IMPLEMENTING ROLE PLAY TO IMPROVE NURSING STUDENTS' SPEAKING PERFORMANCE AT STIKES AMANAH MAKASSAR

ARHAM.R

PROGRAM PASCASARJANA

UNIVERSITAS HASANUDDIN

MAKASSAR

2012

IMPLEMENTING ROLE PLAY TO IMPROVE NURSING STUDENTS'

SPEAKING PERFORMANCE

AT STIKES AMANAH MAKASSAR

Thesis

A Thesis Submitted in Fulfillment of the Requirements for the Degree of

Master of Humaniora

Program

English Language Studies

Arranged and Proposed by

ARHAM R

To

ENGLISH LANGUAGE STUDIES

POSTGRADUATE PROGRAM

HASANUDDIN UNIVERSITY

MAKASSAR

2011

THESIS

IMPLEMENTING ROLE PLAY TO IMPROVE NURSING STUDENTS'
SPEAKING PERFORMANCE
AT STIKES AMANAH MAKASSAR

Written and Proposed by :

ARHAM R

Register Number: P0600210031

Has been defended in front of the thesis examination committee
on August 10th,2012 and has fulfilled the requirements

Approved by:

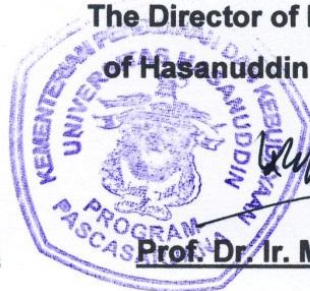| Head of The Supervisory Committee,	Member of The Supervisory Committee
Prof. Dr. Abd Hakim Yassi, Dipl.TESL, M.A	Prof. Drs. H.Burhanuddin Arafah, M.Hum, Ph.D

Head of English Language Studies Program	The Director of Postgraduate of Hasanuddin University
Prof. Dr. Abd Hakim Yassi, Dipl.TESL, M.A	Prof. Dr. Ir. Mursalim

AUTHENTICITY PAGE

This is to declare that this thesis is original and authentic. It was done based on the requirements proposed by Post Graduate Program Hasanuddin University.

The writer is responsible for all the data and documents put in this thesis. This is free from plagiarism.

Makassar, August 11th, 2012

Writer,

ARHAM. R

FOREWORD

In the name of Allah, the Most Gracious and the Most Merciful

Alhamdulillah, all praises to Allah for the strength and His blessing in completing this thesis as part of the requirements for the master degree at the English Language Studies of Post Graduate Program in Hasanuddin University.

It would not have been possible to write my thesis without the help and supports of people who have given their motivation, and supporting advice. Therefore, I would like to express my deep appreciation and sincere thanks to all of them.

I am indebted to Rector of Hasanuddin University, Prof. Dr. dr. Idrus A. Paturusi and his staffs; Director of Post Graduate Program, Prof. Dr. Ir. Mursalim; Dean of Faculty of Letters, Prof. Drs. H. Burhanuddin Arafah, M.hum, Ph.D; and Head of ELS Program, Prof. Dr. Abdul Hakim Yassi, Dipl.TESL, M.A.

Special appreciation goes to the supervisory committee, Prof. Dr. Abdul Hakim Yassi, Dipl.TESL, M.A and Prof. Drs. H. Burhanuddin Arafah, M.Hum, Ph.D whose clear perspective, scholastic, advice, encouraging, and insightful comments were given to me from the preliminary manuscript until the very last page of this thesis. Also, to the whole committee of examiners: Dr. Mustafa Makka, M.S; Prof. Dr. H. Noer Jihad, M.A. and Dr. Hj.

Sukmawaty, M.Hum. Not forgotten, thanks to all the lecturers of the English Language Program, Prof. Dr. H. Hamzah Machmoed, M.A, Prof. Dr. M. L. Manda, M.A., M.Phil, and Drs. Stanislaus Sandarupa, M.A, Ph.D, Dra. Ria Jubhari, M.A, Ph.D, Dra. Etty Bazergan, Ph.D, and Dra Nasmilah Imran, M.Hum, Ph.D, for the knowledge, advice, and valuable support given during the study.

I would like to devote my special thanks to my beloved parents, B. Halwin Rany (late) and Mar'ah Thahir, my sister, Ariany Halwin Rany for their endless love, prayers and encouragement.

