

## ROLE PLAY FOR TEACHING SPEAKING IN ENGLISH FOR ACCOUNTING

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### **Abstract**

Speaking is one of English skills in teaching and learning process. It is also one of the target of the students to speak in learning English for Specific Purposes especially in English for Accounting. In achieving the target in teaching speaking, it is needed a method which is appropriate in speaking activity when the students practice to speak in the classroom. This study aims to describe the use of role play for teaching speaking especially to the students in English for Accounting. It describes speaking activities by using role play and the benefit of role play for teaching speaking in English for Accounting. Role play can be as an effective method that the ESP lecturer uses in teaching speaking of English for Accounting. It gives students more chances to act and interact with their groups and they bring liveliness and lighten up the atmosphere in speaking class.

*Keywords: Role play, Teaching Speaking, English for Accounting*

### **I. INTRODUCTION**

Speaking skill is one of the skills of language to be required in interaction or communication. It cannot be denied that English speaking skill becomes the most favorable skill needed for professionals. In addition, Speaking is one of productive skills that should be learned by students especially accounting students. Brown (2001) states that speaking as an interactive process of constructing meaning that involves

producing, receiving, and processing speech of sounds as main instruments. Besides, Cameron (2005) states that speaking is used to express meanings so that other people can make sense of them. In other word, speaking is an important skill that is used to communicate with other people.

Related to the importance of speaking, it is not an easy for the ESP lecturer to teach speaking for accounting students in English for

Accounting class. In fact, most of the students are reluctant to speak up in the classroom and they have need motivation. The ESP lecturer usually asked them to speak up and practice English speaking not only in the classroom, but also in classroom outside.

To improve Accounting students in learning speaking skill of English for Accounting, the ESP lecturer should find the appropriate technique of teaching speaking. It means that the ESP lecturer plays an important role to create interesting teaching and learning process in English for Accounting especially in speaking skill. In this research, the researcher would like to choose role play to solve the problem of speaking. Harmer (2007) says that role play can stimulate the students in real world and it gives learners an opportunity to practice communicating in different social contexts and different social roles.

## II. REVIEW OF RELATED TO LITERATURE

According to Chaney (1998), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. So speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching and learning methodology.

Nunan (2003) states that teaching speaking is to teach English language learners to: 1) Produce the English speech sounds and sounds patterns. 2) Use words and sentence stress, intonation patterns and the rhythm of the second language. 3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter. 4) Organize their thoughts in a meaningful and logical sequence. 5) Use language as a means of expressing values and judgments. 6) Use the language quickly and confidently with few unnatural pauses, which is called fluency.

According to Porter-Ladousse (1987), "role play activities range from highly controlled guided conversations at one end of the scale, to improvised drama activities at the other; from simple rehearsed dialogue performance, to highly complex simulated scenarios."

Role play is a method of acting out particular ways of interacting with others in imaginary situations (Byrne, 1986) and it promotes interaction in the classroom and increase motivation (Ladousse, 1995). In addition, Budden (2006) says that role-play is any speaking activity when you either put yourself into somebody else's or put yourself into an imaginary situation. Based on the explanations above, role play is not only used to interactive teaching in

the classroom but also to stimulate the students in real life situation.

Furthermore, Byrne (1986), role play can be grouped into two forms, scripted and unscripted role play. In details, those types of role play activities are: First is Scripted Role Play Scripted role play involves interpreting either the textbook dialogue or speaking text in the form of speech. The main function of the text after all is to convey the meaning of language items in a memorably way. Second is Unscripted Role Play In contrast to scripted role play, the situations of unscripted role play do not depend on textbooks. It is known as a free role play or improvisation. The students themselves have to decide what language to use and how the conversation should develop. In order to do this activity, good preparation from the lecturer and students is really necessary.

Based on the explanation above, there are some kinds of role play which can be used in speaking teaching and learning process.

### III. RESEARCH METHODOLOGY

This study used descriptive qualitative design and this research was based on the nature of situation that the ESP lecturer described, it was role play for teaching speaking in English for Accounting class, Polytechnic of Kediri. The subject of this study was the students of Accounting who got English for Accounting

subject, they are in Accounting 3A Class. The data was taken from the ways of teaching methods that were used by me as the ESP lecturer in teaching speaking and the benefit of using role play in teaching speaking.

In collecting the data, the ESP lecturer employed some steps. First, the ESP lecturer entered the class, it was in language laboratory to do English for Accounting teaching and learning process to the students of Accounting, Polytechnic of Kediri. Second, the ESP lecturer used role play as the method for teaching speaking in English for Accounting. Third, the ESP lecturer did an interview to the students who were learned English for Accounting in their classes randomly. Then, selecting the data related to the purpose of the study was the last step in collecting the data.

