The Effectiveness of Learning Model Role-playing Work Interview in English Savvy

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Abstract: The use of English in Indonesia almost covers all areas, such as politics, economics, defense, and so on. The world of education in Indonesia sees the phenomenon of globalization and then soon responding by developing a new method of the teaching presented in English. The study focused on developing a learning model role-playing of a job interview to improve the students' English skill, which was then seen from the final achievement, the English Savvy course. This study aimed at facilitating the process of learning English, especially at Bina Nusantara University, where English is a foreign language, especially for learners in Indonesia. The object of this research was Bina Nusantara University students in English learning in English Savvy course. The benefit of this research was that students could improve their English skills by playing job interview role. With the ability to speak English well, students could work in the global world, which currently uses the English language as the mean of communication. By role-playing an interesting job interview, it was expected that students could develop the ability of the 4 English language skills, which were then measured through the TOEFL test held by Binus, as the final test of the course, and could motivate students in learning and communicating in Formal English.

1 INTRODUCTION

English has become popular especially in Indonesia because of its existence as an international language (Shih, 2010) and generally in countries that do not use English as a mother tongue. This makes the need to learn English to be inevitable. In the field of education in Indonesia, English is taught from an early age in formal education to higher education at the university. A new challenge for teachers, educators and educational institutions in developing innovative English learning methods to prepare learners for their future of the globalization era. The number of students, who were less able to communicate in English, was one of the problems observed in this study. Another related problem was the difficulty of job seekers in answering common job interview questions in English. Based on the problems, this research was conducted to improve the ability to speak, listen, write and read in general.

This study aimed to develop a learning model to play the role of job interview in facilitating the process of learning English, especially in Binus University, Indonesia, where English is a foreign language, especially for students. The object of the research was Bina Nusantara University students in English in Focus and English Savvy course. The benefit of this research was that students could improve English language skills through the learning model role play job interview. Referring to Binus University's research strategic plan, which is to become a global university, the English proficiency of its graduates become one of the great interest in achieving global university, where today's global society uses English as a medium of communication worldwide. It is important for students to communicate in English well in order to become a global citizen and work all around the world.

The significance of this research was in the role-playing model itself, by conducting job interviews between students (playing a role as job seekers) with

the lecturer (playing a role as job interviewer). Students were trained to speak English in the context of a job interview. Students developed the ability to speak English, practicing reading and listening through smartphones applications, watching English movies, communicating in English as well as practicing in iBT Toelf mini-test that can be accessed in the campus computer lab. In addition to English language development, students were also trained to handle nervous during job interviews so as to increase their motivation and confidence to speak English. Scoring was carried out individually directly during a job interview, based on the rubric.

2 LITERATURE REVIEW

At Binus University, English is taught in a different way, it is assumed that learners have learned English at the primary and secondary levels. Therefore, the university's English curriculum is based on "link and match" objectives, especially in the industry, where students will take part after graduation. English itself has 4 categories of mastery skills, namely: speaking, listening, writing and reading. All these aspects need to be developed according to the needs of the industrial world. This study referred to the strategic plan of research in the field of cultural and English mastery (Abbas, B. S., Noerlina, Sianipar, N. F., Sasmoko, Aras, M., Suharjito, 2015) to support the achievement of English proficiency for Binus graduates. Through this research, it was expected that students could develop English language skills so they can communicate in English well. With a large number of students who can speak English well, it certainly supports Binus' vision of achieving global campus and supporting lecturers in providing world-class teaching, learning and research experiences that emphasize excellence in science, innovation, and entrepreneurship. The research was also planned to produce English learning model, publication, and student academic assessment.

According to Sigmund Freud (1856-1939) in his psychoanalysis, that negatively a priori assumption would develop the negative attitude toward something. For example, if the child thinks that learning English is hard, it will lock his ratio thinking and give a negative perception (Willyarto, M. N., Chairiyani, R., & Pane, 2015). Therefore this research becomes important to minimize negative assumptions from students. With the development of varied and popular learning models, students are expected to have a positive attitude in learning, especially English. To develop speaking skills,

students were guided to communicate in English in everyday conversation. Using English in communicating in the classroom or at home with the family is a very good way of practicing. Listening skills are also important to develop to support speaking skills. For example, listening and reading English when watching a movie is one example of learning English. To develop writing skills can be done by reading books, scientific journals, articles or newspapers. By reading, students can improve their writing skill.

