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*An Analysis of English Word Formation Processes
in Beats Apart Novel by Alanda Kariza
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Diterbitkan oleh:

**Fakultas Keguruan dan Ilmu Pendidikan
Program Studi Pendidikan Bahasa Inggris
Universitas Islam Lamongan**



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ARIN INAYAH

English Teaching Instruction for Non-English Learners (117-126)

MUHAMMAD FARHAN RAFI

Teaching Speking with Reader's Theatre (127-133)

NOVI RAHMANIA AQUARIZA & SYAFIUL ANAM

*Strengthening EFL Pre-Service Teacher's Pedagogic Competence
Through Extensive Reading (134-137)*

NANIK SRI RAHAYU

*The Representative Activities of Multiple Intelligences in English Textbook
'When English Rings a Bell' for 8th Graders (138-147)*

RINA SARI & NOVERITA WAHYUNINGSIH

*Utilizing Business Game for Improving Students'
Speaking Proficiency in Economics Faculty (148-159)*

LULU LAELA AMALIA

*Reflective Practice and Self-Identity as Parts of Professional Development: A
Survey in a Tertiary Level (160-163)*

RIRYN FATMAWATY & PUTRI AYU ANGGRAINI

*An Analysis of English Word Formation Processes
in Beats Apart Novel by Alanda Kariza
and KevinAditya (164-182)*

UTILIZING BUSINESS GAME FOR IMPROVING STUDENTS' SPEAKING PROFICIENCY IN ECONOMICS FACULTY

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ABSTRACT

In the field of English teaching and learning, many English teachers see that teaching English for Specific Purposes (ESP) is relatively very challenging and thus demands a great deal of creativity to manage classroom activities. This paper aims at describing the use of ILO-SIYB Business Game, a business simulation, for improving students' speaking proficiency. This study employed classroom action research, which was administered to find out how the ILO-SIYB Business Game can help improving speaking proficiency of students in Economics Faculty of Maulana Malik Ibrahim State Islamic University of Malang, Indonesia. The result of the study showed that the use of ILO-SIYB Business Game could improve students' speaking proficiency, in terms of several aspects covering fluency, accuracy, and enjoyment in class. Therefore, the game is recommended to be used in ESP classes, especially to students of Economics Faculty.

Key words: *ILO-SIYB business game, Speaking proficiency, Economic faculty*

INTRODUCTION

In the field of English teaching and learning, many English teachers see that teaching *English for Specific Purposes* (ESP) is relatively very challenging and thus demands a great deal of creativity to manage classroom activities.

This paper aims at describing the use of Business Game for improving students' speaking proficiency. First of all, it discusses the challenge in teaching English for Specific Purposes (ESP). Then, a discussion on advantages of role play for ELT is taken into account, followed by the business game. The next section, then, presents the students' response toward the application of business game for teaching ESP. The last part of the article is concerned with the role of business game in improving speaking proficiency, particularly to students of Economics Faculty.

The Challenge in Teaching ESP

In the field of English teaching and learning, a number of complexities are faced by the teachers. Sarwar (in Kam and Ward, 2000) mentions that two challenging problems for the classroom practitioners are

providing exposure to meaningful learning and the handling of large classes.

Additionally, when discussing about such a case in a vocational higher education institution, many English teachers see that teaching *English for Specific Purposes* (ESP) is relatively very challenging. In the case of teaching ESP to students of Economics Faculty, teachers face some constraints in their day to day teaching.

The first constraint is that the ESP teachers have to deal with students' low interest and boredom in learning. Certain students do not have adequate feeling of curiosity or concern that makes the attention turn toward learning English, and this leads into ennui in learning the subject.

The second constraint is about keeping the students on task during lesson. In the classroom, many distracters are found and teachers sometimes find it difficult to give a brief yet effective learning instructions for the students to understand and to stick doing the assigned task(s) during the given time. Moreover, ESP teachers face the problem that students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other

people (Harmer, 2007). It is, therefore, considered as not easy at all by an ESP teacher in Indonesian setting to encourage and make the students speak willingly and in a contextual basis.

Another problem that teachers of ESP deal with is that of varying teaching techniques and avoiding the tendency of using a monotonous one. With a semester long teaching period, sixteen to thirty two or even more meetings are available for the teacher to deliver and transfer knowledge to the students. This could mean an opportunity to implement a range of motivating, interesting teaching procedures, or maybe a challenge to the teacher not to use a repeat the same technique again and again.

