



IMPROVING STUDENT'S SPEAKING ABILITY VOCABULARY THROUGH ROLE PLAY MODEL FOR ESP STUDENTS

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ABSTRACT

This research is designed as research on improving students' speaking ability for students of the undergraduate nursing program. This research used Role-play as a technique in teaching speaking in English course. The method of this research is called "A Classroom Action Research". The subject of this research was the undergraduate nursing program in the academic year 2021-2022 semester 5 consisting of 24 students. The data of this research were collected by using a measurement technique that was a performance test to measure students' achievements.

The findings of this classroom action research showed that speaking ability in class increases by using the Roleplay technique. Based on data analysis, the mean score of the students on the first cycle is 6.770, which qualified poor to average, and the mean score of the students on the second cycle is 7.406, which is qualified average to good. It means that the action hypothesis of the using Role play technique to improve students' speaking ability in class is proven.

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INTRODUCTION

Mastering English for some Indonesians is an important thing when they want to compete and survive in their future life. They need to communicate with other people from different places even different countries to accommodate and fulfill their needs. The use of English in communication is irresistible because English is regarded as an international language. As an international language, the English language gives a strong contribution to our daily life.

Mastering English is not an easy thing. The students need to be trained intensively. The earlier a person learns a language, the better he or she will master the language. Learning a language can be strengthened as a habit. The more they practice their English, the better they will master English. Louma, 2003 expressed that the ability in speaking certain language is found or derived from the heart. Meaning that it can be applied at any languages as well as foreign languages.

Dealing with the use/ the practice of using language in certain place, it is influenced by numerous factors. One of it is the students' environment which can give big contribution to their language acquisition. The environment and the atmosphere surrounding them help to understand the language used amongst that community while practicing the language itself. It has a big portion of things

influencing in acquiring language communicative competence. Students will pay attention and practice the linguistics expressions are used by the community where they live.

Like other subjects, English is also taught in health sciences schools in which the use of English is irresistible in this time in borderless area. The students need to learn about English which is used in a certain community. English for specific purposes is needed to prepare the students to have better English so they will be ready to compete with others in their future lives. Tompkins (1998) in Erasma et al (2-3) stated that Role-play technique emerges students' thinking and their creativity. It leads the students to develop and practice new language including the behavioral skills in a conducive way and it affects the motivation level getting rises and the involvement of the students is getting better.

As we know together that English has been taught since the students are in Elementary school, most students still find some difficulties in understanding the language and practicing it in their daily life. Moreover, some students are reluctant to practice their English to communicate with others in the community as they do not feel confident to start speaking using English. The students are thinking that English is difficult to master because it has some differences from the Indonesian language. One of the differences in the grammatical structure.

The grammatical structure is different from the Indonesian structure. Grammar in the Indonesian language is quite different from grammar in the English language. Some children feel confused to understand this structure. For example, the phrase "Gadis cantik" in the Indonesian Language will be "beautiful girl" in English. "gadis " is girl, and "cantik" is beautiful. In the Indonesian language the word (noun) " gadis" comes first and the adjective "cantik" comes after the noun. Some children feel confused to understand this structure. The children also need to be familiarised with the English grammatical structure and other parts of the English language.

RESEARCH METHODOLOGY

This research focused on the use of roleplay in teaching speaking. Sajjad in Sari, 2009 mentions that roleplay is an interesting activity because it needs the students whom are involved in the activity to be in a 'real' in the chosen situation. Learning something 'new' the students need to have various techniques. They are needed to be involved actively in the teaching-learning process. One of the techniques can be applied in language classes is through role-play technique. Role-play teaching-learning technique sets the students in some certain positions/portions to be imitated by the students. It helps the students to maximize their potentials in using the language itself. (Bhattacharjee: 2014).

In role-paly technique, students experience the 'real' situation created. Therefore, the students can imagine and position themselves to be in the real situation. It helps the students to increase the use of English language practiced by the students. In accordance with this statement, role-play technique has also the capacity to create the students' mind set to explore their language competence.

Some discussions of role-play technique used by the students are in line with what stated by Van Ments in Cohen et al (2007:452 - 453). He stated that role-paly technique can (a) develop students' sensitivity and awareness. Whe role-play practiced in certain positions such as as a doctor, patients, nutritionists, nurse, midwives, etc., it creates the students' mind to be the positions they should have and behave and assign them to be the assigned positions. It will make the students focus on the position. Therefore, it also can enhance the language used by the students when they have the activity. As stated by Harmer, 1998: 92 that Role-play technique demands the students to behave and act as the imagined position they have. (b) Role-play creates the pressure on the students as they have the situation which is not familiar.

This pressure emerges since the students must work hard to adapt the role they have never before. It also creates the challenges when the students have different intelligence and position mastery. For example, some students are familiar with the formal situations while other students are not. If it happens, role-play technique must be evaluated. The same idea has emerged by Harmer, 1998:275 that Role-play technique is eefective when all parties have the same perceptions about the goals they should achieve. Another thing emerges when not all students have good communication skill in speaking activities. (c) Role-play technique challenges for oneself to have new role which is different from his or her own. It creates syndrome or worry that one will not be successful in certain new roles. This case emerges because not all students have the capacity in positioning him or herself in a new position to face. (d) practice the new situation in which participants (students in order the goals of the role-play activities can be reached.

