IMPROVING STUDENTS’ SPEAKING SKILL IN HAVING JOB INTERVIEW USING ROLE PLAY METHOD AT STMIK ASIA MALANG

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Abstract: The demand of the working world requires students to master the English language orally and in writing become another challenge to improve students' ability in using English. For some years, English lecturers have found that the students' ability to speak English is still far from the average. Therefore, the researcher here is interested to conduct a classroom action research with the aim to improve the students’ ability to speak English by using role play method. Role play method is an alternative effort to improve speaking skill in which students are expected to be more active in using English with a more pleasant atmosphere. By applying this method, the students must act as a job seeker who is doing a job interview and an interviewer.

Keywords: Speaking skill, Job Interview, Role Play

INTRODUCTION

Education in university level must have the main goal of preparing human resources to enter the working world. It is stipulated in Law No. 20 year 2003, Provision 16, clause 1 about higher education. It explained that universities are secondary education which is held to prepare learners to become members of the community who have academic and professional ability that can apply, develop and create science, technology and art. Based on this purpose, it is necessary to make the best possible preparation for the purpose of the education that can be achieved well.

The preparation should not be focused solely on students’ knowledge only, but also skill readiness should be the main priority in the undertaken learning process. This is only done in order to prepare the students so that they have learning experiences that match the needs of the work world. This is stated by Abdursanie (2013) in his article that the learning method is expected to provide the experience required by learners in the future. He also added that learning or teaching is an activity that we must do and give to the students. Since
it is the key to success in reaching a bright future, preparing the nation's generation with a high knowledge of science. Which will ultimately be useful for nation, state, and religion. Seeing such a vital role, then applying an effective and efficient method is a must. With the hope of teaching and learning will be fun and will not be boring.

Teacher should also recognize the change of in the educational paradigm from teacher-centered education to the present up to student-centered education teaches us the importance of continuous changes and adjustments to improve the quality and quality of education itself. According to McCombs and Whisler (in Reigeluth, 2017) student-centered education is defined as a view that combines its focus on individual learners (descendants, experiences, views, backgrounds, talents, interests, capacities and needs) and on learning (the best available learning knowledge and how it is done and about the most effective teaching practices to increase motivation, learning, and achievement at the highest level).

This paradigm holds that this is what can maximize one's learning process and help students reach their potential. The reason underlying the importance of student-centered education is that individually, learners learn at different levels, the process of time-based learners requires students with low ability to get new material before they master the material previously given. This increases the distance to the learning process in the future and can cause failure. In addition, this process will also be a setback for students who can learn fast and are a barrier to their talents. At the social level, this paradigm is important because with the implementation of education centered on students will be able to select from the beginning which students are ready to work and which students can continue their education at a higher level and in certain fields according to their talents and abilities.

In general, Reigeluth (2017) stated that there are 5 basic principles or guidelines for student-centered education. Those are attention-based instruction / learning which is centered on achievement where the learning process must based on learning not on time. Second is task-centered instruction / learning which is centered on tasks where the learning must be arranged according to the results of authentic tasks. Third is personalized instruction / learning that is adjusted where learning must be tailored to individual learners. Fourth are changed roles where the role of the teacher, students and technology must be changed. The last is changed curriculum where the curriculum must be expanded and reorganized.

The fun teaching and learning process has become a necessity for teachers and students. Therefore, teachers should always make innovations in every meeting so that the learning atmosphere becomes fun and students can learn well. This is also occurred in the teaching and learning English process in the university that is not an English department. English becomes a compulsory subject that must be taken by all students who come from various majors including at Sekolah Tinggi Manajemen Informatika dan Komputer (STMIK) Asia Malang.

At STMIK Asia Malang, English courses are given to students in 1st semester as Basic English and 2nd semester as Intermediate English. Those courses are compulsory courses. Within these two semesters lecturers should be able to design and create an effective learning with the main objective is to prepare students to face the work world. Recognizing the importance of this, the lecturer as a researcher designed a syllabus in which there are three main topics for the basic
English in 1st semester, namely description, procedures and expository (Wahyuni, et al: 2014). In each of the main topics the lecturer always involves the four skills (reading, writing, listening and speaking).