The next constraint is related to ESP students' attitude toward English. The majority of students at the Economics Faculty often see English as a difficult subject. Even more, some students consider that the ability to speak and communicate in English is not as important as that of other economics-related subjects.

In consequence, those challenges demand a great deal of teacher's creativity to manage classroom activities. With all those challenges, an ESP teacher is expected to be ingenious and resourceful not only to transfer the subject matter to be taught, but also to deliver it in such a way that the process of teaching and learning will meet the objectives, mutually beneficial to both the students and the teacher.

Teaching Speaking

In general, the goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood in a communicative interaction, by optimally using their speaking proficiency. In order to gain understanding and comprehensibility in communicative interaction, they should try to avoid confusion in the message due to aspects like faulty pronunciation, grammar, or vocabulary.

For students of Economics Faculty, speaking is a very important aspect of language communication competence to master, especially in order to be able to communicate with business people/community.

In the case of teaching ESP to students of Economics Faculty, teachers sometimes face the constraints of: (1) students' anxiety and reluctance to speak in English, (2) varying teaching techniques and avoiding the tendency of using a monotonous one, (3) keeping the students on task during lesson and making them speak willingly, and (4) finding a suitable and relevant teaching media.

Role Play and Simulation in ELT

Drama techniques such as improvisations, role-plays, and simulations can be particularly effective in developing oral language skills of English language learners. These activities are authentic because they involve language use in interactive context. They provide a format for using elements of real-life conversation, such as repetitions, interruptions, hesitations, distractions, changes of topic, facial expressions, gestures, and idiolects (individual variations of dialect). Drama activities have been shown to reduce anxiety, increase motivation, and enhance language acquisition (O'Malley, 1988).

Role-play assigns distinct roles to each student and asks them to speak through these roles. It tends to be more structured than improvisations but less scripted than plays. Meanwhile, simulations provide a context or situations in which students need to interact in order to solve a problem or make a decision together.

Business Game

Business Game is a business simulation presented in English that is modified to be able to assist ESP students in Economics Faculty. The game pack used in the Business Game is visual aids which can

be utilized to facilitate English conversation in business setting.

In the business game, the students are divided into three teams based on the colors Red, Blue and Green. Each team will play the roles of company owners: manufacturing and selling standard hats to make profit. To play the game, there are rules that should be followed by the students. Each team receives a certain sum of loan to be repaid after a certain period of time, in which they have to perform specific activities on each given 'day'.

On 'Monday', the teams buy raw materials from a whole seller, paying cash on delivery. On 'Tuesday', teams manufacture standard hats. From week 3 onwards, life cards are introduced also on this day. If they lend as a result of life card, a team has to spin to wheel on the wall to determine whether and when they will be repaid. On 'Wednesday', teams sell their product to a retailer store, which pays cash for each good quality product. To determine good quality hats, a test is performed by a quality controller in the retailer store. If the hat is not of good quality (strong and standard), it will be rejected. On 'Thursday', teams collect any money which might be owing to them. On 'Friday', teams discuss and make plans to decide the business strategy they will do for the following week. On 'Saturday', it is a shopping day. All shopping is done at supermarket. On 'Sunday', all teams rest.

By playing this game they can practice running business, applying business strategy, and balancing three aspects of managing the loan (for business, expenses and saving). In addition to that, some students also play the roles of banker and store owners.

In order to be able to perform the activities in the game according to the rules, they have to interact among themselves and communicate to each other. Therefore, they should practice some language functions from a handout given by the lecturer, such as: greetings/leave takings, asking for/giving information, requesting assistance, agreeing/disagreeing, suggesting, persuading

and giving an opinion in English. Before the game starts, the students know that they will be observed on the quality of the interaction, rather than on the decision or conclusion reached.

METHOD

This study employed classroom action research, which was administered to find out how the Business Game can help improving speaking proficiency of students in Economics Faculty of Maulana Malik Ibrahim State Islamic University of Malang, Indonesia.

This classroom action research is a collaboration classroom research, that is collaboration between the researchers and lecturer of the class. In details, it is aimed at determining, examining, and describing a procedure to encourage students to speak English fluently and accurately by using business game.

