

The Role-Play Implementation: Nursing Students’ Perspectives to Speak English

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ABSTRACT

Preparing nursing students to have an internship or even to be nurses at international hospital need efforts. One of which is through preparing students to be able to speak in English. English for nursing students is taught at second semester. The students are drilling to speak in English through a role-play. The role-play implemented in a nursing class is about to be a patient and a nurse. In order to know their speaking ability, knowing their perception on its implementation is essential to reach a betterment. In a qualitative approach, the open-ended questionnaire is used to get the data from twenty students participated in the study. The perceptions are focused on both emotional and behavioral state. There are four questions which are two for emotional and two for behavioral state. Following the qualitative data collection and analysis, the researcher finally gets the findings. In conclusion, the students perceive their positive emotional and behavioral state on the implementation of role-play to speak English.

Keywords: English; Nursing; Role-play; Speaking; Talent.

INTRODUCTION

International hospital aid remains a major focus for nursery students. The ability to speak become a major point of learning English in class. The nursing students may have internship program at international hospital and become professionals of international hospital. In accordance with those preparation, nurses’ English language competency can be prepared in English class. In order to accommodate them to be able to speak in English, during the English class, they are drilled to be a nurse and patient. The drill activities are applied in the form of role play.

Role-play exercises are an effective approach of teaching a foreign language since they require active participation from every student (Altun, 2015). In higher education, role-play is an example of an active and collaborative learning technique that can provide a solid groundwork for the development of students' future professional and personal capacities (Lund Dean & Wright, 2017). Students begin interacting in a simulated scenario, creating real-world experiences upon which to reflect (Schmid & Rolvsjord, 2021). It is said that role-play is a cost-effective method of enhancing both

the professional and personal understanding of nursery as the health-care professionals and preparing them for high-quality, interprofessional practice (Walton et al., 2014). In short, role-play is a classroom exercise that can be applied in English for nursing class.

The implementation of role-play in nursing class is due to the target purpose to make over the students' ability to speak based on their roles. In fact, they are prepared to be nurses who keep in touch with doctor in order to mediate patients' problem in a hospital. Therefore, to facilitate their ability to speak in English, researcher tried to implement role-play in the classroom. Basically, a certain nursing department in Semarang university has been cooperated with an international hospital for the students' internship. In addition, many of the graduated students are placed there to be nurses. In order to guarantee the students' participation in the implementation of role-play in English for nursing class, knowing the perspectives become the aim of this study.

The Characteristics of Role Play

English nursing students learn English through role-play. The activities of role-play require them to use a different speaking voice, exchange information pertinent to the part, and place an emphasis on

producing and receiving messages that are easily understood. According to Jones & Conner (2021), they can safely explore social situations and practice interviewing skills through role-play which can be used to simulate client cases. In addition, according to Oktaviani et al., (2024), the safety offered by role play is characterized into self-direction, peer-assistance, effective communication, creativity, and learning in a safe environment. According to Ruslan (2020), when students work together in a role-play activity, they are able to explore and develop their own perspectives, values, and approaches to addressing problems. Moreover, according to Kilgour et al., (2015) and Sutton (2016), increased metacognition, self-reflection, and empathetic understanding are facilitated by role-play, making them an integral part of social work education. In short, by looking at the characteristics of role-play, it is recommended to use it in stimulating nursing students' role as a patient and a nurse.

The Benefit of Role-Play Implementation

The use of role-play is based on the assumption that it may take an important role in improving speaking. Some scholars have argued that role-play is the most effective strategy for teaching public speaking because it provides students with opportunities to assume and perform

a variety of social roles and to practice talking with one other (Shravani, 2024; Wiraharja et al., 2023). When it comes to language acquisition, it entails students taking on a variety of roles, each of which calls for them to adopt a unique speaking voice, share relevant information, prioritize producing and receiving messages that are easily understood, and engage in extensive role-play (Robinson et al., 2016). It can be said that it introduces how messages are delivered to another speaker. In short, the researcher concludes that it helps students to build their active speaking. The goal of active speaking should extend beyond merely keeping students engaged in class. It incorporates strategies for helping them internalize and retain information (including facts, concepts, and emotions).

RESEARCH METHOD

A qualitative study is being used as the research method of the present study. This is done since the research question centered on how students felt about role-play. The students' perceptions are categorized into emotional state and behavioral state. Students in their second year of the Nursing program at a certain university in Semarang were offered the opportunity to improve their English proficiency through role-play in an English class. All of the students were between the ages of

nineteen to twenty, with the total number of participants were twenty students. Their participation was guaranteed through filling out a questionnaire as the instrument of the study.

The data were gathered via an open-ended questionnaire. The four questions were about the students' feeling when they take a role as a patient; the students' feeling when they take a role as a nurse; the students' behavior to participate in a role-play; and the students' effort to have next role-play activities.