In the intermediate English in 2nd semester, the topics given are materials which are more applicable in preparing students to enter the working world. These materials consist of some topics in the work world, such as curriculum vitae, application letter and job interview (Wahyuni, et al 2014). In every topic, lecturers always try to involve the four basic skills those are reading, writing, speaking, and listening. This becomes a challenge for lecturers, when they have to be able to deliver the materials that have been prepared by putting forward the situation, the atmosphere of the class and the learners during the teaching and learning process.

Based on the results of interviews between researcher as the lecturer with students and the results of observation, it was found that during the learning process the students are very passive and many of them complained because they did not feel confidence, in addition the lack of word mastery, words pronunciation, and their grammar mastery, and also the given chance did not give them the space to explore their abilities so that at the end they had many difficulties in doing their assignments.

The result of observation during the lecture, researchers found some problems that exist in the English class. Students tend to be passive when the lecturer asked them to speak in English. The average value of students' speaking skill is still below the criteria, that is 70. This become a particular concern to researcher because the researcher realize that the purpose of the main learning is to improve students' speaking ability. This happens for almost a semester.

The average value at the observation time was 60 with 5 students who can pass the minimum criteria. The low score is caused by several factors. Lecturer only used lecture method and sometime demonstration method in explaining the material to the students. Students who make noisy and often talk by themselves when the lecture occurred become an influence for other students to be noisy so that the material cannot conveyed well. Students are more interested in subjects related to their study program, so the English courses are often ignored. Students are less active in asking or responding when the material was explained. Students are less interested in reading the material and looking for references from other sources.

Problems that occur in this class, B4, required a special strategy so that students will be interested and understand the teaching materials. It may affect the achievement of maximum learning outcomes. Media used by lecturer is a whiteboard and worksheet. Evaluation was done by doing a test. The test was established to find out the students' learning outcomes. When the students' learning outcomes were low, the lecturer evaluated their teaching and learning process so that the students were able to get a grade that reached the minimum grade criteria in passing the course. About the environmental factors where the learning process was occurred was enough to support in create a fun learning atmosphere. The beautiful classroom environment supports the learning environment. For the social environment between students with lecturers, fellow students, fellow lecturers and with other academic components was very familiar, so that it will improve the atmosphere of kindship and the comfort in learning. Related to the instrumental factors that support learning, such as curriculum, learning programs, and facilities, the learning program has been well scheduled, so that the learning process takes place smoothly. Facilities are quite
representative, but not yet optimal, there are some facilities that were in bad condition and need improvement.

Appropriate learning strategy will affect the students’ interest in having interaction in the class. According to Slavin (in Isjoni, 2011: 15) cooperative learning strategy is a learning model where students learn and work in small groups collaboratively whose members are 4-6 people with heterogeneous group structure. Researchers apply this group learning strategy, because students in groups will work together and exchange opinions in understanding the teaching materials. Cooperative Learning strategy has a variety of methods in its application. One of them is the role playing method which was applied in intermediate English class with a topic "Job interview" at STMIK Asia Malang students in academic year 2016/2017. The purpose of using this method was making the learners to be active in learning English especially to improve students’ speaking skills. In addition, the lecturers hope this method can provide a real experience for the students so that students were more motivated to learn the English.

Role playing or role-play method is done by directing learners to imitate the activity outside or dramatize the situation, ideas, special characters (Mulyatiningsih, 2011: 236). Role play method is a way of mastery learning materials through the development of imagination and appreciation of learners. The development of imagination and appreciation of the students by playing it as a living or inanimate object. This game is generally done more than one person, it depends on what is being played.

Based on this background of study, the researcher was interested to conduct a research entitled "Improving Students’ English Speaking Skill in Having Job Interview Using Role Play Method at STMIK Asia Malang".

The research problem of the study is “how can role play method improve students’ speaking skill in having job interview at STMIK Asia Malang?” However, there were some criterion for the success of this classroom action research. The criterion are:
1. The students’ speaking skill in having job interview is good when the result reaches 80.
2. The students’ speaking skill in having job interview is fair when the result reaches 50 to 79.
3. The students’ speaking skill in having job interview is bad when the result is less than 50.

LITERATURE REVIEW

Brown and Yule (in Nunan, 2003; 26) argued that speaking is using spoken language consisting of short, incomplete or fragmented speech in the sphere of pronunciation. The pronunciation is closely related to the reciprocal relationship that is made between one speaker and the listener. Bailey (in Nunan, 2003: 48) stated that speaking is an oral skill consisting of generating systematic expression of language to convey meaning. English speaking skills are a skill for people to convey their desires and thoughts to everyone through verbal, but speaking skills are difficult to develop unless they are trained continuously and can be done with colleagues in the classroom, English teachers, or other teachers who can speak English. The goal is to improve speaking skills, enrich the use of vocabulary, improve the order of language, complete vocabulary words, English sentences, and train the listening skill so that they can easily catch the message from the other people.

