

## NURSING STUDENTS' PERCEPTION ON THE USE OF ROLE-PLAY TECHNIQUE IN LEARNING ENGLISH-SPEAKING SKILL

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**Abstract:** Role Play is a simulation of the behavior of the person being played, which aims to train students in dealing with real situations; intensive practice of spoken language; and provide opportunities for students to develop communication skills. The purpose of this study was to investigate the perceptions of nursing students of STIKes Flora on the use of the role play method in developing communication skills in English. The subjects of this research are 4th semester students of the Flora Nurses STIKes Study Program for the Academic Year 2021/2022. This is a qualitative research where data is obtained using (1) observation method (2) documentation method (2) interview method, data is analyzed through the following steps ; organizing data, reducing data, presenting data and drawing conclusions. From the results of the study it was found that there are four benefits that can be obtained from the application of the roleplay method in improving speaking skills: the role play method makes students understand the lecture material more easily, helps students to be more confident in speaking in English, provides a lot of experience that can be applied in reality as a nurse who works in the hospital and encourage fun atmosphere in learning process

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## PENDAHULUAN

In this era of globalization, speaking seems to be the most important skill that learners must master if they are to communicate well enough with various other people. Developing students' speaking in the English language is not easy in Indonesia because English is a foreign language and that is not used in daily conversation in the community. For learners who are studying English in a non- English speaking setting, it is very important to real communicative situations in which they will learn how to express their own views and opinions and to develop their oral fluency and accuracy which are essential for the success of foreign language communication.

According to Brown (2007) as quoted in Derakhshan, Khalili & Baheshti (2016) speaking not only focuses on vocabulary but also on fluency, accuracy, and pronunciation. Therefore, Kuśnierek (2005) said speaking is considered a complex process that requires a

lot of practice and exposure. Teaching English using role play is very important because it provides real-world tasks that encourage students to learn to speak through communication in different contexts and social roles. This might help students to learn English as a foreign language effectively. In addition, according to Kuśnierek (2015) another benefit of role play is that it can build good interactions between students during the teaching and learning process. Therefore, role playing also conducts joint learning for learners on how to solve real-life problems and negotiate meaning when working together in groups.

Furthermore Brown (2004), role play is a popular pedagogical activity used in communicative language teaching classes. This makes students to be creative in their linguistic output (p.174). Role play is one of the educational activities used in foreign language classes to make students more creative in their language. In addition, Purcell (1993) states that role play is an activity in which a person assumes another identity (real or fictitious) and is presented in a new character. In this study, the researcher used role play in speaking activities given to students. Role play is a technique that motivates students in learning English. This roleplay technique is used in the English practicum class at the Flora STIKes Nurses Study Program. This technique was chosen because in this study program, learning outcomes for English courses emphasize students' speaking skills in nursing care practices related to their daily tasks as nurses in hospitals. So that the roleplay technique is chosen in the conversation practice to train students' speaking skills so that students can feel and play their role as nurses in the hospital.

Based on this description, the problem that will be examined in this study is how the perception of STIKes Flora nursing students towards the use of the role play method in improving their speaking skills in English.

## **RESEARCH METHOD**

### **1. Research Design**

This research is descriptive qualitative research. This study focuses on the perceptions of nursing students in the fourth semester of the Flora Year STIKes Study Ners Program on the use of the role play method in improving speaking skills in English. This research was conducted at the Flora STIKes Nurses Study Program. The research was conducted from March to July 2022.

### **2. Subject of the study**

The subjects of this study were 20 students of Ners Study Program of STIKes Flora for the Academic Year 2021/2022 who were taking the English I course in the fourth semester.

### **3. Data Collection**

In general, data collection techniques were carried out through several methods: (1) observation; take part in the English language practicum class, (2) documentation; making notes, (3) interviews with students who have followed the English course practicum using the roleplay technique.