The accessible subjects consist of the fourth-year students of the Economics Faculty at Maulana Malik Ibrahim State Islamic University of Malang in offering C who are taking English II. In general, the levels of the students' English speaking competence are homogeneous, as it can be indicated from the students' scores of the prerequisite subject taken in the previous semester, and also from the interview with the lecturer. The students' capability in using English in the previous semester --that is, English I-- shows that most of them (about 90%) still have difficulty or are reluctant to practice speaking English.

Then, one class, consisting of 40 (forty) students, was taken as the subjects of the study. The fourth-year students were chosen as the subjects of the study because, firstly, they have taken English I in the previous semester. This course focused on developing the students' language skills (reading, listening, speaking and writing) and component (vocabulary). Therefore, it is assumed that they would have enough background knowledge in speaking, which is one of the learning focuses besides reading

skills in English II. Secondly, since one outstanding phenomenon found in their speaking activities was that they still had difficulty to speak or were reluctant to speak, thus, it was appropriate to provide a game to facilitate them to learn and practice English language, such as business game.

In this research, the researchers were the key instrument for monitoring implementation and effects. As the key instrument, the researchers not only determine the focus of observation, but also establish criteria and ways of data gathering for monitoring the implementation of business game.

The researchers, therefore, prepared the questionnaire for the students and the semi-structured interview questions for the lecturer for data clarification, categorized, and analyzed the whole research data. In addition, field notes were used to record any supplementary information as observed during the implementation of business game and its effects on improving students' speaking proficiency.

To conduct the research, the researchers adapt Kemmis and Taggart's procedure, namely planning, action/observation and reflection (Kemmis and Taggart, 1988). The following is the research design:

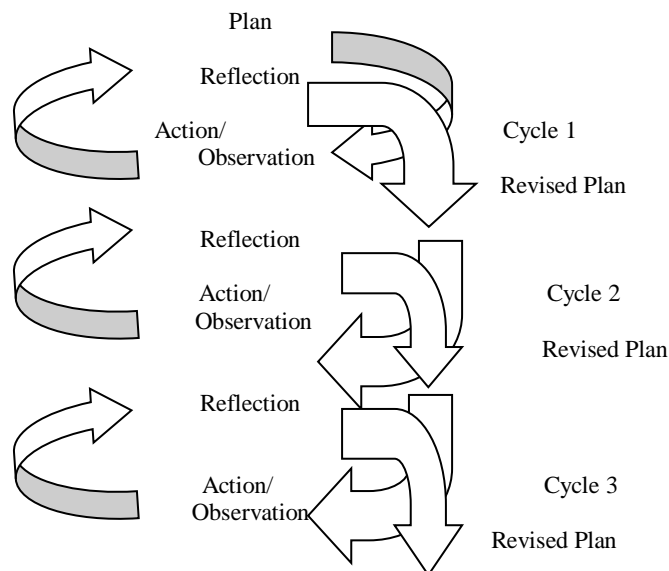


Figure 1. Classroom Action Research Design

In *planning process*, the researchers planned about what they would do in their research. They planned about the times schedule of the research and activities in the classroom.

In *action process*, the researchers observed the use of business game in the classroom. The procedures were as follows:

In *action/observation process*, the researchers observed and took notes as the teacher introduced the use of business game and implemented it in the classroom for English language teaching. The procedure of

implementing business game was as follows:

1. The teacher, together with the students in an interactive way, explained the setting (including characters and props of the game) to the students. Then, as she divided the class into three groups or companies consisting of equal number of students, the rules of playing the game were also explained. Other roles like bankers and store owners providing raw materials and buying the products from manufacturers were also introduced.

2. Then, by eliciting as many opinions from the students, the teacher gave brief explanations about the language expressions that might be used for interactions while playing the business game.
3. The students practiced to play the game and practiced to make good quality hats.
4. Next, the teacher clarified any issues before finally started playing the game.
5. During the game the teacher led the students to perform the game, while the researchers made observation and field notes, in terms of students' language fluency, accuracy, vocabulary mastery, comprehensibility, as well as enjoyment and motivation.
6. The teacher led classroom discussion about any language mistakes produced by the students when playing the game and made necessary correction.
7. Then, the students are asked verbally about their feelings and opinions about the game, before finally, the researchers distributed the questionnaire for them to respond. The questionnaire used Likert scale for measuring respondent's level of agreement over some statements. It was in a 5-point scale ranging from 5 (strong agreement or SA) to 1 (strong disagreement or SD). In between, there were points 4 expressing agreement (A), 3

(neutral or N), and 2 (disagreement or D).