There are several steps of students’ English speaking competency development. The steps are:
1. Receive Speaking

At this stage, students who learn English speaking skills are more likely to receive from the learning environment or listen to the different forms and other styles of speech, language structure used, and the development of vocabulary so it can be repeated at home or at school. Students save in their memories as much as possible: new basic vocabulary, new phrases, new sentences, speech, etc. that are ready to be practiced with the other people by simply answering questions (e.g. “what is this? what is that? and how are you? and so on). This preparation is called by receive speaking in which that is ready to apply good speaking skill in English. With this pattern, students can think and enrich themselves with a variety of forms of language that is ready to use.

2. Productive Speaking

Based on the concept of receiving, it means that students have saved a lot of preparation for engaging in the practice of speaking skills. Then the next is the ability of students to form and reproduce new phrases, such as: asking, explaining, discussing, and even helping classmates. In this case, students are given as many opportunities as possible to use new English sentences according to their grade levels. The effect of productive speaking can be an indication that high-ability students in speaking skills will be more successful in developing self-competence of English speaking skills in English course.

3. Descriptive Speaking

From the description of the two stages above, it means that the readiness of students in pursue English speaking skills is very well. From the combination of the two stages, the students are able to receive and give by using simple sentences, compound sentences, and complex sentences and compound complex sentences. That is, students are able to answer English questions verbally, able to ask questions, give explanations, have discussion, and able to write English phrases in writing using a variety of sentences. The purpose of descriptive speaking is to instruct the students to speak as much as possible with the descriptions of the various sources of reading materials or according to the learning experience that they go through.

Role play is dramatizing the way people behave in a position that differentiates their respective roles in an organization or group in society (Nawawi, 1993:132-134). So briefly the role-play method is a way to dramatize the way people behave, certain people in positions that differentiate their respective roles. Role play make students practice their speaking ability in an interesting setting. They pretend to be other people in the stage. Most students were interested in having a role play in the teaching learning process.

Since playing can help students understand the subject matter more deeply by doing the game about series of lessons presented. Learning innovation has already carried out known as role playing learning models or role playing. This statement is supported by Santoso (2011) that explained the role playing model is a way of mastering the learning material through the development of the student's imagination and appreciation. There were some rules, goals, and elements of pleasure in conducting the learning process.

Yamin (2005:20) states that role play methods are methods involving the interaction between two or more students about a topic or situation. Students perform each role in accordance with the characters which are played. They interact and perform open roles. Students are given the widest opportunity to portray so as to find the problems to be faced.
The role play method is used in teaching learning process for several reasons. According to Joyce et.al (2009) there are two reasons a teacher decides to use a role play method with a group of students. One is to start a systematic social education program, many role plays provide material for discussion and analysis. For that reason, a problem in certain situations may be selected. The second reason is to give advice to a group of students in facing a daily problem. Role play can lead to problems for students to examine and help students solve problems. Being a creative students in facing every single of problem may be also become the effect of having role play method in the classroom activity.

The purpose of role play method is a planned learning activity by playing a role to achieve interactive skills and foster social behavior of students in their lives. Social behavior are the behavior of the students related to the social activities such as having an empathic attitude and feeling happy to cooperate with others. Playing roles can enhance and foster student cooperation in the learning process. Cooperation is a phenomenon of community life. Through human cooperation, it can generate and collect energy together which is then called synergy. The role play method is applied by cooperating among students from the beginning as the preparation stage to the final performance as the end stage.

In having the role play method in the teaching learning process, there are some steps that must be done by teacher and students. The steps are explained by Mulyatiningsih (2011: 124) as follows:

1. Teachers should arrange and prepare the scenario which will be performed by students in the class.
2. Teachers’ group students into several small groups consist of four to five students.
3. Teachers give explanation to the students about the competencies being achieved through the use of role play method in the teaching learning process.
4. Then, the teachers asked the students to demonstrate the play based on the scenario given previously. Make sure that the students also understand that they may make an improvisation in their play.
5. Each students are in their groups. Preparing for their own play, beside that they are also having an observation to the other group’s performance. Teachers asked them to write a note as the evaluation and also as the conclusion of their performance.
6. Teachers ask each groups to write an evaluation and share it to the class based on the play which is performed by other groups.
7. In the last step, teachers make a conclusion based on the whole activities during applying the role play method in the class. The conclusion is general for all groups of students.

