

TEACHING ENGLISH METHOD: ROLE PLAY TO INCREASE SPEAKING ABILITY FOR NURSING STUDENT OF STIKES BINA SEHAT PPNI MOJOKERTO

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Abstract

Role play is a technique which involves fantasy or imagination to be someone else or to be ourselves in a specific situation for a while, improving dialogue and creating a real world in scenario. The aim of this study is to find out whether there is positive significant influence of using role play in teaching descriptive text on the students' speaking ability or not. The pre-experimental quantitative design was used so the data can be evaluated by using statistical analysis. The population of the study was the 3rd grade student of STIKes Bina Sehat PPNI Mojokerto. And the sample class was III-C class, consist of 43 students. To compute the data, the writer used pre-test and post-test one group design. The sample class was given pre-test before they got the treatment and the post-test after they got the treatment. Then, the result of the pre-test and post-test was analyzed by using the test formula. The result of the study showed that there was significance influence of using role play in teaching narrative text on the students' speaking ability. The result of statistical analysis shows that the value of t-result is $22 > t\text{-table significant level } 1\% \text{ is } 2.704$. It means that the result of the study is significant in which H_a is accepted and H_o is rejected. From the analysis above, it can be concluded that there is a significant influence of using role play on the students' speaking ability.

Keyword: Teaching method, role play, speaking skill, Nursing student

1. INTRODUCTION

English becomes the most essential language in the world. Almost all the people from many different countries around the world use it to communicate. The area of English has always become a special interest. It is because of the importance of English in any scope of our live (Saiful & Triyono, 2018). In the international relationship, English speaking ability is very important to get job easier in the world. Speaking skill is measured in terms of ability to carry out a conversation (Ihsan, 2016). This reality makes teachers and parent think that speaking ability should be mastered by their students and children. In recent years, teaching English has been focused on teaching English lesson rather than teaching about the English language (Jeon, 2020). The emphasis is not only in linguistic competence of language learners but also in the development of their communicative ability. There are still some problems in speaking learning process, they need to master intonation, conversation, either transactional or interpersonal conversation (Srinivas, 2019). So to develop the learner's communicative ability, the teacher needs to create a scenario to teach the target language in intonation, conversation, either transactional or interpersonal conversation.

In learning speaking, the students often find some problems, such as their native language causes them difficult to use the foreign language (Ester, Siagian, & Pinem, 2020). Other reason is because they are lack of motivation to practice a second language in daily conversation. They are also too shy

and afraid to take part in the conversation (Riadil, 2020). Many factors can cause the problem of the students' speaking skills namely the students' interest, the material, and the media including the technique of teaching English (Omer Al-Tamimi, Khadher Muhsen Abdullah, & Rashad Ali Bin-Hady, 2020). The teacher can use role play as a technique in teaching speaking narrative text. Because many research findings say that this technique is effective to use in teaching speaking.

Role play is one of the teaching methods that can be used in speaking activity. Role play can give opportunity for the students to use the language in different context. According to (Nasihah, 2019) Role play are very important in Communicative Approach because they give students an opportunity to practice communicating in different social context and in different social roles. Those definitions are supported by (Mora Márquez & Camacho Torralbo, 2019) that role plays are also excellent activities for speaking in the relatively safe environment of the classroom. In role play, students are given particular roles in the target language. Role play gives learners practice speaking target language before they must do so in a real environment. From those explanations above, the writer views that role play is a technique which involves fantasy or imagination to be someone else or to be ourselves in a specific situation for a while, improvising dialogue and creating a real world in scenario. It aims at the students to encourage the students' thinking and creatively, lets students develop and practice new language and behavioral

skills in a relatively non – threatening setting, and can create the motivation and involvement necessary for learning to occur (Dilo & Aba, 2019).