The last process in the cycle is *reflection*.

In this process, the researchers reflected the learning process and analyzed the data from students' questionnaire and the data from observation that were from field-notes about the game process. Therefore, if the results of the questionnaire still do not show a good result, the next cycle will be done.

Following Miles and Huberman (1984), data analysis of the study will be described in three processes: *data reduction*, *data display*, and *conclusion drawing and verification*, which are conducted during and after data collection. In this study, *data reduction* referred to the process of examining the students' questionnaire, coding and categorizing them.

Further, in *data display*, the findings were presented in the form of tables of the students' agreement toward business game, description of class activities, and description of their responses to the questionnaire. Final conclusion would not appear until data collection and analysis were completed. Descriptive statistics of average score or mean score were obtained. The data from questionnaire were also used to support information about the learning condition. All the data were directed to find answer on whether or not the business game used in this research enables the students to speak fluently and accurately.

FINDINGS AND DISCUSSION

As an action research, this study was planned to be conducted in cycles, each of which consists of three processes (planning, action/observation, and reflection). If in the first cycle the results of utilizing business game still do not improve

speaking proficiency, the processes should be repeated in second cycle, and so on. After conducting the business game for the *action/observation* process in the first cycle, the researchers noted that the results of *reflection process* showed positive effects; that is, students'

speaking proficiency did improved. Therefore, cycle 1 was considered successful in creating the expected effects and thus further cycles unnecessary to be done.

Specific findings on how business game can be utilized for improving students' speaking proficiency can be seen in terms of several aspects covering fluency, accuracy, vocabulary mastery, comprehensibility, as well as promote enjoyment and motivation.

Fluency

Business game encourages the students to speak fluently. The result showed improvement in students' production of utterances. At the beginning of the game, the students often spoke by referring to the handout which contains language functions and example expressions. Those expressions are related to business and useful for the students in making interaction during playing the business game. After the game was played for several minutes, the students gradually began to gain confidence in themselves and spoke without necessarily read the handout anymore. Of the English utterance produced, some were taken from the handout, and as they gradually gained confidence without the handout, they began to improvise utterances they produced.

Moreover, they can speak in short utterances, sometimes even only in word or phrases levels. For example, when a student wanted to ask the price of an item at Mike's supermarket, she only said "How much?" and pointed to the object of her interest, instead of producing a complete sentence. But later, they showed improvement in terms of sentence length, although many of the sentences that the students produced were simple sentences.

In addition to that, the implementation of business game can help the students to speak less hesitantly, and promote willingness to speak on their own initiative and with more confidence. This is indicated by less frequent use of filler (such as "err..." or "umm...") and pauses during interaction among students. Another indicator was showed when some students in a team read a life card that they received. At the first time they received a life card (about lending some money to help a family member) and read it out loud, there was an atmosphere of reluctance in determining who would do the reading. A female student then took the card from her friend and started to slowly read it. And as her fellow team members asked for confirmation of understanding, she repeated reading the card for the second time. Later on they showed some degree of improvement, when they faced similar situation, three students were eager to do the reading; moreover, when one read the life card aloud, both the pronunciation and the comprehension were good.

Comprehensibility

In doing the simulation to decide activity that they should do and decision that should be taken, students need to be able to have good comprehensibility in interaction. During this game, this ability was improved into less repetition and clarification, and less confusion. They tried to communicate with appropriate utterances and tried to comprehend others. It was observed that the students showed good performance in making deals and doing transactions (on 'Monday' and 'Wednesday'). During the interaction, comprehensibility also improved because gestures and non-verbal

communication were used. Therefore, there was less repetition and clarification in the interaction, and thus less confusion. This case was also found when the students –especially those who played the role as company owners– discussed and made plans on ‘Friday’ to decide the business strategy they will do for the following week.

Accuracy

In terms of accuracy, the business game can promote the students to practice using utterances accurately. It can be seen from the less frequently produced of basic grammatical mistakes which were potential to cause confusion and misunderstanding.