METHODOLOGY

This study was conducted at Sekolah Tinggi Manajemen Informatika dan Komputer (STMIK) Asia Malang which is located at Jl. Soekarno-Hatta, Rembukasari Number 1, Malang. STMIK Asia Malang was chosen as the setting of the study since the researcher is one of the lecturer who teach the English as an ESP subject. During the teaching experience, the researcher has found that students still have low speaking skill ability and also low
motivation in having the English class. This condition become a serious concern of the researcher.

The researcher eagerness in improving students’ speaking skills further encourages her to make an innovation in her teaching. In the previous time, the teaching learning process was done more on lecture methods. Here, the researcher found that the results have not been satisfying. Most of the students are still passive in using their English, especially the speaking skill. They seem to learn the English as the written language.

The study was applied for two months with eight times meeting. In every meeting, there was 100 minutes. In every end of the cycle there was a test. There were eight meetings since the researcher assumed that there will be more than one cycle. It might need two cycles during the action research process. There were four meetings in every cycle and a test in every cycle.

The subject of the study was the students of computer science program with the focus on Graphic Design in academic year 2016/2017. The class was B4 class. In this class, there were 20 students, 17 male students and 3 female students. This class was become the subject of the study since the researcher found that based on the result of the observation most of the students of this class had low motivation and also low English speaking skill. Though some of them were good in their speaking.

In this research, the researcher was using Classroom Action Research design in which the design was used in order to find a solution of a problem in the class during the teaching learning process. The action used in teaching process was role play method. The role play method was used since the researcher believed it was a good method to solve a problem related to the students’ low speaking ability especially in the theme of job interview. Latief (2012:146) stated that classroom action research is an effective media in improving the quality of the English teacher’s performance as well as students’ achievement in learning English in classroom.

The strategy used in this research was an action strategy with cycle’s model. Kemmis and Taggert in Latief (2012: 147) explained that the activities of classroom action research involve repeated cycles, each consisting of planning, acting, observing, and reflecting. It was shown in the diagram below.
Classroom Action Research (CAR) uses the design of Kemmis S and McTaggert which consists of four phases in one cycle. The four phases are planning, acting, observing and reflecting. After finishing one cycle, maybe another problem arise. That’s why, another cycle will be done to continue the previous cycle. It should be repeated again and again till the criterions were achieved.

Data collection method used in this study was observation, interviews, and tests. Observation was done while the learning process in the classroom to collect data on the development of speaking ability conducted by lecturer and students. Observation of the lecturer (researcher) by colleagues focused on course outline and lecturer’s ability in conducting the teaching and learning process of speaking skills using role play method. Observation of students focused on the attitude / behavior of students in following the teaching and learning process. This observation activity is based on prepared observation sheet.

In-depth interviews were conducted to collect data from students regarding the process and learning outcomes of student speaking skills before, during and after the action. The interview was conducted by the researcher by asking some questions about the data pertaining to the problem aspects of the students’ speaking skill learning activity.

The test technique is used to collect data of students’ speaking skill learning outcomes. The researcher performs the assessment through the performance test (practice) of speaking in pairs by using role play. The test also aims to determine the progress or success of the action implementation.

The data analysis technique used in this action research was an interaction model analysis from the three main components, those are: 1. Data reduction, 2. Data display, 3. Conclusion. According to Miles and Hubberman in Iskandar (2009) interactive analysis technique consists of: 1. Data reduction is a process of data collection, selection, focusing, simplification, and data abstraction from field-note. During the data reduction process the researcher can continue to summarize, encode, finding themes. Data reduction takes place during field research until research report is completed. 2. Display data or data presentation.
is the presentation of data into a number of matrices or list of categories of each data obtained, the presentation of data is usually used in the form of narrative text. Then all the results of the analysis contained in data reduction and presentation were made into a conclusion. 3. Making conclusions about the improvements that took place gradually.

