must have high intelligence in other. Speaking becomes the skill that mostly used in daily communication. In developing speaking skill, students have to learn vocabulary, pronunciation, grammar, and other English knowledge. They also have to build their confidence in public speaking, and their fluency in speaking.



It is not easy to teach speaking in non-English department or ESP classroom. Besides, they have to know the grammar in English, they also have to know the English version of some terms in their own department. Moreover, they must master the speaking skill which need a high self-confidence in speaking public. If they can speak fluently, it shows that they have good proficiency in learning the foreign language. However, commonly students feel nervous, not confident, and anxiety. This phenomenon called foreign language anxiety. According to Gardner & MacIntyre (1993:2) language anxiety may be outlined because the worry or apprehension occurring once a learner is anticipated to perform within the second or foreign language. It is one of the negative emotions that have the potential to distract students' learning effort in learning English.

Harmer (2007) stated there are several techniques that can develop speaking skill, such as acting from script, communication games, discussion, prepared talk, questionnaires, simulation, and role play. Tompkins (1998) defines role play as "one of the classroom teaching techniques that encourage students to participate actively in the process of learning English. Therefore, foreign language students practice the target language in a context similar to real life situations where stress and shyness are removed." Here, the students can build their confidence, opinions and thoughts, and establish language on their level, acting out in some situations based on their understanding because of role play. Harmer (2007) also explains that the benefits of role play are we can get many social contexts and many interactional roles. Role play activity is one of a way of students to role behavior in significant context and situation.

There were many previous study conducted that focus on improving students' speaking skill. First is from Yusuf (2021). He found that role play technique, especially semi-scripted could improve students' speaking skill in English, conducted at SMP Rahmat in Surabaya, East Java. 30 students prove that semi-scripted role play technique could significantly improve and affect properly their speaking ability. Furthermore, by employing the semi-scripted role play, the students could freely express their feelings and make them able to explore their creativity in more ways to enable them facing the real life. Second is from Rosmayanti, V & Yahrif, M (2019). Their study aimed to elaborate the implementation of Role-play activities to get students speak more in the class in SMA Tutwuri Handayani Makassar. They used 6 role play activities. Those are shopping role-play, visiting the doctor role-play, making a phone call role-play, dining out role-play, lost and found role-play, and detective role-play. These role-play activities were considered successful to make students practice more speaking since they were very excited in the class and participate well in every activity. They also become more familiar with English instruction and they practiced speaking more.

In sum, from the previous studies above, the researcher is interested in conducting a research under the title Implementing "Shopping Role Play" To Increase Speaking Ability which focus in Accountancy Study Program of Economy Faculty in Hasyim Asy'ari University

METHODS

The research method was descriptive qualitative with pretest and posttest. The tests are given the measure their score in speaking both before and after the activity. The subject of research were 12 students of Accountancy study program of Economy Faculty in Hasyim Asy'ari University. There were in fourth semester which take ESP (English as special purpose) as their course. The data procedure taken were:

1. Preparing

First of all, the students are asked to prepare the text they are going to speak. The text must be in outline form. The students must prepare as both seller and buyer so that there won't be any jealousy.

2. Giving chance

The students are given 15 minutes to practice the activities with other students. It is to enrich their vocabulary. They are also able to open the dictionary if they have some difficulties.

3. Using various medias

There were many medias the students can use. As for shopping role play, the item must be real so that it close to the real shopping activity. during the teaching and learning, giving more explanation about the use of modal verbs,

4. Providing activities

Here, the students are given 15 minutes again to practice again while concerning to their pronunciation. Here they can ask the lecturer to give the right pronunciation or by using google pronunciation.

5. Deciding

Here is the day. In the next day the students are given the paper roll with the role that they must act. Whether they will be a buyer or seller.

6. Implementing

In this section the students have the whole time to practice their speaking ability. While the students do the activities, the lecturer is going around and check the class.

After the researcher gives the activity, the students were asked about their satisfying in the form of questionnaire.

RESULTS & DISCUSSION

This research used pretest (in the form of interview), activity, and posttest as the sequence. The scoring is also taken during the test. In the interview section, not all the students are being asked, only 3 students represented the whole class. First of all, the three students are interviewed, and they have to answer in English. The three student are taken randomly. The interview questions were the following.

1. Do you often practice your speaking skill in the class?
2. How often do you speak English, especially in the class?
3. How do you describe the importance of speaking skill in the working world?
4. How do you describe your weakness in speaking skill?

5. Describe the following picture! (a market with some buyers and sellers)

From the four question before, there were a table which describe the fluency of their speaking is. The table is shown as follow.

No	Grammar	Vocabulary	Pronunciation	Fluency	Self confidence	Total	Average
1	45	60	61	65	58	289	57.8
2	57	49	50	64	70	290	58
3	50	56	52	61	59	278	55.6
	152	165	163	190	187	857	171.4
	50.66667	55	54.33333	63.33333	62.33333	285.6667	57.13333

From the table above, it is shown that students are still less in speaking skill. Those were determined with the low score. In grammar, they only get average 50.1% which means it is still low. The vocabulary get 55%, pronunciation 54.3%, fluency get 63.3 % and self confidence get 62.3 %. From the five aspect, the fluency get the highest among all, the next is self confidence. It is as a prove if the students gaet high self confidence, they are able to speak English fluently. However, grammar, vovabulary and pronunciation are still in low score.