An example of mistake is the tendency of using present tense verbs when past tense verbs were actually required. The students also demonstrated errors of word omission, that is, missing words, and missing word-endings, such as *she buy*. An improvement of accuracy for this case was observed when the students produced sentences by using better grammar (not only present tense) although sometimes they were still lack of control of irregular forms, such as *buyed, not never, more smaller*. Such improvement was partly caused by peer correction.

Another improvement is on pronunciation. At the beginning, some inaccurate pronunciation occurred (such as: *wise, determine, develop* and *fifty*), but later they showed

improvement in better pronunciation, especially they are better in pronouncing numbers, money values, and dates.

Table 1 shows the students’ response towards the use of business game for improving language fluency and accuracy. In terms of fluency and accuracy, all students (100%) agreed that the business game improved their speaking proficiency and helped them to speak in better pronunciation. Most of the students (70%) agreed that the business game helped them to speak English so that others comprehended what they were speaking about and 47.5% agreed that the game helped them to speak in better pronunciation than before. Moreover, most of them (55%) agreed that this business game was useful for practicing using good English grammar. They thought the importance of this game to promote them to practice speaking.

On the other hand, there were 5% of the students disagreed that this business game helped them to speak so that others comprehend, one student (2.5%) disagreed that the game was useful for practicing using good English grammar and another one student (2.5%) disagreed to the statement that the game helped to speak in better pronunciation. Although only a minority, it is worth noticing that this phenomenon might be caused by lack of students’ self-confidence to practice speaking English and by low level of students’ mastery toward English so that they felt discouraged to practice speaking during the game.

Table 1. Students’ response towards the use of business game for language fluency and accuracy

Business Game...	SA		A		N		D		SD	
	f	%	F	%	f	%	f	%	f	%
improves speaking proficiency	14	35	21	52.5	5	12.5	0	0	0	0
helps to speak so that others comprehend	5	12.5	28	70	5	12.5	2	5	0	0
is useful for practicing using good English grammar	7	17.5	22	55	10	25	1	2.5	0	0

helps to speak in better pronunciation	10	25	19	47.5	10	25	1	2.5	0	0
helps to produce better intonation	7	17.5	17	42.5	16	40	0	0	0	0

Vocabulary mastery

Regarding vocabulary mastery, the result showed that the students possessed more vocabulary items, and showed less cases of vocabulary difficulty. For example, they learned and used in spoken communication some specific business-related terminology such as *expenses*, *interest*, and *loan*. This can be considered as an improvement since before playing the game they tended to use general terms and vocabulary.

Another example was that there was no more mistake in using appropriate diction between “to lend” and “to borrow”. In addition, students’ difficulty in deciding the correct part of speech was getting less. For example, they know how to use *decide* or *decision* in a more appropriate way.

In short, the students’ limited mastery of vocabulary has improved

into adequate and more variety vocabulary.

Table 2 shows the students’ response towards language preference and the use of business game for vocabulary mastery. Based on the questionnaire, it was known that most of the students (42.5%) agreed that the business game enriched their English vocabulary which was useful for speaking, and vocabulary items used in business field. Moreover, most of them (62.5%) agreed that the business game was better conducted in English rather than in Bahasa Indonesia even though there are 20% of them agreed that the game was better played using Bahasa Indonesia. In addition to that, most students also agreed if the game used specific business terms that were considered easy to practice for communication (70%), and encouraged them to practice using easy to produce utterances (72.5%).

Table 2. Students’ response towards language preference and the use of business game for vocabulary mastery

Business Game...	SA		A		N		D		SD	
	f	%	F	%	f	%	f	%	f	%
enriches English vocabulary useful for speaking	10	25	17	42.5	11	27.5	2	5	0	0
enriches vocabulary in business field	14	35	19	47.5	6	15	1	2.5	0	0
is better conducted in English	10	25	25	62.5	5	12.5	0	0	0	0
is better conducted in Bahasa Indonesia.	3	7.5	8	20	12	30	13	32.5	4	10
uses specific business terms	7	17.5	28	70	4	10	1	2.5	0	0
encourages me to practice using easy utterances	5	12.5	29	72.5	5	12.5	1	2.5	0	0

Enjoyment

During the business game, most of the students –almost all, actually– enjoyed the lesson which was presented through the game. This could be observed from their enthusiasm in actively participating in the game. Almost every student was involved in the simulation, each

playing different role: as company owner, banker, or store owner. They enthusiastically communicate orally to express opinions, make and respond to requests, as well as ask for and give suggestions. This enthusiasm and focus on doing the task was kept until the end of the game.