**FINDING AND DISCUSSION**

The first finding is the right steps in applying the role play method in learning English especially speaking skill. By using this, lecturer can know the weaknesses that existed when the learning activities were taken place, i.e. the student has not been able to express properly so that the role play became less interesting. From the result of the reflection on cycle I, the lecturer gives action on cycle II by giving example directly to students how to make an expression and improvisation and then appoint some students to exemplify some expressions which were requested by the lecturer.

Feedback given by the lecturers in the form of modeling how to play a good role and also raise the activity of students in playing the role (Budimansyah, 2003: 14). In line with that, Azies (1996: 23) argues that students also become more confident and able to live with the characters being played. Giving samples directly to the students will certainly make students more quickly understand the learning materials. After being given the sample, the students will learn to imitate it. In essence, one can understand something quickly by imitating. Just as in psycholinguistics, a baby can mute his mother. This is in line with the opinion of Sunarto (2002: 137) which suggests that the development of the language of children is obtained by imitating and repeating the results that have been obtained.

When the lecturer asked the students to show one of the expressions, the students can show the expression according to the lecturer's request, but there are also some students who had not accurately indicated the expression requested by the lecturer. Finding such kind of thing, then in the discussion activity which will be done, the lecturer asks the students to retrain the expression based to their respective roles. By training seriously and continuously, it will foster students’ self-confidence and they are ready to share the conversation with their listeners.

Through the training, students will also look to master the role that will be played in front of his friends. Furthermore, in cycle II, media used was updated. Arikunto (1998: 54) argued that in the learning activities is needed a model or learning media that is interesting and fun so that it can make students more active and participation in teaching and learning process, especially on English course using role play method. Media with topics about the stories of everyday activities that they have played in cycle I, replaced with the topic about doing job interview. It’s hoped that students will be easy to play a role about things that are still related to the discussion on the previous material. This is in line with Wainright's opinion (in Wendra, 2008: 77) that suggested six steps that must be passed and controlled by someone to be a good speaker.

One of the recommended steps is choosing a topic. Choose topics that match the requests and meet the demands that the speaker will display. In addition, the topics related to everyday life make it easier for students to talk effectively, quickly, and easily. The speaker should talk about something that he or she knows. Thus, the speaker will master the topic of conversation. This is in line with the opinion of Carnegie (2001: 38), "Talk about something gained from experience and learning". A person's experience in addition was easy to be mastered as a subject of conversation that contributes to the smoothness of speech, will
also attract attention as a very important factor. The topics that make it easier for students to play the role and certainly make students better understand the characters played.

The next finding is the concentration and focus of the students during the learning activities. With a reflection on the first cycle, it is also known that at the time of students’ learning is often less focused and concentrated during the lesson that is caused by the noise of the group that has finished performing and the noise outside the class. The constraint is one of the external barriers. This is in accordance with the opinion of Triningsih (2008: 1-2) which suggests that one of the barriers in speaking skills comes from external factors, such as sound. The loud sounds that are heard from the surrounding circumstances are obstacles for one to speak in front of many audiences. Especially for people who have a small volume. Therefore, the lecturer takes action in cycle II to close the door and window of the class during the learning activities take place.

Besides that, when the students will performed the role play, lecturer should call groups randomly as the action on cycle I. The thing that distinguished, the lecturer did not longer appoint students randomly to play their respective roles but the students who determine their respective roles. Thus, students in the group were responsible for their respective roles.

The next finding is that the application of role play method that can help improving the speaking skill in English learning of B4 students at STMIK Asia Malang. When we were looking at the comparison of the results obtained before applying the role play method, after the action there had been a significant increase to meet the indicators of the achievement of this study determined by the researcher. It can be seen from the result of students’ role play test on the implementation of action in cycle II. Before the action is given, on the initial test the student's average score is only 65 (or enough). However, the results increased after the first cycle of the average students to 74.5 (or good) and on the second cycle it reached 80.5 (good). This increase in the average score proves that the application of role playing method can improve the speaking skill of students in class B4 at STMIK Asia Malang.

Lecturer plays an important role in influencing the improvement of students’ learning outcomes. Instructional motivation by lecturers in implementing new learning method in the classroom can improve student learning outcomes, especially using role play method. Mudjiono (2006: 85) states that motivation has benefits to awake, enhance, and nurture the spirit of students to learn to succeed. In this study, lecturers provide motivation to students when they experience barriers when they have to speak in role play. Motivation given by lecturers is not only in front of the class, but directly approaching and communicating to the students.