### **4. Data Analysis**

Data analysis in qualitative research is often carried out simultaneously with data collection. Ary, D et all (2010: 453) stated that data analysis in qualitative research includes several stages. The first stage is coding. Coding or coding plays an important role in the process of data analysis and determining the quality of research data abstracts. Coding in

qualitative research is a short word or phrase that symbolically summarizes, highlights the message, captures the essence of some data, this coding can be based on language or visual data. After obtaining the data, the researcher collected the data and then grouped it with the same code. The second stage of data analysis is data reduction. Data reduction means summarizing the data, selecting the main points, looking for the important things, and looking for themes and patterns. At this stage the researcher obtained data from interviews with teachers, which showed how the teacher's strategies in the English e-learning class were. Required data is entered while irrelevant data is not used. The third stage of data analysis is data presentation. Based on Miles and Huberman (2014: 249), the most often used to present data in qualitative research is narrative text. The data that has been reduced is then displayed in the form of a narrative. The last stage in data analysis is drawing conclusions. At this stage, a conclusion is drawn from the results of the study which are new finding.

## **FINDING AND DISCUSSION**

### **1. Findings**

This study aims to investigate student perceptions regarding the use of the role play method in developing English language skills of STIKes Flora nursing students. In this study, 20 students who were active in the English Class were selected as research subjects. From the results of interviews with 20 nursing students, it was found that four benefits of using the role play method in developing their English skills.

#### **Increasing self confident**

Learning English, especially speaking is not an easy thing for some students, they may experience some problems while studying. Of the four most common problems in learning a foreign language proposed by Ur (1996) in Hosni (2014), the problem that most often arises is students who are shy or not confident in speaking English. And this becomes an obstacle in developing speaking skills. Based on the observations, many students were nervous and embarrassed in front of the class when practicing speaking in English. This was revealed by 10 students in this study. As stated by student 2:

*"If you practice speaking, sometimes you don't feel confident, ma'am, it's a shame because everyone is staring at it, it's a shame if the pronunciation is wrong."*

However, the results of the interviews showed that 11 students felt that their self-confidence increased when they practiced speaking with this roleplay method. As the following students put it:

- *"Well, if the English practicum uses roleplay, it's playing a role, what is the name of the nurse asking the patient, let's act so we are a little confident, ma'am... we may be distracted maybe, we don't really think about our English right or wrong, the important thing is to talk first."*

In the English class of Ners Program of STIKes Flora, the lecturer usually gives a week to train before the conversation display in front of the class, so students can practice, memorize the conversation script and practice it outside of class. This opportunity helps students to be more prepared and more confident when performing it in front of the class. As a student 7 said:

- *"It's better if the conversation uses the roleplay method, ma'am, usually we are given a week to explain, practice with friends, so we are more confident when we come to the*

*front of the class."*

### **Understanding the lesson easier**

From the results of the interviews, it was found that 17 of the 20 students who were the research subjects said they easily understood the conversation material with the roleplay technique. so when they practice having conversations by role playing as if they were nurses they feel happy. This pleasure supports students to be more enthusiastic about practicing pronunciation or pronunciation in English. As stated by students 3,4,and 11 below;

- *In my opinion, if we practice conversation with this roleplay, it will be easier to learn, better understand, I think it my speaking ability better now after practice using roleplay.*
- *"If the roleplay is as if we are real nurses, it will be fun, the spirit is not bored, so it's easy to learn the conversation, especially when learning pronunciation, it's funny to imitate."*
- *"Well, roleplaying is more fun than presentation because the two of us or the three of us play it so it's easier to learn...it works for improving my English"*

In short, role play plays a big role in facilitating students to improve their speaking skills through various types of roles that must be performed in front of the class. The experience of engaging in creating dialogues based on given examples and then doing so helps students to understand the material more quickly and easily. In addition, remembering the experience can help students do similar tasks at another time. Regarding this, Dorothy & Mahalakhsmi (2011) stated that teaching English using role play is very important because it provides real-world assignments, It might help students to learn English as a foreign language effectively. Role play can be an effective teaching strategy because it facilitates students to learn while performing their roles as nurses. Therefore, through role play students can understand the material in less time and they have also practiced the material directly.