Satria Dharma in his article entitled "Whatever the Curriculum, the most important thing is the Teacher". It indicated that the role of the teacher was more important than the curriculum itself (Benawa, A., Gea, A. A., & Willyarto, 2017). The teacher acted as a facilitator for learners in the use of technology and gave direction in learning. Moreover, the teacher was a learning designer. Teachers were also expected to actively conduct research related learning methods to improve the learning process so that learners get the best results. It was similar to the role of lecturers in learning English at Binus University. Lecturers were expected to be able to continuously develop their teaching methods so as to have a positive impact on the students. From these thoughts, the authors planned to conduct research related to better teaching methods for students so that students can develop positively. Motivation to achieve the best was the awareness to achieve goals for success and all efforts in achieving it (Willyarto, M. N., Werhoru, D., & Gea, 2017). With the model of learning by role-playing in job interview situation, students were expected to also develop the motivation to learn so as to achieve the best results.

The role play/simulation method (especially when the "convergent" model is used) meets the criteria of the four Skehan characters for task-based learning: meaning that there is a goal to work on (Skehan, 1998b). These activities will be evaluated in the end result, which is of course correlated. Therefore, activities in the classroom were not focused on the language itself, but on objectives and activities that can be defined by the teacher (if the procedural syllabus is used) or students (if process syllabus is used). A good model for the role of learners in role-playing/simulation methods was the Scarcella and Oxford rug approach. Learners, according to this approach, must be active and have considerable control over their own learning. Students should help choose themes and tasks and give details of their learning to teachers (Scarcella, R., & Oxford, 1992).

Students had new responsibilities in role-playing/simulations that may not be common. Burns and Gentry suggested supporting proactive attitudes and making decisions in an unusual context especially for those who have not experienced them (Burns, A. C., & Gentry, 1998). They recommended that teachers understood students' level of knowledge, and paid careful attention to their learning so that students were not discouraged. This suggestion seemed to be more relevant for L2 students, which might come from a culture where teacher-centred classes were the rule, and who may have knowledge gaps that made simulations difficult and threatening.

Teachers defined common rules in role play, but generally do not participate actively when started. To quote Jones, "... the teacher becomes the controller and controls the show in the same way as a traffic controller, helps traffic flow and avoids congestion, but does not tell people where to go." (Jones, 1982). Again, this is in accordance with the principles of Scarcella and Oxford. As a simulation representing a real-world scenario used materials to be used in the real world. For example, blocks or sugar cubes can be used in simulating construction tasks. One problem in learning materials was what Skehan calls a "conspiracy of uniformity" that had been created by publishers (Skehan, 1998a). The simulation was one way to avoid this problem by adjusting the material to the needs of individual learners. Simulations designed by students themselves can be used in their classes and future classes (Tompkins, 1998).

3 RESEARCH METHOD

The research was using the experimental method. There would be pre-test, treatment and then the post-test. The result of pre and post-test was compared using the t-test method to examine if there was significantly different when treatment implemented. The sample was taken from classes with the same lecturer to avoid scoring standard and bias.

The research was conducted by facilitating the learning of English by inviting students to play a job interview role in good and correct English, in English Savvy course (even semester). The object of the research was the second-semester students (two) at Bina Nusantara University, who were required to take the course. During the course, English Savvy students were required to play roles, becoming job seekers, where lecturers would play the role of the

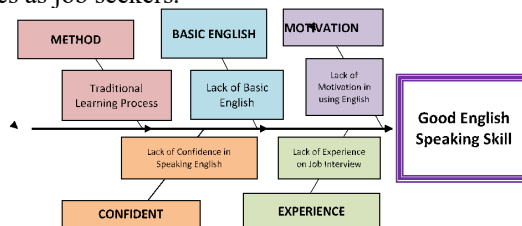interviewer. All students would have a turn to play roles as job seekers.

Figure 1: Research fishbone diagram.

From the above fishbone diagram, it can be seen that some of the factors that make the skills of speaking in English for students were less than adequate. The motivation to communicate in English became less because English is a foreign language for Indonesians. English is not a compulsory subject for students in primary education (elementary, junior and senior high), so the prior knowledge becomes very less or even none. In basic educational institutions requiring English lessons, it might be happened to carry out a conventional and non-student-centred learning process, leading to a lack of English language knowledge. These things caused a lack of confidence in communicating in English.

English speaking score was taken in the classroom for students who act as job seekers. Lecturers as interviewers could prepare a number of basic questions about a job interview and then asked when given the time to play the role. Students as job seekers were expected to answer interview questions in good English.

The rubric for the speaking score was provided by Language Center, Binus University as below.

Table 1: Speaking rubric.