The questionnaire completion was done through the use of confidentiality as names were not required. All questions were presented in both English and Indonesian to guarantee precision and comprehensiveness of comprehension. The students might choose whether to respond in English or Indonesian.

The research procedure of data collection covered three stages. The students read the role, interacted with partner and then filled the questionnaire. While for the data analysis, researcher collected the result of questionnaire completion, categorized the respond with the theory of emotional state and behavioral state, checked the appropriateness of the findings and the research question, interpreted and then concluded them.

FINDING AND DISCUSSION

The researcher answered the study's based one the single overarching concept, which was the students' perception of role-play. Two distinct categories of students' perceptions emerged: (1) emotional state, (2) behavior state. Each of the themes is presented with the data together with analysis.

A. Students' Emotional State

The students' emotional state is stated in table 1. The table mentions some emotional states perceived by the students both as a patient or a nurse.

Table 1. Students' Emotional State

No	Question	Respond
1	What do you feel when you take a role as a patient? Give reason!	I feel happy because I know the way to say in English.
		I feel happy because I can be a patient.
		I feel happy because I have new words.
		I feel good when I have a patient role because I can

		add new words.
		I feel good because I can be a patient.
2	What do you feel when you take a role as a nurse?	I feel happy because it is my job.
		I feel happy because I have new words.
		I feel happy because I can learn how to speak in English.
		I feel confident because I can speak English as a nurse.
		I feel comfort because it is my job.
		I feel relax enjoying my role as a nurse.

In reference to the findings of the emotional state question, several students' perception on role-play

implementation as a patient and a nurse were identified by the researcher. Their perceptions of the students' emotional states are feeling happy and good in their role of a patient. On the other hand, the perceptions of the students' emotional states are feeling happy, confident, comfort and relax in their role of a nurse.

Moreover, the students clarified that their happiness was because they knew the way to say in English; they could be a patient; they had new words. They added that their feeling well was because they could add new words; and they could be a patient. On the other hand, they argued that when they got a role as a nurse, they were happy because being a nurse was their job; they had new words and they could learn how to speak in English. In addition, their confidence was because they could speak English. They felt comfort because being a nurse was their job; and they felt relax because they enjoyed their role as a nurse.

Talking about confidence as the finding of the emotional state, the researcher could say that building confidence was not something easy but it needed several times in several relaxing time such as in role-play time. This finding was in line with the previous study written by Altun, (2015). In the study, it was stated that students developed their motivation and self-confidence through role-play implementation.

B. Students' Behavior State

The students' behavior state is stated in table 2. The table mentions some behavior state perceived by the students both as a doctor or a nurse.

Table 2. Students' Behavioral State

No	Question	Respond
1	What do you behave to participate in a role-play? Give reason!	I have to be ready and be able to speak in English because it is a challenging activity.
		I show my ability to do my role because it is a good chance for me to speak English.
		I try to speak English as well as I can to show my role.
		I speak confidently to show my role because I like the activity.
		I memorize my turn because I like the role.

2	What will you do to have next role-play? Give reason!	I will be ready with same activity for different topic because I like role-play.
		I will prepare my speaking as well as I can because it is challenging.
		I will speak better to show my serious role because it is interesting to speak English as a nurse and a doctor.
		I will always practice my role because it is good for me to practice.
		I will always motivate my team work to show the progress because role-play is about a team work.

In the classroom, role-play could have effects like making the students more engaged. One possible strategy for assisting the teacher in

delivering the English speaking to the students was role-play. During role-play practices, the researcher noticed some consistent students' habits. The students in attendance were ready to learn English. The students were ready to have more speaking practice as a patient and a nurse. In class, the students were eager to participate in a team work. The students wanted to develop their English-speaking ability. The students added more explanation about the reasons why role play made them ready to learn English even it was difficult subject. According to their ideas, role-play facilitated them to learn. From the zero understanding into more than that. Role-play raised their readiness to speak English in a team work. For them, applying practices to be a patient and a nurse with their partner was better that they spoke individually. The findings of this study which was about the behavior state was in line with the research' finding done by Kilgour et al., (2015). In their study, they mentioned that role play facilitated learning in the way that it could create good quality learning. It really worked with the introverted students.

CONCLUSION

The researcher analyzed students' responses and found the following about how they felt about using role play: the majority of

students reported a positive perception both for emotional state and behavioral state when they had role as a patient and a nurse. In addition, they started to feel more assured. They gained inspiration and interest for the next activity by playing a role in it first. In other words, the students were coerced into participating in the classroom. Role-play had additional

benefits, including a good impact on students' emotions. It was challenging for nursing students to speak English when they had to focus on their role. Therefore, the researcher might deduce that the utilization of role-play by lecturer as a teaching strategy increased the students' self-assurance and behavior.

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