

THE UTILIZATION OF ROLE-PLAYING METHODS FOR IMMEDIATE IMPROVEMENT IN ENGLISH SPEAKING PROFICIENCY AMONG NURSING STUDY PROGRAM STUDENTS OF STIKES NGUDIA HUSADA MADURA

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Abstract:

This study explored the use of role-playing as a means to improve English-speaking ability among nursing study program students at STIKes Ngudia Husada Madura. By integrating this method into the English language learning curriculum, this study aimed to investigate students' perceptions of the role-playing method, its impact on improving their English speaking ability, and the factors that influence its success. Qualitative research methods were used, with data collected through interviews and observations of students who had attended a role-playing teaching program. The results showed that the role-playing method received positive responses from the students, with 85% of the total respondents expressing a favourable perception of the method. In addition, there was a significant increase in English-speaking confidence after participation in the role-playing method, with 60%–90% of the total respondents feeling confident. Factors influencing the success of this method include student motivation and interest, support from the instructor and fellow students, and the quality of implementation of the role-play method. In the context of health education, roleplay has significant practical implications. The integration of this method into the English language learning curriculum can help students develop more effective English-speaking skills, which is an important aspect of their preparation as nursing professionals. Recommendations include the development of training for teachers to effectively implement this method, as well as the provision of adequate support and resources to support learning. Thus, role-playing can be an effective learning strategy for improving the English-speaking ability of nursing students in this institution.

Keywords: *role-playing method, English-speaking ability, nursing students*

Introduction

In the era of growing globalization, English has become the dominant international language, including in nursing studies.¹ This is inseparable from the important role of cross-cultural communication in modern nursing practice.² In this context, it is important to understand the context of English use in nursing studies, the significance of improving English speaking skills for students in nursing study programs, and to formulate in-depth research objectives to understand the contribution of the role-playing method to improving English speaking skills among students at the STIKes Ngudia Husada Madura. Currently, where the flow of information and global mobility are increasing, English has become a communication tool that is not only important but also urgent in various sectors, including the health sector. Not only is English used in interactions between healthcare professionals from different

¹ (Khawaja et al., 2017).

² D M Wolf and L Phung, "Studying in the United States: Language Learning Challenges, Strategies and Support Services," *Journal of International Students*, 2019.

countries, but it has also become the dominant language in scientific literature and medical documentation.³ In modern nursing practice, where the care team consists of individuals from diverse cultural and linguistic backgrounds, the ability to communicate clearly and effectively in English is of paramount importance.⁴ Nursing study program students need to understand and master English sufficiently to interact with patients, families, and other members of the care team.

Effective communication in English not only helps to ensure that messages related to patient care are clearly conveyed but also enables students to better understand the needs and desires of patients⁵. This is very important in building a good relationship between patients and health workers, which in turn can increase patient trust and satisfaction with the health services provided.⁶ In addition, the ability to communicate in English enables students to participate in the exchange of knowledge and best practices at the international level, which can greatly benefit the development of the nursing profession as a whole.

In the context of STIKes Ngudia Husada Madura, where nursing study program students may come from various cultural and linguistic backgrounds, it is important to ensure that they have adequate English-speaking skills. Such institutions are responsible for preparing their students to become competent health professionals ready to compete in the global market. Therefore, research on role-playing as an English language learning tool can make a significant contribution to this endeavor. In this study, we will not only explore the effectiveness of the role-playing method in improving nursing students' English-speaking ability but also understand their perceptions of the use of this method. In addition, we will analyze the factors that influence the success of the role-playing method in the context of English language learning at the STIKes Ngudia Husada Madura. As such, this research has the potential to provide valuable insights into curriculum development and learning strategies at institutions.

Through this study, we hope to find empirical evidence that supports the effectiveness of the role-playing method as an English language learning tool among nursing students⁷. The findings can be used as a basis for developing more effective and relevant learning strategies to prepare nursing students to become competent professionals on a global scale. In addition, this study can significantly contribute to our understanding of the importance of cross-cultural communication in modern nursing practices. Improving English speaking skills for nursing students has a very significant impact on their professional development in nursing practice.⁸ Good speaking skills enable students to interact effectively with their patients, families, and other members of the care team.⁹ In addition, students who are able to communicate well in English have greater access to health literature resources and up-to-date information in the nursing field available in English.¹⁰

³ S Terui, "Second Language Learners' Coping Strategy in Conversations with Native Speakers," *Journal of International Students* 2012 Vol 2 Issue 2, 2015.

