THE EFFECT OF ROLE PLAY AND SIMULATION TECHNIQUES IN TEACHING SPEAKING ON NURSING STUDENTS' SPEAKING ABILITY

[1]AmandoSinaga, [2]Arsen Nahum Pasaribu
[1]STIKes Santa Elisabeth Medan, [2]Universitas HKBP Nommensen

ABSTRACT

This paper aims to find the influence of Role Play and Simulation teachiing English speaking ability for nursing student of level II semester IV STIKes Santa Elisabeth Medan, and this research uses ecperimental research design. The population sample in this study uses purposive random sampling. The number of samples are 90 of nursing students of semester IV. The samples are devided into 3 parts, 30 students as control group and 60 students as experimental group. 30 students as a group of role play and 30 students as simulation group. The research data collection technique uses pre-test and post-test in term of conservation bertween nurse and patient, nurse with doctor and nurse with patient's family in giving therapeutic communication. In analyzing the data, the researcher uses ANNOVA test and the data is calculated using Tukey formula. The final result indicates that the test value of F (Fobs) is 495,042. This result means higher than the F-table (Ft) value of 3.10 or 495,042>3.10. The value of p probability is 0.000 smaller than the value significance alpa 0,05. Thus Ho is rejected and H1 is accepted. From the results of this research data can be concluded that the role play techniques and simulation technique is significant effect in teaching nursing students the ability to speak in English and it could be concluded also that the simulation technique is more effective in teaching English speaking with the difference of the average value of 10.767 class with the technique higher simulation of classes with role play technique.

Keywords: role play, simulation, technique, speaking ability.

Introduction

As response to globalization, everyone should prepare not only our national language but also International language capability for further goal. Bahasa Indonesia is the Indonesian national language and has been used all over this country but not yet used by other people from most other countries in the world. This becomes challage for Indonesian to face the rapid of global travel of business, cultural exchange, educational exchange and many more. It is must not be assumed that there is no important imformation written in Bahasa, but for wider global information, Indonesian should welcome the presence of conventional international language. English as international language makes everyone easier to relate and doing overseas business and collaboration. High English capability guides us feeling closer to those overseas clients.

If there is a question "Who will benefit when someone could speak English?" Through the question, it will be seen what can someone contribute or what someone obtains either individually or institutionally in the wider domain. Individually, ofcourse everyone will be feeling more confidentto expose his/her hard and softskill and they could establish communication to a wider world community. Institutionally, they will not only build programs from inside but also from outside of our institution to fulfill higher standard. In this case, it is needed to communicate, to change ideas, to adopt thought and to visit and to invite overseas clients and this needs English language to be language collaborator.

In this rapid travel of global, hospitals also should display international needs including those who are having direct contact with the patient. Friendly doctors and nurses are making image forhospital. Good communication will satisfy the patients and nurse is required to perform good service. During being cared in hospital, patients and patients' family need intent communication with the doctors and nurses who are providing care. They need to know the outcomes of each given intervention. Nurse should be ready to explain the recent condition of their clients when needed. In this duty, nurse is required to be able to establish good relationship trough good communication. They should perform the communication in good English communication skill in running the works; greetings, establishing relationship and

particularly performing therapeutic communication. In applying intervention to the patients a nurse is required to make deal and asking the patients' readiness especially when doing physical touch such as checking vital signs, applying infusion, giving injection, doing range of motion and so on. For such nurses activities need good speaking skill. So, to develop nurse with good English communication to fulfill the globalization era especially for Indonesian nurses, then it needs to prepare a good teaching speaking technique too.

Based on the background of this study, this study seeks to improve students' competence in English speaking skill by using simulation technique. In accordance to this objective, the study is designed in quasi experiment to find out whether the speaking ability using Simulation techniqueand Role Play technique for the fifth semester ofnursing students of Saint Elisabeth Institute of Health Science Medan give significant affect.