In KKN curriculum, English in Nursing got 2 credit semester, but STIKes Bina Sehat PPNI designs 8 credit semester for Bachelor nursing program. It means that students of nursing get 4 times for 4 years of English. the presentation of materials should be student centered learning and contextual teaching and learning. the text types such as report, recount, discussion, analytical exposition, hortatory exposition, news items, anecdote, narrative, procedure, description, and review need in learning material. There are many problems faced by students during teaching learning process. Based on the pre-research, one of the problems is the students cannot speak fluently (Riadil, 2020). According to (Omer Al-Tamimi et al., 2020) state that The students do not know how to tell story. This can happen not only because of the lack of the students' English vocabulary mastery but sometimes also because of the lack of the teachers' ability in presenting the English material in an interesting and effective way. So, the teacher should use appropriate technique that is suitable with the students. Through role play in teaching learning a narrative text is expected to improve the students' speaking ability.

2. METHOD

The method of the research is descriptive quantitative pre-experimental research; it means that this research uses statistical analysis to express the result of the research (Ma & Zhang, 2020). The design is pre-test and post-test design in which the students' pre-test and post-test are taken before and after being taught using role play. Then both scores were computed using t-test to find out whether there is positive significant influence of using role play in teaching narrative text on the students' speaking ability to the eight grade students of 3rd grade Bachelor Nursing Program of STIKes Bina Sehat PPNI Mojokerto. Population is the whole individuals, which become to the real object of the research. This population of this research is all of the 3rd grade students of Bachelor Nursing Program of STIKes Bina Sehat PPNI Mojokerto. It has four classes and each class consists of more and less 40 students. So, the total number of the population is approximately 160 students. In this research the researcher took class 3-C consisting of 43 students as the sample. The technique is using one-group pretest-posttest design. Because the researcher just give a treatment to one class. The researcher will compare the pre-test and the post- test score of the students in class III-C.

Variable is an attribute from the people, object or activity that has variation that determined by researcher to be learned and then the data is taken. According (Shukla, 2018) there are two variables in this research, they are: Independent variable is the factor which influences or causes the

change of dependent variable. In this research, the independent variable is using role play in teaching narrative text. Dependent variable is the factor which is observed and measured to determine the effect independent variable. In this research, the dependent variable is students' speaking ability.

The technique of the data analysis that the researcher uses is using t-test (one-shot case study) especially t-test. This technique is used to prove the hypothesis that the researcher said in the previous chapter. From the process, the researcher will know whether her research is significant or not by looking only at mean of the post-test result analyzing using t-test. For the mean is found by using the following formula, Adapted from (Schober & Vetter, 2019). After t score is get, it must be consulted to the t table.

3. RESULT

In this sub-chapter, the result of the study will be reported briefly. The report informs about the process of pre-test, post-test, and treatments which had been applied to the third grade students of Bachelor Nursing Program of STIKes Bina Sehat PPNI Mojokerto. And it also includes the data of this research itself; those are the score of the students on pre-test and post-test.

1. Pre-test

The pre-test was held at the first meeting of the research, it was done at September 2021. The pre-test was taken by all students of VIII-C class. Consisting of 43 students. The test itself was in the form of spoken test. The researcher asked the students to retell narrative text based on their ideas or previous knowledge. And the following table shows the score of pre-test. From the table above, it can be showed that the highest score on pre – test is 60. And the lowest score is 25. There is range score between the highest and the lowest score. The average score that is gained on the pre-test is 40. It can be seen that there are two students who got the worst point, 25 from the total number of the students. Then there was one student who got 27, and also there was one student who got 28. On the 30 score, there were eight students who joined on getting this score. Then there are ten students who got 35 from the total number of the students. Next, six students got 40, three students got 45 score. Then there were four students who got 50 score. The last, the highest score were four students who gained 60. From the score of the students above, it is known that mostly the students got unsatisfying score. They mostly got the score under seventy. It means that the average score of their speaking ability in narrative was poor.

2. Treatment section

The treatments were done in four times meeting, in the first meeting of the research which was conducted at twelfth of September 12, 2021, the researcher just asked the students to retell Descriptive text based on their ideas or previous knowledge before the researcher gave a treatment. In the second

meeting was held at on September 13 , 2012. In this meeting the researcher introduced a role play to the students. Here the researcher explained the definition of role play and the step / pattern and discussed the descriptive with the students. In the third meeting was held on September 14, 2021. In this meeting, the researcher explained the function of role play to the students. Here, the researcher asked their previous knowledge about Descriptive text and the definition of role play and tried to make descriptive text.