The main focus of this action research in the ESP classroom (health school) is to make the students feel more comfortable and enjoyable in improving their speaking ability and to encourage the teacher to have interaction with the students in a more interesting way of teaching. If the teacher can create a good atmosphere in teaching-learning process, the class will run successfully. The class situation will be created harmoniously. Lewinin, 1992:2 cited in Sri Muhadir and cited also in Sutapa and Salam (7-8) described that action research as a linked steps. Each step has four stages: planning, acting, observing, and reflecting.

FINDINGS AND DISCUSSION

The research is done as class action research (CAR). The research is aimed to find the problems that emerged and found in English class for health sciences. The result shows that most of the students found difficulties in speaking English. To support the research, the researcher occupied the research in two cycles. The first cycle was in January 10, 2022 while the second cycle was conducted in January 24, 2022. This classroom action research was conducted in two cycles. Each cycle consisted of the planning stage, acting stage, observing stage, and reflecting stage. The acting stage was conducted in one meeting (2 x 45 minutes) that was performed during the teaching-learning process. While doing the teaching-learning process, the researcher observed what was happening in the classroom and took some notes. The data was collected in the form of students' worksheets, field notes, and scores. In conducting the second cycle, the writer focused on the improvement of students' scores. In this cycle, all of the students show improvement in their scores.

The first cycle was conducted in January 10, 2022. The problem that happened in this cycle where some students did not follow the rules of the role play because they did not pay attention to the teacher's explanation, some students were still poor in spelling pronunciation, and grammar and some students saw not enjoy the role play. They felt reluctant in doing the role-play activities.

The table below shows that the students' mean score in cycle 1 was 6.354, consists of the fluency were 6.375, vocabulary was 6.375, the pronunciation was 6.291, and accuracy was 6.375. the more details information in cycle 1 can be seen in the following table.

Fluency	Vocabulary	Pronunciation	Accuracy	Average
6.375	6.375	6.291	6.375	6,354

While the result of students' mean score in cycle 2 was 6,770, fluency was 6.916, and vocabulary was 6.416, and pronunciation was 7 and the accuracy was 6.750. the researcher found that there is significant improvement of each cycle.

Fluency	Vocabulary	Pronunciation	Accuracy	Average
6.916	6.416	7	6.750	6,770

This classroom action research was conducted in two cycles. Each cycle consisted of planning stage, observing stage, and reflecting stage. The acting stage was conducted in one meeting (2 x 45 minutes) that was performed during the teaching learning process. While doing teaching learning process, the researcher observed what was happening in the classroom and to take some notes. The data was collected in the form of students' worksheet, and field notes and score. In conducting the second cycle, the writer focused on the improvement of students' individual score. In this cycle, all of the students show improvement in their individual score.

The first cycle was conducted on January 10, 2022. The problem emerged in this cycle was some students did not follow the rules of the role play fully because they did not pay attention to the teacher's explanation, some students were still poor in spelling pronunciation and grammar, and some students seen not enjoy the role play. They felt reluctant in doing the role play activities. After the cycles were done, the researcher found a significant improvement in their speaking skills. Most of them felt more confident to speak using English even though outside of the classroom.

The Result of Actions Applied in Cycle 1 and Cycle 2

No	The students' speaking ability before the first Cycle 1	The students' speaking ability after the Cycle 1	The students' speaking ability after the Cycle 2
1	The students lacked confidence.	The students' self-confidence rised.	Most of the students spoke confidently.
2	The students found difficulties in pronouncing the words	Pronunciation mistakes decreased.	Their pronunciation was better.
3	The students had limited vocabulary relating to the body systems	The vocabulary mastery was richer.	The vocabulary mastery was much richer.
4	The students felt inferior to speak loudly	There were many opportunities for them to speak-up but few of them were still too shy.	There were many varieties of opportunities for them to speak-up.
5	The students were less enthusiastic on the teaching learning process.	They looked enthusiastic on the new topic.	They enthusiastically got involved in the teaching learning process.
6	The activities were monotonous.	The activities were more varied.	The activities were more varied and enjoyed.
7	The mean score of the students' speaking skill was 6.354	The mean score of the students' speaking skill was 6.770	The mean score of the students' speaking skill was 7.406

From the data above we have short information about the increase of students' vocabularies in English language by the use of role-play technique applied at ESP classroom in Undergraduate Nursing program in higher education level/university.

SIMPULAN DAN SARAN

Based on the research above, the researcher can conclude as follows. Firstly, the use of the Roleplay technique can improve students speaking ability in class. It is shown by the students' mean score. The mean score improved in every cycle. Secondly, roleplay method can help the students minimize the student's difficulties especially for English for specific purposes which is English for nursing. So, it will be easier for students to understand and easy to explain about the body system in English class. Thirdly, through Roleplay technique, students speaking ability in faculty of health sciences nursing department in the academic year 2021 – 2022 improved well.

From the result of the research, we can give suggestions to all educators that the use of some games especially role play can give a better opportunity for the students to enhance their speaking ability. The role of the educator/teacher given the role model for the students helped the students in increasing the students' confidence that made them feel more comfortable to communicate using the English language. Finally, the writer does hope this brief finding can motivate the other researchers to have further research about the teaching techniques including the role play system.

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