Review of Literature

In transactional discourse, language is used primarily for communicating information. Language serving this purpose is 'message' oriented rather than 'listener' oriented (Nunan, 1989:27) Clearly, in this type of interaction, accurate and coherent communication of the message is important, as well as confirmation that the message has been understood. Examples of language being used primarily for a transactional purpose are: news broadcasts, descriptions, narrations and instruction (Richard, 1990: 54-55). Speaking turns serving this purpose tend to be long and involve some prior organization of content and use of linguistic devices to signal either the organization or type of information that will be given (Basturkmen, 2002:26) on the other hand, some conversations are interactional with the purpose of establishing or maintaining a relationship. This latter kind is sometimes called the interpersonal use of language. It palys an important social role in oiling the wheels of social intercourse (Yule,1989:169). Examples of interactional uses of language are greetings, small talks and compliments. Apparently, the language used in the interactional mode is listener oriented. Speaker's talk in this type tends to be limited to quite short turns (Dornyei&Thurrell, 1994:43 and Richard, 1990: 54-55).

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of the speaking (Burns and Joyce, 1997). Nunan (2002 : 226) mention that to improve students communicative skills there are few characteristics to get competence in communicative : (a) knowledge of the grammar and vocabulary of the language; (b) knowledge of rules of speaking (e.g., knowing how to begin and end conversation, knowing what topics can be talked about in different types of speech events, knowing which address forms should be used with different persons one speaks to and in different situation) ; (c) knowing how to use and respond to different types of speech acts such as requests, apologies, thanks, and invitations ; (d) knowing how to use language appropriately. In education context, especially in a foreign language speaking is a very demanding activity for all ages of students. In order to share understanding with others, they need to pay attention to precise details of the language. It is also important to organize the content of speaking so that the partner understands whatthe speaker say (Cameroon:2001).

Moreover, Thornbury (2001) states that speaking requires the ability to co-operate in the management of speaking. It typically takes place in real time with a little time for planning. In this circumstance, spoken language needs a lot of memorized lexical expression. Then, the study grammar may not become the most important since it is not the most efficient preparation for speaking. The form and meaning are dependent on the context in which the speaking occurs. In fact, people generally use speaking as a means of communication in daily interaction. Thus, the presence of speaker and listener is a must to build up a mutual communication in speaking activity. As stated by Brown (2001:267) , speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. In speaking, students have to understand that there are interactive language functions. It occurs when students speak. Sometimes, people need to act following what they speak.

English for Specific Purposes is a term that refers to teaching or studying English for particular career (like law, medicine, hotel) or for business in general. Pauline C.Robinson (2012) describes ESP as a type of English Language

Teaching and defines it as "goal-oriented language learning" which means that students have to attain a specific goal in the process of learning. According to the same author, "Students study ESP not because they are interested in the English language as such but because they have to perform a task in English. Their command of the English language must be such that they can reach a satisfactory level in their specialist subject studies".

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and…(Harmer, 1984).

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

Method

This study is an experimental quasi using test as the instrument of data collection:pre-test and post-test. In the design, the samples consist of three classes, the experimental group consisted of role play class, simulation class and the control class.The nursing students were prepared toperform therapeutic communication to patient using simulation technique in a mini hospital, and the same with role play technique performed in a classroom, while the control group practicedgiving therapeutic communication between nurse and patient, but without any technique

Sugiono (2012 : 117) describe " Population is the generalization region consisting of : objects / subjects that have certain qualities and characteristics defined by the researchers to learn and then drawn conclusions". The population of this study were 90 students of Bachelor of Nursing Study Program STIKes Santa Elisabeth Medan level II semester IV. Sugiono (2012 : 118) also states that "sample is part of the number and characteristics possessed by the population " Sampling is done usually because it is impossible to test every single individual in the population. It is also done to save time, money and effort while conducting the research. The writer used Simple Random Sampling that was a subset of individuals (a sample) chosen from a larger set (a population), each individual was chosen randomly and entirely. Simple Random sampling was the basic type of sampling, the principle of simple random sampling was that every object has the same possibility to be chosen, there were three classes for samples, the sample of this study are 90 students of the forth semester at STIKes Santa Elisabeth Medan.

Finding and Discussion

After the result of normality and homogeneity test it was revealed that they are normally distributed and the variance of data is homogenous. Another step of thisstudy is continuing to conduct the hypothesis testing. Hypothesis testing is important to be conducted for this research to prove if the previous assumptionis right or not. It was done to know the significant differences of teaching speaking skills to Nursing Students of STIKes Santa Elisabeth Level II Semester IV. Testing the hypothesis, the reseacher used *one way **ANOVA*** test.In conducting the test, the researcher used sofware SPSS 17.0.Before the researcher find the sigificant difference of two strategies, he would analyse whether there was a significant difference on students' reading comprehension ability in pre-test of control group and experimental group before getting the treatment.
The followings are the ceriteria of ANOVA test.