Last but not least to all my friends in ELS program 2010/2012 especially Riana, Indah, Ila, Diana, Firman, Erwin, Widi and Dewi, thank you for the unforgettable togetherness.

Along with the imperfectness, the researcher wishes all constructive comments, correction, and criticism for its improvement.

Makassar July 7, 2012

ARHAM R

ABSTRAK

ARHAM R. *Implemetasi Bermain Peran untuk Meningkatkan Kemampuan Berbahasa Inggris Siswa Keperawatan pada STIKES Amanah Makassar* (dibimbing oleh Abdul Hakim Yassi dan Burhanudin Arafah).

Penelitian ini bertujuan menggambarkan: (1) minat mahasiswa keperawatan dalam belajar baahasa Inggris melalui bermain peran untuk mengembangkan ketrampilan berbicara dan (2) seberapa signifikan peningkatan kemampuan berbahasa Inggris mahasiswa keperawatan setelah belajar melalui bermain peran.

Penelitian ini dilaksanakan di STIKES Amanah Makassar. Metode penelitian yang diterapkan adalah Quasi eksperimental. Sampel penelitian diseleksi dengan menggunakan teknik *purposive sampling.* Data pre-test dan post-test dianalisis dengan SPSS dengan uji t-test dan ANOVA. Data yang diperoleh melalui kuesioner dianalisis dengan menggunakan skala Likert.

Hasil penelitian ini menunjukkan bahwa para mahasiswa keperawatan mempunyai minat yang tinggi dalam belajar bahasa Inggris melalui metode bermain peran. Hal ini ditunjukkan dengan adanya 88,33 5 mahasiswa yang setuju dengan bermain peran sebagai sebuah metode belajar berbahasa Inggris. Ditemukan sig. (2-tailed) 0,025 lebih kecil dari 0,05. Hasil perbandingan peningkatan Mahasiswa antara kelompok eksperimen dan kelompok kontrol adalah 0,025. Selain itu, hasil penelitian ini menunjukkan bahwa bermain peran adalah metode yang cocok untuk mengembangkan ketrampilan berbahasa Inggris mahasiswa keperawatan di STIKES Amanah Makassar.

Kata kunci: bermain peran, belajar, berbicara, ketrampilan,

ABSTRACT

ARHAM R. *Implementing Role Play to Improve Nursing Students' English Speaking Performance at STIKES Amanah Makassar* (Supervised by Abd. Hakim Yassi and Burhanuddin Arafah).

The aims of the research were to describe (1) the interest of nursing students to learn English through role playing to improve their speaking skills, and (2) the significance of improving English capability of nursing students after studying with role playing.

The research was conducted at STIKES Amanah Makassar with a quasi experimental method. Samples were withdrawn with purposive sampling technique. Pre-test and post test data were analyzed with Statistical Package for Social Sciences (SPSS), t-test and AVOVA. Data from questionnaires were analyzed with likert scale.

The results of the research indicated that the nursing students have high interest of learning English through role playing. This was indicated by 88.33 students who agreed with the role playing as an English learning method. It was found that the two-tailed sig. was 0.025 smaller than 0.05. Comparative results of student improvements between experiment and control group was 0.025. The research indicated that role playing is an appropriate method of improving the English skills of nursing students at STIKES Amanah Makassar.

Keywords: playing, role, learning, speaking, skill, nursing students.

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CHAPTER I
INTRODUCTION

A. Background

English speaking skill is one of the skills of language to be required in global interaction or communication. It cannot be denied that this skill becomes the most favourable skill needed for professionals in Indonesia recently. Indonesian workers are reqiured to be able to communicate in English for working overseas.

The health professionals such as nurses are required to communicate in English in medical area. The interest of health profesionals to work overseas is increasing significantly from year to year (Grehension, 2011: 8). In this context the need for English speaking skill automatically becomes urgent for overseas workers to support their performance in doing their job. It was found that 70% of Indonesian workers have problems in communication in English which made them get difficulties in doing their jobs properly (Grehension, 2011: 13). Some researches found that English for specific purposes cannot develop students speaking ability (Damayanti, 2010: 2).