Performance Standard	Criteria	Weak (Score 0.0-0.9)	Limited (Score 1.0-1.9)	Fair (Score 2.0-2.4)	Good (Score 2.5-3.0)
students are able to deliver the spoken business English topic fluently	Delivery (Fluency)	Total silence & fillers	many pauses and/or hesitations	some pauses and/or hesitations	few pauses and/or hesitations
students are able to perform the spoken business English clearly	Intelligibility (Clarity)	Totally unintelligible	Limitedly clear pronunciation	Moderately clear pronunciation	Mostly clear pronunciation
students are able to use the spoken business English language properly	Language	No English grammar and vocabulary	Limited variations & appropriateness of grammar & vocabulary	Moderate variations & appropriateness of grammar & vocabulary	mostly varied and appropriate level of grammar & vocabulary

Speaking score was following the iBT TOEFL standard with the highest score was 30. All scores for each language skill, i.e. speaking, writing, listening and reading were summed as iBT TOEFL score.

English Savvy courses pre-test data was taken from the final score of English in Focus course in the previous semester. Facilitated through learning activities to play the role of a job interview, students were expected to improve their language skills.

Similar research that has been done before (Kaplan, 1997), in the game The Reception Games,

was very supportive in learning French because students were directly involved in communicating. However, individual assessments were difficult because the activities were conducted simultaneously for all students, the assessment was then generalized. Differences were also found in French and English, but both play the second language for learners.

4 FINDINGS AND DISCUSSION

The parametric statistic was used to process the data. The researchers performed a t-test analysis in analyzing data to show the relationship between pretest and posttest. The pretest was from the final score of English in Focus and the posttest was from the final score of English Savvy course. a t-test was conducted to test the relationship of pretest with posttest, was it increasing or decreasing.

Table 2: Mean of pre-test and post-test.

The Mean of Pretest	The Mean of Posttest
67.5	66.28

The hypothesis was:

H0: there is no significant difference of means between pretest and posttest

H1: there is a significant difference of means between pretest and posttest

Table 3: T-test: Paired two sample for means.

	Variable 1	Variable 2
Mean	67.5	66.27777778
Variance	185.2857143	120.6634921
Observations	36	36
Pearson Correlation	0.530447619	
Hypothesized Mean Difference	0	
Df	35	
t Stat	0.604184577	
P(T<=t) one-tail	0.27480878	
t Critical one-tail	1.689572458	
P(T<=t) two-tail	0.549617561	
t Critical two-tail	2.030107928	

The number of samples was 35 students in two different classes, running English Savvy course in even semester 2017/2018 in Binus University, Alam Sutera Campus. The sampling was random under the guidance of the same lecturer in order to avoid subjectivity bias and different point of view in giving a score for students in work/job interview assessment.

The t-test was taken on two tails and 5% degree. It was obtained that the t Stat was 0.604, which meant was smaller than the t-table (2.03). Since t-stat < t-table, then reject H1 and accept H0. It was concluded that there was no significant difference of means between pretest and posttest. The mean of pretest was 67.5 and the mean of posttest was 66.28.

As discussed earlier in this paper, a teaching model that engage students to be more active during the lesson will improve their motivation to perform better and put creativity for the performance. The job interview role-playing model is one of the interactive methods in learning, especially English in this research, was proven giving students more opportunity to explore deeper into their mind and creativity in using English to communicate. It was also motivated students to show a full performance and not only giving an answer to the book.

In addition to learning the English Language itself, the teaching model was giving lecturer to deliver an interactive method that centering on students not teacher based method. The students were also given the opportunity to practice English with their partners in the class or even at home. By giving an interesting teaching model, students were motivated because they were engaged. The confidence in English speaking was improved because students were using English more and more. The activity was giving students the opportunity to experience the job/work interview so that they will not as nervous as the first time, especially when they are facing the real job interview. Based on the result of this research, it was suggested to use and improve this teaching model especially the technical procedures for conducting the course. It was concluded that the role-playing (job interview) was not efficient enough to increase students' score in mastering the English Language in the English Savvy Course.

5 CONCLUSION

There are a lot of factors that affect students' achievement, such as limited time portion of the course, students' motivation, lack of prior knowledge, etc. Teachers/lecturers together with research and development department must develop and improve the method of teaching/learning for students in order to achieve better. The support of all stakeholders is needed to improve one performance to the best. This research was discussing one small part of the process in order to sustainably support the learning process itself. Hopefully, it will help teachers/lecturers to improve their method of teaching as well as for students to improve their learning process.

Other factors can be added in the next research in order to find a better method of teaching for

lecturers and students to achieve better performance. This research can be improved by involving more students to get more accurate results. It is advised for the next research to focus on only one teacher or lecturer in order to avoid subjectivity bias and the different point of view in giving a score.

Not only for the English course, this type of research can be improved for other subjects as well, in order to find an effective model of teaching that will engage students and motivate them.

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