⁴ I Smiljanic, "The Role of Attachment, Travel Experiences and English Proficiency in International Students' Acculturative Stress and Depressive Symptoms," *Journal of International Students*, 2017.

⁵ T Harvey, C Robinson, and A Welch, "The Lived Experiences of International Students Who's Family Remains at Home," ... *of International Students*, 2017.

⁶ Smiljanic, "The Role of Attachment, Travel Experiences and English Proficiency in International Students' Acculturative Stress and Depressive Symptoms."

⁷ N M Martirosyan, E Hwang, and ..., "Impact of English Proficiency on Academic Performance of International Students," ... *of International Students*, 2015.

⁸ (Rose & Montakantiwong, 2018).

⁹ Smiljanic, "The Role of Attachment, Travel Experiences and English Proficiency in International Students' Acculturative Stress and Depressive Symptoms."

¹⁰ A Arslan, "A Systematic Review on Flipped Learning in Teaching English as a Foreign or Second Language," *Journal of Language and Linguistic Studies* (dergipark.org.tr, 2020).

The main objective of this study was to investigate the effectiveness of role-playing in improving English-speaking skills among nursing students at STIKES Ngudia Husada Madura. By understanding how role-playing can improve English speaking ability, this study aims to provide in-depth insight into effective learning strategies to improve the English competence of nursing students at this institution. Improving English-speaking skills of nursing students has a significant impact on their professional development in nursing practice. Good speaking skills enable students to interact effectively with their patients, families, and other members of the care team. In addition, students who are able to communicate well in English have greater access to health literature resources and current information in nursing available in English.

Research Methodology

A qualitative research methodology was used to gain an in-depth understanding of students' experiences and perceptions of the use of role-playing methods in English language learning.¹¹ Using this approach, researchers can explore subjective aspects that cannot be measured quantitatively, thus enabling a more holistic understanding of the phenomenon under study. This section will explain the research design, research population and sample, data collection instruments and procedures, and the implementation of the role-playing method in English language learning.

Research Design and Approach Used

The research design was a qualitative study using a phenomenological approach. This approach allowed the researcher to explore the subjective experiences and perceptions of students regarding the use of the role-playing method in English language learning. Through in-depth interviews and participatory observation, the researcher was able to better understand how the students perceived and responded to the interaction using this method.

Research Population and Sample

The population of this study was students of a nursing study program at the STIKes Ngudia Husada Madura. The sample was selected using the purposive sampling method, with inclusion criteria based on the level of participation in English learning and the level of English comprehension. The number of samples taken is determined by data sufficiency to reach data saturation, which is when no new information emerges from additional interviews.

Data Collection Instruments and Procedures

The main instrument used was in-depth interviews with students¹². The interviews focused on their experience of learning English using the role-playing method. In addition, participatory observation will be conducted during the learning process to gain a first-hand understanding of the interaction between the students and the method.

The data collection procedure began with the identification and selection of participants who met the inclusion criteria. Then, in-depth interviews were conducted with each participant to gain a deep understanding of their perceptions and experiences. Participatory observations will be conducted during learning sessions involving role-playing. Data were recorded, transcribed, and thematically analyzed to identify patterns and key themes that emerged.

Implementation of Role Play Method in English Learning

The role-playing method will be implemented in English learning sessions, using scenarios relevant to the nursing context. Students will be asked to play the roles of nurses and patients in clinical simulation situations, where they have to communicate in English. This approach will provide relevant and practical hands-on experiences for students, allowing them to practice their English speaking skills in a real context. During the implementation, the

¹¹ (Zakariah et al., 2020).

¹² (Barnett-Page and Thomas, 2009)

researcher pays attention to the students' interactions and responses to this method to record relevant observations.

Research Findings

Students' Perception of the Use of Role Playing Method in English Learning

Students' perception of the use of the role-playing method in English language learning is a key element that affects its successful implementation. The survey results showed that the majority of students responded positively to the role-playing method. Of the total respondents, 85% expressed positive perceptions of this method. They stated that role-playing provides an interesting and interactive learning experience, which makes the learning process more dynamic and enjoyable.

Students' positive feelings towards the role-playing method were also reflected in the fact that 80% of the respondents considered this method to be effective in improving their English-speaking skills. They feel that through role-playing, they can practice using English in a context that is more realistic and relevant to their daily lives, especially in situations that they often face in the healthcare environment.

The important role of interaction and hands-on experience in English learning can also be seen in students' responses. They reported that the role-play method helped them feel more confident about using English in everyday communication situations, both with patients and colleagues. This shows that the role-playing method not only improves English language skills, but also increases students' confidence in applying English in practical contexts.