The high demand for English speaking ability for medical profesionals requires good quality of teaching English in the classroom. Teaching and learning play very significat role in developing English skills in Indonesia. The facts, however, show that teaching English in most vocational schools or profesional classes such as nursing class in

Indonesia is satisfactory (Damayanti, 2010: 5). Most of English teaching still uses common methods such as grammar method (Damayanti, 2010: 6). Teaching and learning process focus much on grammatical aspects particularly structure. Students are guided to learn various patterns of sentence but they have little opportunity to practice using them in their conversation. This way of learning is helpful for learners to be a good knower of language but they cannot be a good user of language (Ellis, 2008: 52). Learning to use the language for communicative needs become the new paradigm (Nunan, 1992: 26) in a foreign language teaching as known Communicative Language Teaching (CLT).

Developing good quality of teaching is one of the conditions required for second language acquisition. Teachers play significant role to create teaching methods that stimulate students to speak or use the language in real context. One technique that can be considered effective to stimulate speaking skill is role play. Role play urges students to communicate in a specific context in which students have a role to act (Dalton, *et al.*, 2010: 49). In this case role play is suitable for health profesional candidates such as nurses. Students act and speak the language that refer to their role in the future (Barbara and Thorntun, 2008: 57). By applying the role play, students develop language skills and nursing skills at the same time. Nursing students learn to communicate in English with patients, doctors and family in context of health and at the same time they learn how to behave politely and demonstrates how to use the medical tools properly.

Common ways of teaching and learning English does not make students speak it in real life. The way of learning is not in communicative ways that make students can carry out English communication after finishing their study. In this case communicative strategies that urge students to speak English should be provided in the classroom such as role play.

Role play technique in second language teaching is considered as a communicative teaching that provide learning experience related to future job. Ladouse in Ments (1999: 3) stated that role play brings learners to real situation or context in which their ideas can immerse and their understanding increase. This strategy goes with Krashen (1988: 26) as stated that providing input in context is very urgent in second language learning.

Role play is considered suitable for vocational classes that urge much direct learning for their profession. Students are not only as passive learners but they become active learners since there are various activities that put them in an active process. In this case the writer proposes the study on "Implementing Role Play to Improve Nursing Students' Speaking Performance at Stikes Amanah Makassar".

B. Problem Statement

Teaching English for vocational or professional class so far does not provide much opportunity for students to speak in English. This phenomena brings implication for their performance in their profession where English is used in their working environment. The facts show that speaking performance is still low for nursing students. Teaching in common ways does not improve students' speaking performance since they lack opportunity to speak in their context of nursing profession. Teaching method that makes students active in speaking becomes urgent for vocational students such as in nursing field.

C. Research Questions are as Follow:

Based on the problems describe previously, the writer formulate the research questions as follows:

1. To what extend does the Role play strategy improve nursing students' interest to speak English in the classroom?

2. To what extend the Role play strategy improve the students' achievement in their speaking performance after learning English?

D. Objective of the Research

The objective of the reseach are as follows:

1. To describe the nursing students' interest in speaking English through role play in learning English.

2. To find out whether there is a significant improvement in speaking skills after having the treatment of role play or not.

E. Significance of the Research

1.   Practical Benefit

This research is expected to provide significant information for English teachers at nursing class to provide communicative activities in learning to speak English through role play technique. In learning a second language, role play has been proved to enchance speaking performance since students do speaking practice on the professional context such as nursing field.

Speaking performance does not stand in isolation from other skills, so through role play some skills are integrated in a learning. Speaking skill of a second language and nursing skill of health professional area are developed through role play.

2.   Theoretical Benefit

It is expected that this research provides some information to support the theory of communicative learning of a foreign language. Role play proves that speaking performance can be achieved based on CLT approach. Role play becomes a communicative and contextual stage for students' learning. Real life becomes the authentic materials modified to be input of learning of L2 in the classroom (Nunan, 1991: 8).

Sociocultural learning of Vygotsky is applicabe in group activities. In this case role play is considered as a group activities for learning. Social role in real life is integrated in learning to enable students to learn something relevant to their life (Vygotsky in Brown, 2008 : 6). Learning

becomes boring if it is irrelevant to students'needs and real life. In this context role play becomes an object to be studied further for developing theory of social learning.