Thecriteria of ANOVA test:

H_1 is accepted if F-value (F_o) > F-table (Ft) and probability significant(sig.) value < 0.05 (there is a significant difference on students' readingcomprehensionability in pre-test).

H_o is accepted if F-value (F_o) < F-table (Ft) and probability significant(sig.) value > 0.0505 (there is no significant difference on students' reading comprehension ability in pre-test)

The result is reported on the following table:

Table 1 The Test of Significant Difference of Post-TestProcessed by ANNOVA Test:

Table 1. The Test of Significant Difference of Post-TestProcessed by ANNOVA Test

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	10212.289	2	5106.144	495.042	.000
Within Groups	897.367	87	10.315		
Total	11109.656	89			

The data in the table above describes that the result of sum of squares, degree offreedom (df), mean square, F-value, and significance score of between groups,within groups and total score. The result above show whether there is differencesor not could be recognized from the result of F value which is495.042 and F-table(Ft) is 3.10 for the detail of table see on appendix.

The result showed that F-value (F_o) 495.042 is higer than F-table (Ft) 3.10, (495.042 >3.10). Then the *p* value is 0.00 lower than 0.05 (0.000 > 0.05).

Hence, it can be concluded that H_o is rejected and H_1 is accepted. Clearly, from

the result, it can be said that there is significant difference of three methods of teaching on Nursing students' speaking skills. As it showed that there is significant difference on three method of teaching, the researcher could find the hypothesis of this study that can be seen in the Post-Hoc test.

Table 2The Multiple Comparisons of Control, Role Play and Simulation

(I) NUMBER	(J) NUMBER	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
control class	role play class	-15.200*	.829	.000	-17.18	-13.22
	simulation class	-25.967*	.829	.000	-27.94	-23.99
simulation class	control class	25.967*	.829	.000	23.99	27.94
	role play class	10.767*	.829	.000	8.79	12.74

The Post-Hoc multiple comparisons shows that there is significant difference between Role Play technique and Simulation technique in nursing students' speaking ability because the data clearly reports that all the result of significance values is 0.000 lower than 0.05. Based on the mean differences, it shows that simulation technique is more significant than   role play techniquewith mean difference 10.767, but both techniques are significantly effect in teaching speaking to on nursing students of STIKes Santa Elisabeth Medan Level II semester IV.

Here are the hypothesis of this study that would like to be proved by writer as presented in chapter one.
Hypothesis:
Ho : Teaching Speaking using Simulation and Role play techniques is not significant.
Ha : Teaching Speaking using Simulation and Role play techniques is significant.

Hois rejected because simulation and role play techniques are significantly effect in teaching speaking on nursing students of STIKes Santa Elisabeth Medan. It is proved that the treatment of the two techniques make significant differences after given treatment. It can be explained that the mean difference between control class and role play class is -15.200, between control class and simulation class is -25.967, between role play and simulation class is -10.767.

Ha is accepted that there is a significant effect of role play and simulation techniques in teaching speaking on nursing students of STIKes Santa Elisabeth Medan Level II Semester IV.

Therefore, the role play in teaching speaking ability is effective. It is proved by the result value of F-Value. The result shows that F-Value (Fobs) higher than F-table (Ft), (F < F table). The p Value is lower than alpha (α), (p value > 0.05). Simulation technique is also in teaching speaking on nursing students of STIKes Santa Elisabeth Medan. It is proved by the result of F-Value. The result shows that F-Value (Fobs) higher than F-table (Ft), (F < F table). The p Value is lower than alpha (α), (p value > 0.05). Both techniques result effect the students result between pre-test value and the post-test value. The students' values before given treatment for role play from 38.79 becomes 60.60 and with simulation technique from 42.37 becomes 71.37.

Conclusion

Related to the research finding, It can be concluded that role play and simulation techniques are significantly effect to students' speaking ability at STIKes Santa Elisabeth Medan. The students got improvement in speaking ability. The students are interested in role paly in teaching and learning process. Based on the result of the data, simulation is more significant than role play in improving the students' speaking ability at STIKes Santa Elisabeth Medan Level II semester IV. Role play class done in the classroom and the simulation technique done in a mini hospital. Both the classes were done in Campus of STIKes Santa Elisabeth Medan.

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