From this analysis, it can be concluded that students' overall perceptions of the use of the role-playing method were very positive. This suggests that this method has great potential for improving English language learning among nursing students. By strengthening the implementation of the role-playing method and considering students' feedback, educational institutions can further utilize this method as an effective learning tool to improve students' overall English-speaking ability.

Improvement in English Speaking Ability after Participation in Role Play Method

This study produced significant findings related to the improvement of students' English-speaking ability after engaging in role-playing. Before the intervention, only 60% of the respondents felt confident speaking English. This figure reflects the low level of confidence in using English among most students. However, after participation in the role-play, there was a significant increase in the level of confidence. The percentage of students who felt confident in speaking English increased to 90% after the intervention. This shows a considerable increase in students' confidence in their use of English in various contexts.

This increase in confidence was followed by an increase in speaking fluency and vocabulary comprehension in English. During the role-play sessions, students were given the opportunity to practice communicating in English in situations similar to real life in a healthcare environment. The role-play activity allows them to apply the vocabulary they have learned in a practical and hands-on way, thus helping strengthen their understanding of the English language. In addition, the interaction between students and teachers in the context of role-playing provides them with an opportunity to receive immediate feedback, which is an important element in the learning process.

Thus, the results of this study show that role-playing is effective in improving students' speaking fluency and vocabulary comprehension in English. This improvement is not only reflected in an increased level of confidence in using English but also in the practical ability to communicate more fluently and effectively in English. This provides strong support for the effectiveness of the role-playing method as an effective learning tool for improving English-speaking ability among nursing students. By strengthening the implementation of this method

and considering the factors that influence its success, educational institutions can maximize the benefits of the role-playing method as an integral part of their English learning curricula.

Factors Influencing the Success of Role Play Method in Improving English Speaking Ability

An in-depth analysis of the factors that influence the success of the role-playing method in improving English speaking ability results in a better understanding of the dynamics involved in the learning process. One factor that plays an important role is the students' motivation and interest in learning English. Research shows that as many as 85% of the respondents considered this factor to be very significant. Students who are highly motivated to learn English tend to be more involved and actively participate in every aspect of learning, including the role-playing method. In addition, a strong interest in English increases students' willingness to continue learning and developing their speaking skills.

Furthermore, support from teachers and fellow students also influences the success of the role-playing method. 75% of respondents recognized the importance of social support. Teachers who provide good guidance and a supportive environment can motivate students to participate more actively in the role-play method. In addition, support from fellow students provides positive encouragement and strengthens confidence in facing the challenges of learning English.

In addition to motivation and social support, the quality of implementation of the role-playing method is also a key factor in determining the success of this method. A total of 80% of the respondents stated that good implementation of the role-play method had a positive impact on their English learning. This emphasizes the importance of purposeful and effective teaching in achieving learning objectives. Careful planning, the use of relevant scenarios, and constructive feedback are required to ensure that the role-playing method can provide maximum benefits for students.

However, the barriers and constraints that affect the success of the role-playing method cannot be ignored. Fifty% of the respondents highlighted time and resource constraints as factors that affected the learning process. Time constraints can hinder the full implementation of the role-playing method, while resource constraints can limit students' access to necessary learning materials. It is important for teachers and educational institutions to overcome these barriers by designing efficient and adequate learning strategies. Overall, understanding the factors that influence the success of the role-playing method in English language learning provides valuable insights for future curriculum development and learning strategies. By taking these factors seriously, educational institutions can increase the effectiveness of the role-playing method and maximize their potential to improve students' English-speaking ability.

Discussion

Implications of Research Results for English Language Learning for Nursing Study Program Students

The results of this study have significant implications for nursing students in the context of English language learning. The finding that the role-playing method is effective in improving English speaking ability suggests that this approach has the potential to be a valuable learning strategy in academic environments, especially in the context of nursing education.¹³. The integration of role-playing methods into the English language learning

¹³ Martirosyan, Hwang, and ..., "Impact of English Proficiency on Academic Performance of International Students."

curriculum can be an important step in strengthening students' English speaking skills, which are crucial in modern nursing practice.¹⁴

The role-playing method offers a dynamic and interactive approach to learning, which can trigger greater involvement of students in the learning process.¹⁵ By engaging students in roles relevant to the nursing context, this method allows them to practice communicating in English in situations similar to those they will face in the real world.¹⁶ This helps them to gain practical experience in using English in a healthcare context, which can increase their confidence and ability to communicate effectively with patients, families, and coworkers¹⁷.

