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Role play as a solution for wiraraja nurse's speaking ability: Action of real live in nursing activities

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Role play as a solution for wiraraja nurse's speaking ability:

Action of real live in nursing activities

Akhmad Feri Fatoni

Abstract

English as foreign language attends to be big problem to solve, especially for nurse. Learning focus that positioned English as general course for nurses doesn't subside effective contribution to increase the fluency of their English communication. This research is basically aimed to test the nurse's speaking ability by using Role play. Quantitative analysis (quasi-experiment) is used to measure that there are differences in English communication skills in experimental class and control class, while the populations are fourth semester of Wiraraja University's nurse students. Pre-test and post-test were used to measure the improving students' speaking ability. The result of the data analysis shows that the experimental post-test's score is higher than control group. Therefore, it can be concluded that role play improves Wiraraja nurses' speaking ability.

Keywords: Role play, speaking ability, nurse

Introduction

Nowadays, English as an international language holds an important role especially in the education field. Universal knowledge scope requires a learner not only to know English, but also to comprehend the using both orally and written. In nursing, English is very important in some cases such as the search for scientific resources, the translation of medical terms, communication with patients, and the process of looking for a job. Nurses will be greatly helped and feel their presence if they are able to use English in every professional interaction especially for those who live in tourism areas that are often visited by foreign tourists such as Sumenep.

As a foreign language, more over English as a general course for nurse, it became secondary needed of learning process. It comes because most of students argue that English doesn't have direct correlation with nursing. Besides that, learning English takes long time as a consequence of its difficulties to be comprehend.

As known that speaking is the most important skill in English among four other skills, speaking ability takes very important skill to be mastery. According to Ladouze (1991) speaking is described as the activity as the ability to express and report the situation or activity in precise words or the ability to converse or to express a sequence of ideas fluently. It means that speaking is skill to express what someone see, feel, and think. When someone see, feel, or think something, automatically he wants someone else to hear about it. Wilson (1982) defines that speaking as development of the relationship between speaker and listener. In order to express effectively, the speaker should know exactly what he wants to speak, he has

to be able to evaluate the effect of his communication to the listener, then the listener should get the point what the speaker declare.

As foreign language in Indonesia, English became a language which is very rarely to use in communication, especially for non-english learner. As known that English is a skill that can be mastery only by practice, the learner has to communicate in English frequently. As a solution of problem faced by nurses in mastery English speaking ability, partice to speak English is needed to be held continuously. According to Qing (2011) trying to interact each other as a projection of real life situation attends to be effective and efficient method in helping students to increase their speaking ability. Liu and Ding (2009) used role play technique to see how the student performed in groups when they were given a familiar situation to role play in. In detail, role play will be suitable method for this case . The strategy applied must be on targeted and measurable to know the improvement of nurses speaking ability significantly.

Therefore, from the background, Role play to improve nurse's speaking ability of wiraraja universiy is formulated for this research.

Method

This study employes quantitative analysis (quasy-experiment) research design in increasing wiraraja nurses's speaking ability. According to Creswell (2008, p.313), the design is used because the treatment is not random assignment of participants to groups. It means that there is no selection of population.

Data analysis that was gotten from pre-test and post-test can be applied to both experiment and control group (Creswell, 2008, p.314). based on the theory, it ca be said the goups devided into experiment and control group that tested twice both pre-test and pot-test.

The research design has several characteristics as follows: (a) it has two groups namely experimental and control group; (b) the two groups are compared respectively two measure dependent variable; (c) each groups are tested twice (pre-test and post-test).

Scoring instrument are used for pre-test and post-test. As known that speaking is a skill which requires scoring rubric as hint of student's gaining score, so the scoring rubric can be seen as below:

	Speaking Scoring Rubric						
	No	ASPECS	SCORE				TOTAL
			50	60	70	80	
1	Fluency						
2	Accuracy						
3	Pronunciation						
4	Performance						

1. Fluency	50	Speech is jerky: hardly comprehensible
	60	Speech is frequently halted; frequent unnatural pauses, fairly comprehensible
	70	Speech is mostly fluent; a few unnatural pauses; fairly comprehensible
	80	Speech is very fluent; no unnatural pauses; all comprehensible
2. Accuracy	50	Inadequate mastery of grammar and vocabulary, with frequent inappropriate choice of expression/register
	60	Fair master of grammar and vocabulary, with occasional inappropriate choice expression/register
	70	Good mastery of grammar and vocabulary with mostly appropriate choice of expressions/register
	80	Excellent mastery of grammar and vocabulary with all appropriate choice of expressions/register
3. Pronunciation	50	Pronunciation is poor and unclear with mostly incorrect rhythm and stress pattern
	60	Pronunciation is fairly intelligible and clear with some incorrect rhythm and stress pattern
	70	Pronunciation is mostly intelligible and clear; with good rhythm and stress pattern
	80	Pronunciation is always intelligible and clear; with good rhythm and stress pattern
4. Performance	50	Posture, gesture, facial expression, eye contact, and volume demonstrate poor performance
	60	Posture, gesture, facial expression, eye contact, and volume demonstrate fair performance
	70	Posture, gesture, facial expression, eye contact, and volume demonstrate good performance
	80	Posture, gesture, facial expression, eye contact, and volume demonstrate excellent performance

Result

The result of study are the results of treatment were given showed quantitatively by pre-test and post-test. A pre-test was held on September 29,2018. After being tested, the result of pre-test was calculated by using Person Product Moment as below:

Table 1 . Analysis of student's pretest gained score between experiment and control group

Group	N	Mean	Std Deviation	Sig. Value (2-tailed)
Experiment	38	46.7143	11.99405	0.851
Control	38	46.2000	10.85682	0.851

Based on the result of statistical computation, it can be seen that the mean of pretest experiment group is 46,7 while in opposite the control pretest score is 46,2. The result conclude that there is no high difference between the average. In other words, it can be said that the class is homogenous. The researcher applied t-test then he obtains significant value 0.851. The result indicates that the two groups are homogenous.

Table 2. Analysis of student's posttest gained score between experiment and control group

Group	N	Mean	Std Deviation	Sig. Value (2-tailed)
Experiment	38	69.7429	13.30047	.023
Control	38	42.6571	12.12179	.023

Based on the result of statistical computation, it can be seen that the mean of posttest experiment group is 64.7 while in opposite the control pretest score is 42.6. And the significant value (2-tailed) 0.023 is lower than α 0.05. The result conclude that there is relatively difference between the average. In other words, it can be said that after the posttest, the experimental score is higher than the control group. Thus the role play has significant influence on nurses's speaking ability.

Conclusion

The conclusion of this study is role play can be solusion toward nurses's speaking ability especially in Wiraraja University. The use of role play makes the students (nurse stidents) develop their speaking ability in easy way. They act as same as stakeholder in real live. So they can be familiar with some vocabularies that used to say in their proffesion commuication. Beside that, by using role play the students can explore their knowledge about medical treatment in English.

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