The next day, the students are asked to do the shopping role play activity. While they do the market day, the researcher is going around to observe and check their speaking skill.

No	Indicator	Implementation	
		Yes	No
1	Students are well prepared	√	
2	Students speak clearly and loudly	√	
3	Students speak fluently	√	
4	Students speak according to the outline		√
5	Students actively speak as the buyer	√	
6	Students actively speak as the seller	√	
7	Students used dictionary to check the vocabulary		√
8	The students used google pronunciation to check their pronunciation		√
9	Students enjoy the market day	√	
10	Students help one another	√	

From the observation checklist above, it is proven that the students enjoy the role play technique in the class. There, they can explore their knowledge and creativity to speak about a product. The teamwork is also happened there. The students help one another. If their friend need a help, they automatically help their friend. The difficulty they found was only in the form of vocabulary. Although they already have vocabulary list in their pocket, but not all can be used, usually in Accountancy English term. The well preparation before the activity is shown in the setting of the class. The students really bring the real product to be bought and sold. They also set the class into market which have some table displaying some products. They also creative in managing each product. There were some seller

sell only electricity product, there were also some who sell snacks, clothes, bags, make up utility, and so on.

When the activity started, the class directly change into market, there were so many noises offering thir produnt in loud voice. There were also some which wear cloth as similar as the real seller. Although there were some dictionaries, they tend not to see them. Moreover using google pronunciation. The market day went 50 minutes and it run well.

According to the fact, the students are getting nervous, shy, and uncomfortable when asked to do a role-play in the class. Surprisingly, the role play runs smoothly. This phenomenon is similar to what Leong & Ahmadi (2017) stated. They stated that speaking is one of the most important skills to be developed and enhanced as it is considered as the most difficult aspect in language learning. So, many learners find their self in difficulty to express their ideas even to start a small conversation (Bashir et al., 2011). Being nervous, shy and uncomfortable to speak in front of public is normal. But if they practice it all together, those become disappear step by step.

The next day, the students are asked about the posttest. They were asked about how satisfying they were while having the shopping role play. The questionnaire were spreaded in all 12 students and it results as the table, as follow:

No	Grammar	Vocabulary	Pronunciation	Fluency	Self Confidence	Total	Average
1	60	70	65	75	75	345	69
2	65	68	55	75	75	338	67.6
3	55	59	59	75	76	324	64.8
4	60	63	60	71	70	324	64.8
5	61	70	65	72	72	340	68
6	59	65	67	70	72	333	66.6
7	67	65	58	75	70	335	67
8	68	75	59	75	75	352	70.4
9	58	64	60	74	74	330	66
10	67	60	63	73	73	336	67.2
11	60	60	62	70	70	322	64.4
12	60	61	60	69	70	320	64
	740	780	733	874	872	3999	799.8
	61.66667	65	61.08333	72.83333	72.66667	333.25	66.65

From the posttest above, it is shown that shopping role play is effective to improve the studenys' speaking skill. They tend to be more confidence and fluent in speaking in public. Friom five aspects, the fluency and self concidence are still in the highest level. But overall, from the pretest, they get improvement. In aspect grammar it increase from 50.6 % to 61.6%. although they seem still in the medium level but the reason is because they are not originally from English Department. From vocabulary aspect, they get improvement from 55% to 65%. It means the vocabulary mastery of the students increase 10%. Approximately 54.35 is got from the pre test in pronunciation aspect. But in the end, it increase become 61.1%. the fluncy itself increase from 63.3% to 72.8%. and the last in self confidence aspect, it also increase from 62.3% to 72.6%.

CONCLUSION

From the research above it can be concluded that this technique can be applied in the teaching and learning activity. It is proven from the score the students get from pre test to posttest. In general, the pretest score was 57.1% and it increases to 66.6% in the posttest. There were some points that need to be highlighted in teaching and learning process is the process itself. The process to speak step by step, the process to make students confidence to speak in front of public, the process of understanding the other speaker, etc. it needs time and step by step. Presenting interesting technique to be applied in the class is also a communicative way to avoid boredom and surfeited. Other is providing more time for students to practice whether in the class or outside of the class is also good for them. Giving feedback at the end of the lesson are also very important for successful teaching and learning. The researchers applied those points during the teaching process and they are very useful for students. By giving such a close material to the students is an absolute way to practice their speaking. Moreover, if it is happened in the non-English department which have difference focus with English department. If they were the accountancy students, the material to be practiced must be related to that, such as market, financial, money, etc. those because the term they used is different with the general.

By presenting interesting topics the students can be motivated because they get something new in every meeting, when the topic is interesting they participate actively in the activity. By providing more time for students to practice more, the students feel free to convey their idea or opinion in speaking because the time allocation is much more than just work on exercise or pay attention on detail about the grammar rules.

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