After the data had been obtained and studied, the ESP lecturer took several steps to analyze the data. The ESP lecturer analyzed it based on the data that were collected. The ESP lecturer identified the results especially the development of speaking skill in English of Accounting teaching and learning process. Then, the ESP lecturer analyzed the data based on the interview to the students. The last is the ESP lecturer did evaluation based on the results of the observation in my teaching learning process.

#### **IV. RESEARCH FINDINGS AND DISCUSSION**

##### **FINDINGS**

The findings are divided into two. First is the explanation about the kinds of speaking teaching and learning activities in English for accounting class which used role play. Second is the description about the benefit of role play for teaching speaking in English for Accounting.

##### **The Kinds of Speaking Teaching and Learning Activities in English for Accounting Class Which Used Role Play**

There were some speaking activities of English for Accounting recognized in this study which are giving a topic to the students, asking the students to discuss, giving the students example through giving the video, giving time to discuss in a group to practice in front of the class, asking the students to perform or to practice speaking in front of the class in a group and giving the students feedback after they performed. Under the topic of being a teller, customer service and customer of the Bank had been given to the accounting students.

This activity promotes the students to have proper beginning to their speaking skill in the class. By giving the topic, it helped the students to discuss by their selves and the ESP lecturer gave the video to watch together in the classroom.

In the process of watching and discussing the videos, the

students had gone through several phases to understand the videos. Then, they could discuss in general what the video is talked about.

The next activity was giving them time to discuss as their preparation before practice in front of the class. The students were given twenty five minutes to discuss and to prepare their practice as a teller, customer service and customer with their groups.

After having time to discuss and to prepare their performance, they asked to perform in front of the class. Every group did not need to submit their writing. They only asked to perform in front of the class. The students asked to perform based on the ESP lecturer instructed. They had to perform no more than fifteen minutes in front of the class. They asked to speak up based on their scenario whether they were as a teller, customer service or customer of the Bank. After they performed, the ESP lecturer gave a comment or feedback to their performance.

##### **The Benefit of Role Play for Teaching Speaking for English for Accounting**

By using role play method, the accounting students could immediately apply content in a real world context. They could apply the content of their speaking practice as a teller, customer service and customer in a Bank. They could see the relevance of the content for handling real world

situations. In addition, the accounting students could transcend and think beyond the confines of the classroom setting. They could practice their speaking skill based on the setting that they set in the classroom. Besides, The ESP lecturer and the students could receive immediate feedback with regard to students understanding of the content. So by using role play method for teaching speaking in English for Accounting, it can help the accounting students to practice and create their confidence in their speaking practice.

#### **DISCUSSION**

The ESP lecturer used role play method in teaching speaking and the accounting students not only learned the English but also they tried to behave as if they were in real work. So they learnt two things at the same time that was English language and teller, customer service and customer behaviors. One big problem in learning a foreign language was to find the opportunity to speak in English. During the role play, the accounting students got opportunity to speak since they had to practice it in group before acting it in front the class.

Besides, speaking in the context of accounting, the students enjoyed it since they had previous knowledge of it. One important thing was that role play stimulated and urged them to speak. In context of learning, providing effective stimuli is a hard job for an

ESP lecturer to bring students into an active condition of using English (Wohlkin, 1980). Role play was categorized as a good strategy to stimulate the accounting students to speak. In this context, the accounting students were provided opportunity to be more creative in using English. It goes with the theory of learning that a good learning is not only make students memorize the materials but make them enthusiastic and creative to find more by themselves.

#### **V. CONCLUSION AND SUGGESTION**

##### **CONCLUSION**

Role Play strategy is approved effective to improve the accounting students' interest to speak English in English for Accounting classroom. The accounting students who studied through role play show significant improvement in their speaking performance when they practiced in front of the class. Role play is an appropriate strategy to be implemented vocational class especially in English for Accounting class. The ESP lecturer should design it to meet the accounting students' level like English for Accounting class. Role play materials should be contextual with students' real life. The role that the students act should be familiar with them. The tools or facilities in role play are considered effective to build communication.

## SUGGESTION

The suggestions are given to the ESP lecturer and the accounting students. It is suggested to the ESP lecturer to use role play when she teaches the students in the ESP class. So the students can apply and practice their English speaking in the classroom. For the next or future researchers, the researcher hopes that they can find other methods in teaching speaking especially in teaching speaking in English for Accounting class.

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