F. Scope of the Research

The scope of this research is on the effectiveness of role play technique implemented in language teaching to stimulate and improve students' speaking performance in English. Here the study focuses on role play and its effects on students' interest and their speaking performance.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains previous studies, some related theories, theoretical framework, conceptual framework and hypothesis.

A. Previous Related Studies

The study for finding methods in teaching and developing communicative skills, particularly speaking skill has been done a lot by different researchers. The methods of teaching speaking are found to create an effective learning of a second language. Role play is one method that has been studied by some researchers in context of developing communicative competence in a second language. Some studies on role play were done by the following researchers as follow:

Ments (1999: 12) found that role play as a technique has proved to be very powerful in language learning. It highly motivates and enables students to put themselves in a situation they have never experienced before, in particular, it opens the way for them to put themselves in others' shoes. Role play urges students to think about the real situation and get them speak as if they were in that role. Students are automatically forced to speak. In this case the strategy to implement it should be based on their ability.

Shaftel and Smith in Barbara and Thorntum (2008: 57) found in their study that role play strategy actively engages students in their own learning. It also can be considered as an inclusive method in which all types of and ability levels can practice. Through the role play students are encouraged to be creative in verbal or physical expressions. So while students develope their language skills in speaking they also develop certain skills or behaviors that they will perform in real context.

Suherman (2008: 86) in his finding stated that students in general class speak more fluently when they involve body movement in role play. It is a strategy in communication to smoothen the verbal communication. Learning by doing is suitable for young learners since they are still energetic to any activities. Role play creates a dynamic condition of learning in which students feel free to express ideas through body movement or do something.

Liu and Din (2009: 95) found in their research that through role play students can use their vocabulary so far and they have much space to bring their imagination and intelligence into role play.   Furthermore students can communicate freely and fluently in English in this way.

After studying the previous studies, it seems most of the research on role play were done for general students. In this case the writer tries to apply roleplay in specific class that is nursing class. Through this activity, they are provided general ideas and make improvisation on a specific context based on their observation, experience or knowledge they know.

Through role play, students can apply linguistic aspects such as grammar and professional vocabulary in meaningful context. In this case, role play stimulate and urge students to speak in context of future profession.Nursing class is considered suitable to develop speaking skills through role play since it motivates its students to speak in real life situation on medical area.

Based on the previous study, role play performed in the classroom learning focused much on devoloping language skills such as speaking skills, vocabulary and grammar practice. In this case, the researcher comes with a new idea for developing language skills and at the same time letting them learn some other skills that play significant role to express the language. It is not only the mimics or body language expressed but also they learn to perform certain skills really needed. Here role play does not only focus on speaking but also nursing skills will be peformed at the same time they do speaking. Therefore this study involves the nursing students to explore role play in their learning.

Role play as done in general English class does not involve the specific skills developed beside speaking skills because the students do not need the other skills as expected in the role play. Meanwhile in specific class or vocational class such nursing class the students do not only need speaking skill in English but also the nursing skills in medical field.When they are speaking they automatically do some actions in context of nursing. In this case speaking skill and nursing skill are both developed in role play as considered as an integrated skill learning (Amstrong, 2003: 4).

B. Theoritical Review

1.   Sociocultural Learning Theory

Sociocultural learning theory is a branch of constructivism theory pioneered by Vygostky. According to Vygotsky in Brown (2008: 10), to understand the mind we must first understand how psychological processes (especially language) shape the functions of the mind. The major theses of his work in context of learning a second language are as follows:

- Development takes place during changes in a person's social situation or during changes in the activities the person undertakes.

- Individuals observe an activity and then internalize the basic form of that activity

- Individuals assimilate the values of a particular culture by interacting with other people in that culture.

Vygotsky described sociocultural constructivism theory as a way in developing social value. Social interaction between individual and the environment play significant role. So students develop knowledge and skill through interaction with their environment. Sociocultural constructivims theory also considers the social context in which social interaction and negotiation in learning. Acording to Vygotsky (1978) the knowlwdge that has been gained as the result of basic process will be developed more if they do social interaction in their sorroundings. Therefore Vygotsky emphasized the importance of social interaction in learning process.

Sociocultural constructivism of learning stresses on the role of learning in constructing meaning through linguistic input and sociocultural interaction in creating a new linguistic system. The implication of sociocultural constructivism theory is to provide learning method to support the role of learners or students as the centre of learning or subject of learning.