On the other hand, only one particular student in a team (company owner) only passively watched and observed as his fellow team members doing activities, but this happened not for long: only in the first fifteen minutes at the beginning of the game.

By playing the business game, the students did not only enjoy the game but also felt more relaxed than when they had discussion or lecturing. They could practice the language in enjoyable atmosphere while playing roles in the game.

Motivation

Regarding students' motivation, the use of business game showed that it reduced reluctance to speak and motivated students to speak willingly. The game encouraged them –to some degree– to master the language functions in order to be able to interact with others during the game. On the other hand, some small number of students still felt that their role help them to have “mandatory” or obligation to speak. They spoke English when the teacher observed them; nevertheless, they spoke and communicated anyway.

In addition to that, the students were also better motivated in terms of keeping their attention and interests on performing the game in such a way that they all felt compelled to the game and wanted to play it until the end. Moreover, the students also showed that they were actively participating and enthusiastic to practice speaking.

Table 3 shows students' response towards the use of business game for creating enjoyment and motivation in learning English. When asked whether the business game motivated them to speak, most of the students (42.5%) agreed with that statement. Moreover, 52.5% agreed that the business game promoted learning English in enjoyable atmosphere for them, and 37.5% agreed that it made them feel free to speak. Besides, most of them (55%) also thought that this game was useful for learning English, interesting to be conducted in an English class, and easy to play. The most interesting one is that most of the students (55%) considered that the business game was preferable teaching strategy rather than lecture or discussion.

Table 3. Students' response towards the use of business game for creating enjoyment and motivation in learning English

Business Game...	SA		A		N		D		SD	
	f	%	F	%	f	%	f	%	f	%
motivates students to speak	15	37.5	17	42.5	8	20	0	0	0	0
promotes learning in enjoyable atmosphere	17	42.5	21	52.5	2	5	0	0	0	0
makes me to feel free to speak	14	35	15	37.5	11	27.5	0	0	0	0
encourages to speak willingly	12	30	12	30	14	35	2	5	0	0
is necessary for implementation of teaching English to students of Economics Faculty	19	47.5	19	47.5	2	5	0	0	0	0
is useful for learning English	22	55	17	42.5	1	2.5	0	0	0	0
is interesting to be conducted in an English class	15	37.5	18	45	4	10	3	7.5	0	0
is easy to play	8	20	22	55	9	22.5	1	2.5	0	0
compels to play the game until the end	11	27.5	23	57.5	6	15	0	0	0	0
is a preferable teaching strategy rather than lecture or discussion	22	55	12	30	6	15	0	0	0	0

The Role of Business Game for Improving Speaking Proficiency and Creating Entrepreneurship Awareness

The role of business game for improving speaking proficiency and creating entrepreneurship awareness is relatively beneficial. Table 4 shows students' response towards the business game and entrepreneurship awareness. Most of the students (47.5%) added up knowledge on business strategy and motivated to run self-owned business. Even though the game was conducted in a language class (English subject), it could run well in the implementation and students felt that the game was very useful to promote entrepreneurship

awareness. They felt they learnt lessons in many aspects of English language especially speaking, but they also felt that the contents of the game added up knowledge on business strategy and related to their major. The business strategies that they could learn through this game related to attitude aspect, such as creating initiative, decision making, active in doing necessary action in urgent situation (although only in a simulation). Therefore, most of the students (50%) agreed if the game should be played again with more variation and 45% students agreed if it should be played again with more challenges.