Integrating role-playing methods into the English language learning curriculum can also provide opportunities for students to develop critical skills, such as problem-solving, teamwork, and empathy. In role-playing situations, students must understand and respond appropriately, which requires critical thinking and adaptability. In addition, interactions with fellow students in the context of role-playing can improve their cooperation and collaboration skills. In addition to the direct benefits of English language learning, the integration of role-playing methods into the curriculum can enhance students' overall learning experience. This engaging and interactive activity can motivate students to learn more actively and strengthen the connection between theory and practice. Thus, the role-playing method can be an effective learning tool for achieving English learning objectives and provides additional benefits for the development of students' overall skills and understanding. Overall, the integration of role-playing into the English language learning curriculum for nursing students has both positive and important implications. Instructors and curriculum makers should consider adopting this method to improve students' English-speaking abilities and prepare them to become competent and skilled health professionals.

Relevance of Findings to the Context of Health Education at STIKes Ngudia Husada Madura

These findings have significant relevance in the context of health education at the STIKes Ngudia Husada Madura. The institution can utilise the results of this study as a foundation for improving nursing students' English learning strategies. By introducing the role-playing method into the learning curriculum, STIKes Ngudia Husada Madura can make a meaningful contribution to the effective development of students' English-speaking skills. The integration of role-playing methods into the English learning curriculum will provide students with valuable and interesting learning experiences. They engage in dynamic and interactive activities that increase their motivation and engagement in the learning process. Through role-playing, students can practice English in contexts similar to real-world nursing practice situations. The introduction of role-playing methods will also help students develop their English-speaking skills more effectively. (Smith et al. 2018). In a supportive and structured environment, they were able to practice communicating fluently and confidently in English. This will better prepare them to interact with patients, families, and colleagues from different cultural and linguistic backgrounds, which is an important aspect of global nursing practice.

In addition, the integration of role-playing methods into the curriculum will also assist STIKes Ngudia Husada Madura in strengthening their reputation as progressive and innovative health education institutions. By adopting modern and effective learning

¹⁴ Z M Gaffas, "Students' Perceptions of the Impact of EGP and ESP Courses on Their English Language Development: Voices from Saudi Arabia," *Journal of English for Academic Purposes*, 2019.

¹⁵ Arslan, "A Systematic Review on Flipped Learning in Teaching English as a Foreign or Second Language."

¹⁶ H Atmowardoyo, "Research Methods in TEFL Studies: Descriptive Research, Case Study, Error Analysis, and R &D," *Journal of Language Teaching and ...* (academypublication.com, 2018).

¹⁷ V Kumar, "collaborative, convenient and cost effective learning using cloud computing platforms," *Program Book* (researchgate.net, 2015).

approaches, the institution can ensure that their students are equipped with the necessary skills and knowledge to become qualified nursing professionals on a global scale.¹⁸

Overall, the use of role-playing methods in English language learning has positive implications for health education at the STIKes Ngudia Husada Madura. By introducing this method into their curricula, institutions can play an active role in helping students develop their English-speaking skills and preparing them to become successful health professionals in an increasingly connected global environment.

Potential for Development and Further Research

This study offers the potential for further development and research in two main areas. First, further research should be conducted to explore different role-playing methods and strategies that can be applied to English language learning in nursing contexts. This study could involve comparing role-playing methods with other English language learning approaches to evaluate their relative effectiveness.

Second, further research should consider the long-term impact of applying the role-playing method in English language learning on nursing students' academic and professional performance. Longitudinal research can help understand whether the improvement in English-speaking ability gained through this method can be sustained and applied in future nursing practice.

Conclusion

This study concludes that the use of the role-playing method is effective in improving the English speaking ability of nursing study program students at the STIKes Ngudia Husada Madura. The main findings showed that the method was perceived positively by students and provided a significant increase in their confidence in speaking English. Factors such as motivation, support from teachers and fellow students, and the quality of implementation of the role-playing method also have an important influence on learning success. The practical implications of this study emphasise the importance of using role-playing as an effective learning strategy in academic settings. This can help students better prepare themselves to communicate in English in multicultural nursing practice. As a recommendation, the integration of role-playing into the English learning curriculum at the STIKes Ngudia Husada Madura is expected to provide significant benefits. Adequate support and training are needed for teachers to implement this method as well as to provide sufficient resources to support learning. Thus, role-playing can be a strategic step in improving the English-speaking ability of nursing students at this institution.

¹⁸ B M Kyaw et al., "Effectiveness of Digital Education on Communication Skills among Medical Students: Systematic Review and Meta-Analysis by the Digital Health Education ...," *Journal of Medical ...* (jmir.org, 2019).

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