In the fourth meeting was held on September 19, 2021. In this meeting, the researcher explained the implementation of role play to the students. Here, the researcher asked the students their previous knowledge about narrative text and the function of role play and then the researcher gave a test to know the influence of using role play in teaching narrative text on the students' speaking ability. The test was design in spoken form. First, the researcher gave some questions to the students to brainstorm their idea about the topic, then the researcher gave example how to implement of role play. Then the researcher gave an explanation about descriptive text and gave a script of role play about descriptive text. After that, the researcher asked the students to try speaking descriptive based on their topic that have given.

3. Post test

The post-test was held to find out the students score after being taught by using role play. This test was conducted of the last meeting on the research on September 20, 2021. It was conducted in the same way as the process of pre-test. And the following table shows the result of the post-test. From the table above, it can be concluded that there is a changing score of their speaking ability when it is compared with the pre-test achievement, it can be seen that there is an increasing score. The highest score increased from 60 on the pre-test become 75 on the post-test. The lowest score also improved from 25 on the pre-test become 55 on the post-test. It was automatically increased the average score of the post-test, the average score was 65. From the score of the post-test above, it was known that the students 'average score increased when it compares with the result of the pre-test.

4. DISCUSSION

This sub-chapter discusses about the result of the pre-test, post-test, and the analysis of the influence of using role play in teaching Descriptive text on the students' speaking ability. The result of the research finding is considered to be the guiding line in answering the research question.

1. Pre-test

Based on the table of the pre-test score in point A, it can be used to make the general information about the score of pre-test. The following table shows the general information about the pre-test score;

Table 1 the result of pre-test score in general information

No.	Classification	score
1	The Highest	60
2	The Lowest	25
3	The Average	40

There is the table of the detail information about the result of the pre-test.

Table 2 the result of pre-test score in detail information

No.	Score	Frequency	Percentage
1	25	2	5%
2	27	1	2.5%
3	28	1	2.5%
4	30	8	22.5%
5	35	10	25%
6	40	6	15%
7	45	3	7.5%
8	50	4	10%
9	60	4	10%

From the table above, it can be showed that the highest score which is reached on the pre-test was 60. And the lowest score was 25. There was a high range score between the highest and the lowest score. The average score that was gained on the pre-test was 40. Then from the detail information above, it can be seen that there are two students who got the worst point, 25 or 5% from the total number of the students. Then there was one student or 2.5% who got 27, and also there was one student who got 28 or 2.5%. On the 30 score, there were eight students or 22.5% who join on getting this score. Then there were ten students who got 35, it means that 25% from the total number of the students. Next, six or 15% students got 40, three or 7.5% students got 45 score. Then there were four students who got 50 score, 10%. The last, the highest score, there were four students or 10% who gained the highest score, 60.

From the table and the explanation above, it can be used as reference in answering the question about the students' speaking ability before being taught using role play. From the table above it can be concluded that the speaking ability to the 3rd grade students of STIKes Bina Sehat PPNI Mojokertowere poor, it can be seen from the average score which they gained on the pre-test.

2. Post-test

And in the last test which was held after the researcher gave a treatment to the students; there was a changing score of the students' speaking ability of descriptive text. There was the general information about the score of the pos-test after being taught by using role play.

Table 3 the result of post-test score in general information

No.	Classification	Score
1	The Highest	75
2	The Lowest	55
3	The Average	65

There is the table of the detail information about the result of the post-test.

Table 4 the result of post-test score in detail information

No.	Score	Frequency	Percentage
1	55	2	7.5%
2	60	9	22.5%

3	63	1	2.5%
4	65	6	15%
5	68	1	2.5%
6	70	3	7.5%
7	72	2	5%
8	73	4	10%
9	74	3	7.5%
10	75	8	20%

From the table, it can be concluded that there was a changing score of their speaking ability score when it was compared to the pre-test achievement, it can be seen that there was an increasing score. The highest score increased from 60 on the pre-test become 75 on the post-test. The lowest score also improved from 25 on the pre-test become 55 on the post-test. It was automatically increased the average score of the post-test, the average score is 65.