The next finding refers to the improvement of students’ response to the application of role play method to improve the speaking skill of B4 students at STMIK Asia Malang. The average students’ response to the application of role play method has increased from cycle I to cycle II. In the first cycle, the average student response reached 26.95 in the positive category. In cycle II, student response to the application of role play method used by lecturer increased to 28 who are in the category of very positive.

An increase in the average score of students’ responses occurs because the role play method used by the lecturer has a play element, i.e. the students play its role. So, there is an element of play that makes students feel happy. Moeleong (2007: 56) said that the pleasant
atmosphere turned out to provide significant success for students. This is evident from the response given by students to the application of role playing methods to improve speaking skills.

This method also makes students think creatively in pouring creations in accordance with their own characteristics. In addition, the role play method allows students to play roles because they can play roles with their peers or groups. They are also free to determine themselves in the group, who is assigned to play a role in accordance with their ability because playing this role is to speak spontaneously. So, students feel happy to play the role using the role playing technique because they can play the role spontaneously based on their ability. Therefore, the application of role play method can be used as an alternative in role play activities.

The findings of this study are in line with the findings of previous researches by Haris (2007) in a thesis entitled "Implementation of Simulation Playing Methods to Improve Speaking Skills of Grade V Elementary School Students of Banjar, Singaraja". The results showed that after the implementation of the research in two cycles, the conclusion is that the application of simulation play method can improve students' speaking skills by 25% from cycle I to cycle II. In addition, similar research conducted by Futri (2011) with the title "Improving Student Speaking Capability Using Intelligent Medical Technique (CAR on grade 3 XI students Pasundan 3 Cimahi)". Research on role play is also done by Lestari (2014) entitled Implementation of Connected Methods to Increase Student Playing Capability of Class VIII A of SMP Negeri 3 Sawan. The results showed that after the implementation of research in two cycles, it can be concluded that the ability to play the role of students increases. The average classical score before the action is 66. Meanwhile, after the implementation of the action the average score of classical students to 68 in cycle I, and 75 in cycle II. The findings in this study were limited to the students' role play which was real. This study should always had a limitation and weakness. This study can be used not only in the classroom action research but also in the descriptive study. The sample title of descriptive study is Role play method in the Teaching English for Students of STMIK Asia Malang.

CONCLUSION AND SUGGESTION

This study concluded that:

1. Course outline developed using role play method covers three phases; 1) preparation that consists of finding narrative texts which are interesting to be performed, dividing students into groups. 2) implementation, the researcher acts as the facilitator, an audience who always gives comments and advice, feed in language and corrector; and 3) evaluation, the researcher does performance test using the prepared scoring rubric, doing observation on the group work, motivation, self-evaluation, and peer evaluation.

2. The learning implementation with good role play method requires the active role of the teacher which includes learning preparation, organizing well narrative text material for role play method using fable story, fairy tales, and free narrative text theme till the evaluation of learning process, and the student's active role in suggesting opinion, answering and asking questions, practicing role play by pronouncing and using the correct word and tenses.

3. Evaluation system using Speaking Scoring System in the job interview using role play method should be prepared in detail to ensure that the evaluation can measure the students speaking ability that covers lexicon-grammatical skills, discourse management, speech and intonation, interactive communicative and fluency.
4. The students’ speaking skill improvement. Students' skills in speaking in doing job interviews by using role play method increased, i.e. in the first cycle was 50% and in the second cycle was 83%.

The study also suggested that:
1. The use of role play method to convey the material of certain lesson that will be delivered by utilizing the right media should pay attention to the characteristics of students and learning objectives to be achieved.
2. The role play method used by lecturers in the learning process must involve the participation of the students actively in the learning process so that there will be student interaction with students, lecturers with students, and students with the media. So that in the end it will improve students’ speaking skills in English spoken communication.
3. English lecturers should be able to apply role play method in improving students' speaking skills. Using the Speaking Aspect Scoring Guide on Job Interviews Using Role Play Methods as a guide in evaluating students' speaking skills, lecturers can assess all aspects of success in speaking in more detail and thoroughly from each student.
4. Higher education should facilitate the utilization of facilities and infrastructure and the needs of teachers in supporting learning activities. Facilitating the intended utilization and infrastructure can be the provision of budget allocations for lecturer competence development activities on various models, methods, and learning strategies.
5. The researcher also suggested the future research to find also the effect of role playing model to the students’ motivation and achievement toward the English subject or other subjects.

REFERENCES