Table 4. Students' response towards the business game and entrepreneurship awareness

Business Game...	SA		A		N		D		SD	
	f	%	f	%	f	%	f	%	f	%
adds up knowledge on business strategy	18	45	19	47.5	3	7.5	0	0	0	0
motivates to run self-owned business	17	42.5	19	47.5	4	10	0	0	0	0
should be played again with more variation	17	42.5	20	50	2	5	1	2.5	0	0
should be played again with more challenges	10	25	18	45	7	17.5	5	12.5	0	0

The following are complete data about the means of students' response towards the use of business game for improving speaking proficiency and creating entrepreneurship awareness. The highest means is in the students' response about the utilization of business game in improving speaking proficiency. The students' level of appreciation towards the use of business game in English class was very high, as indicated by an average means of 4.53 in response to the statement that the business game is useful for learning English. Moreover,

the students' level of appreciation towards the necessity of implementing business game to students majoring in Economics was high, as indicated by an average means of 4.43 in response to the statement that business game was necessary for implementation of teaching English to students of Economics Faculty. On the other hand, the students' level of agreement toward the use of language other than English for playing the game was the lowest, as indicated by an average means of 2.83 in response to the statement that the business game was better conducted in Bahasa Indonesia.

Table 5. Means of students' response towards the use of business game for improving speaking proficiency and creating entrepreneurship awareness

NO	Business Game...	Means Female	Means Male	Means All
1	improves speaking proficiency	4.29	4.00	4.23
2	helps to speak so that others comprehend	3.90	3.89	3.90
3	is useful for practicing using good English grammar	3.94	3.67	3.88
4	helps to speak in better pronunciation	4.00	3.78	3.95
5	helps to produce better intonation	3.81	3.67	3.78
6	enriches English vocabulary useful for speaking	4.00	3.44	3.88
7	enriches vocabulary in business field	4.26	3.78	4.15
8	is better conducted in English	4.19	3.89	3.83
9	is better conducted in Bahasa Indonesia.	2.77	3.00	2.83
10	uses specific business terms	4.03	4.00	4.03
11	encourages me to practice using easy utterances	3.97	3.89	3.95
12	motivates to speak	4.29	3.78	4.18
13	promotes learning in enjoyable atmosphere	4.32	4.56	4.38
14	makes me feel free to speak	4.16	3.78	4.08
15	encourages to speak willingly	4.00	3.33	3.85
16	is necessary for implementation of teaching English to students of Economics Faculty	4.45	4.33	4.43
17	is useful for learning English	4.58	4.33	4.53
18	is interesting to be conducted in an English class	4.19	3.89	4.13
19	is easy to play	3.94	3.89	3.93
20	compels to play the game until the end	4.19	3.89	4.13
21	is a preferable teaching strategy rather than lecture or discussion	4.45	4.22	4.40
22	adds up knowledge on business strategy	4.39	4.33	4.38
23	motivates to run self-owned business	4.39	4.11	4.33
24	should be played again with more variation	4.29	4.44	4.33
25	should be played again with more challenges	3.81	3.89	3.83

From the table above, it can be seen that the students felt that the use of business game in the language class motivated them to speak, as indicated by a very strong level of agreement (means 4.18). This is considered as a positive indicator, especially when considering that this study was conducted in a class with 40 students participating in learning. However, the result is believed to be better if either

Moreover, although teacher's control/monitor over the use of English during interaction (especially on 'Friday' activities in planning the business) was considered necessary, the students responded that the use of business game could make them feel free to speak in English (shown by means of 4.08) and encourage them to speak willingly (as indicated by means of 3.85).

the number of students participating in the class was smaller, or the teacher grouped the students in more teams with smaller number of members in each. In doing so, the interaction among students during the play would surely be more intense, since every team member was involved in performing the game and thus actively participated.

In addition to that, it is worth noted that the average means of level of agreement as expressed by female students (4.10) tends to be higher than that of male students (3.91). This can be interpreted as female students mostly expressed stronger agreement towards the use of business game for improving some aspects in speaking proficiency.

COUNCLUSION

Considering several aspects, such as the improvement in students' production of utterances, good comprehensibility in communication for interaction, less frequently produced of basic grammatical mistakes potential for causing confusion and misunderstanding, better vocabulary mastery, and stronger motivation to willingly speak English, as well as enjoyment to practice speaking, it can be concluded that the use of business

game in language class did improve students' speaking proficiency.

This also means that the business game can be implemented not only for teaching business concepts and creating entrepreneurship awareness but also for teaching English, especially speaking skills. Therefore, the game is recommended to be used in ESP classes, especially to students of Economics Faculty. In addition to that, it can also be applied in other ESP classes.

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