There was the detail information about the result of the pot-test. There were two students who got the worst point,55, it means that 7.5% from the total number of the students. Then there were nine students or 22.5% who got 60, and there is one student who got 63 or 2.5%. On the 65 score, there are six students or 15% who joined on getting this score. Then there were one student who got 68or 2.5%. On the 70 score, there are three students it means that 7.5% from the total number of the students.Next, there were two students who got 72, or 5%, there are four students got 74 score. Then there were four students who got 50 score, 10%. The last, the highest score, there were four students or 10% who gained the highest score, 75.

From the facts, it means that there was an increasing speaking ability of the 3rd grade students of STIKes Bina Sehat PPNI Mojokertoafter being taught by using role play. It can be seen from the increasing of the average score from the pre-test to the post-test, 40 on pre-test becomes 65 on post-test.

After answering two early questions of the research problem, it is time to answer the last question which aim is to prove whether teaching speaking using role play influences the student's speaking ability of the 3rd grades students of STIKes Bina Sehat PPNI Mojokerto. And the following table shows the score between pre-test and post-test.

After getting the data of the students speaking ability achievement, the following step is to analyze those dated by using statistical formula. From the calculation by using t-test formula above, it was known that the t-result (to) was 22.

3. The Interpretation of the Research Findings

This part deals with the interpretation of the data which has been analyzed by using t-test. The researcher used the level of significance to determine whether the null hypothesis was rejected or accepted. In this case, the researcher used table of t-value in the 38 degree of freedom to define the significant degree. Because of t-table did not used the 38 degree of freedom, so the nearest level was used, it was 40.

Table 5 the table t-test based on significance 1%

Df	t-score	t-table 1%	Significant	
			Ho	Ha
40	22	2.704	Rejected	accepted

From the result analysis above, it is known that t-score was 22 at the degree of freedom 40, and the t-table was 2.704 at a level of significance 1%. After comparing t-result and t-table, it was known that the result was higher than t-table of significance 1%; $22 > 2.704$. Since the t-table was lower than t-result it means that the null hypothesis (Ho) was rejected. As a conclusion it can be said that there was positive significant influence of using role play in teaching descriptive text on the students' speaking ability.

CONCLUSION AND SUGGESTION

From the result of the study that has been described before, the writer takes some conclusion, based on the research question in the first chapter. The conclusion are the students' speaking ability before treatment, the students' speaking ability after treatment, and the influence of using role play in teaching narrative text on the students' speaking ability for the 3rd grade student of STIKes Bina Sehat PPNI Mojokerto.

From the result of the study it is known that the students' speaking ability before giving treatment is poor. It can be seen from the average score which the students gained only 40. And the highest score that the students gained was 60. Then, the lowest score that the students gained was 25. Moreover, there were an increasing score when it compared with the result of the pre-test and the post-test. On post-test the average score was increased become 65. The highest score also improved to became 75. The lowest score also improve becomes 55. From these data, it can be seen that there was a significant improvement of the students' speaking ability after being taught by using role play.

Based on the result of the study that there is positive significant influence of using role play in teaching descriptive text on the students' speaking ability, the researcher wants to give some suggestions that related to the statement above. The suggestion is given for the teacher and for the students.It is known that using role play can be used to improve the students' speaking ability. So, the teacher should be trained to apply this technique in teaching learning process. There are the suggestions for the teacher who apply the role play. Before applying the role play, the teacher have to find the suitable material that will be discussed on the lesson. Then from the researcher experience, the students usually have problem to practice speaking. So, the teacher should give example how to practice speaking using role play. The researcher also recommends to provide longer time at each stage to make sure that the students have fully comprehend the concept of how to retell descriptive text using role play. To avoid teacher-centered activities, students should be given more opportunities to retell descriptive text based on their ideas.

Then, the suggestions came to the students. Using role play can have increased the students'

ability in speaking descriptive text, because it guides the students to think creatively during speaking. It means that the students should be creative to retell descriptive text by using role play. The next suggestion for the students is they should pay attention for the teachers' explanation. So, they can catch the material clearly. Then, they have to improve their motivation in speaking, because motivation is one of the elements which influence the success of learning process. Finally, the students should enrich their knowledge and their vocabulary mastery by creating any else what they want to speak. Because, how often the students speak, it can increase their speaking ability in their daily live.

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