### **Provide experience as a nurse in carrying out activities in the hospital**

From 20 students who were selected as research subjects, 16 students said that speaking English using this role-playing method made students understand their roles as nurses. How do students communicate with patients to ask about patient complaints, how do students communicate with colleagues, or how to communicate giving directions to visitors at the hospital. With role play technique, students can have experience using English as in the real life when they work as a nurse. This was expressed by students 3,4,5, and 6 as follows:

- *Waktu percakapan Bahasa Inggris pakai metode roleplay itu bu, kita jadi tau, oh begini cara menunjukkan arah, nah jadi pernah itu bu pas dinas di rumah sakit ada yang nanya ruangan orang bule ... udah bisalah bu bilang turn left sir gtu kan bu...*
- *Ya percakapan dengan metode roleplay ini sangat berguna bu, apalagikan kita nanti jadi perawat, bisa kami gunakan nanti bu, jika memiliki pasien asing atau jika kami nanti bekerja di luar negeri*
- *Metode ini bagus bu, jadi kita terlatih berbicara dengan pasien atau teman seprofesi menggunakan Bahasa Inggris, jadi faham nanti bu kalo mau memeriksa pasien bilang apa dulukan."*

### **Provide a fun atmosphere**

From the research findings, it was found that 17 people considered the activity of developing English using the roleplay method as fun. English class is not boring and they are interested in doing practical activities without feeling forced, even though they have to practice pronunciation many times. This is different if students have to speak for their own

presentation, the class seems quiet and all eyes are on only one student and sometimes not all students dare to appear alone. With the roleplay method, according to 17 students, the classroom atmosphere is more fun and helps students develop speaking skills because all students are willing to practice with their partners. Students 15, 17 and 18 said the following;

- *Well, I prefer conversations with roleplays like that, I have friends, when I speak for my own presentation I feel nervous*
- *If you study this type of conversation, ma'am, I like it, because you are with friends, so it's busy, you don't get bored.*
- *Conversation practice is more fun, learning becomes easier, ma'am, if it's roleplay, are you not sleepy, then friends are funny, the pronunciation is funny,*

From the statements of the 17 students, it was concluded that the roleplay method makes students more motivated to learn to develop their speaking English skills because the atmosphere is fun, they practice not alone, the learning process is not boring and enthusiastic by practicing pronunciation.

### **Pembahasan**

From the research findings above, it can be concluded that all students have positive perceptions and impressions of the use of roleplay in developing speaking skills in English. There are four benefits that support nursing students in developing their speaking skills.

First, role play helps increase students' self-confidence when asked to speak in English. Second, the role play helps students to understand the material easily. Third, providing experience as a nurse in carrying out activities in the hospital. Role play provides an experience that can be applied in real life. This means that role play provides opportunities for students to learn while doing. By remembering the role-playing experience, students can perform a similar task at a later time in their lives. Role play also encourages students to be more creative by choosing topics and creating their own dialogues. Finally, the roleplay method creates a fun atmosphere in the learning process to develop English language skills.

These findings are in line with Wehrli and Nyquist (2003) who said that there are four advantages of learning using role play, firstly all students are actively involved in the learning process because they work together in a group, secondly, roleplay adds variety, real-world reality, and specificity in the process. In learning, the third roleplay creates practice that can develop skills that can later be used in the real world. Alzboun et al (2017) also say that roleplay is a method that is applied in teaching speaking, to improve students' self-confidence and speaking fluency, active learning, as well as dialogue and interaction with others. Based on this, students become positively motivated to participate actively, even though they are still weak in English language skills. Roleplay motivates students to learn, creates a fun environment and increases students' self-confidence. According to Ladousse (1987 in Eklova 2007) role play also supports shy students' self-confidence because here they are equipped with masks and they can learn structures and use them in settings that they are familiar with in class. Hermina (2018) states that students enjoy the learning process using the roleplay method. But this is also a challenge for the teacher because sometimes the class becomes very noisy, because all the students are busy practicing saying the words at the same time.

### **CONCLUSION**

From the results of the study, it was found that there were five benefits of using the roleplay method in developing speaking skills of STIKes Flora nursing students. First, role



play helps students understand the material given easily. Second, role play builds students' confidence when speaking English. Third, role play offers nursing students various experiences that can be applied in the real world as a nurse. Then, encourage a positive atmosphere in the classroom, which makes students enjoy the lesson. Lastly, it encourages student creativity. From the findings of this study, the role play technique can be used as a strategy to help improve students' speaking skills effectively. However, to make it more effective, lecturers are suggested to provide several cases where students are encouraged to create conversations using roleplay technique, and using expressions that are learned spontaneously based on these cases. This is to prepare students for real-life conversations as nurses which usually occur suddenly.

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HALAMAN INI SENGAJA DIKOSONGKAN