In this perspective, Vygotsky emphasizes on social interaction and cooperative learning in developing cognitive and emotions on reality. It is important to note that Vygotsky assumes that the development of the individual is determined by the activity of groups. The students will interact with another person, assimilate the social aspects of the activity, and take information and internalize it. In this way, social values become personal values.

The development as the result of learning occur as the consequency of social interaction in learning process. Social life and social interaction are brought into learning to build and develop sociocultural behaviors in a setting and context of communication. Spivey in Brown (2008:13) supported that social constructivism tends to focus on individuals to involve or take part in social activities and social interaction in small community or global community. It is believed that the development of the way of thinking and meaningful life occurs in one's life as the result of social interaction in their environment.

In context of learning a second language, social learning inspires the learning process to involve the social interaction process to construct communicative competence in a second language. Communicative competence requires the speakers of L2 to be able to perform verbal or written communications needed in social life. In this case social interaction in real life context should be brought into the learning process to develop students' communicative competence (Ellis, 2008 : 6). So role play is a learning strategy that meets the criteria of sociocultural learning theory.

Bhaktin in Brown (2008: 15) as the follower of Vygotsky stated that learning a second language immers in social context, cultural context and function of language as the medium of communication. Being successful in social communication requires to understand social and cultural context to use the language for communication. So the development of teaching a second language approaches adopt social learning to develop social and communicative competence. One of the recent approaches in teaching L2 is Communicative Language teaching (CLT).

2.   Communicative Language Teaching

The origins of Communicative Language Teaching (CLT) are to be found in the changes in the British language teaching tradition dating from the late 1960s. Until then, Situational Language represented the major British approach to teaching English as *a* foreign language. In Situational Language Teaching, language was taught by practicing basic structures in meaningful situation-based activities.

Communicative language teaching (CLT) refers to both processes and goals in classroom learning. The central theoretical concept in communicative language teaching is ''communicative competence,'' a term introduced into discussions of language use and second or foreign language learning in the early 1970s (Habermas 1970; Hymes 1971; Jakobovits 1970; Savignon 1971). Competence is defined in terms of the *expression, interpretation,* and *negotiation* of meaning and looks to both psycholinguistic and sociocultural perspectives in second language acquisition (SLA) research to account for its development (Savignon 1972, 1997). Identification of learners' communicative needs provides a basis for curriculum design (Van Ek 1975).

Meanwhile, in 1971, in the United States, Hymes in Savignon (2002:6) had reacted to Chomsky's characterization of the linguistic competence of the ideal native speaker and proposed the term communicative competence to represent the use of language in social context, the observance of sociolinguistic norms of appropriacy. His concern with speech communities and the integration of language,communication, and culture was not unlike that of Firth and Halliday in the British linguistic tradition (see Halliday, 1978). Hymes' communicative competence may be seen as the equivalent of Halliday's meaning potential. Similarly, his focus was not language learning but language as social behavior. In subsequent interpretations of the significance of Hymes' views for learners, U.S. methodologists tended to

focus on native-speaker cultural norms and the difficulty, if not impossibility, of authentically representing them in a classroom of nonnative speakers. In light of this difficulty, the appropriateness of communicative competence as an instructional goal was questioned.

At the same time, in a research project at the University of Illinois,Savignon (1972) in Savignon (2002 : 8) used the term communicative competence to characterize the ability of language learners to interact with other speakers, to make meaning, as distinct from their ability to perform on discrete-point tests of grammatical knowledge. At a time when pattern practice and error avoidance were the rule in language teaching, this study of adult classroom acquisition of French looked at the effect of practice in the use of communication strategies as part of an instructional program. By encouraging students to ask for information, to seek clarification, to use circumlocution and whatever other linguistic and nonlinguistic resources they could muster to negotiate meaning, to stick to the communicative task, teachers were invariably encouraging learners to take risks, to speak in other than memorized patterns. When test results were compared at the end of the 18-week, 5-hour-per-week program, learners who had practiced communication in lieu of laboratory pattern drills for one hour a week performed with no less accuracy on discrete-point tests of structure. On the other hand, their communicative competence as measured in terms of fluency, comprehensibility, effort, and amount of communication in a series of four

unrehearsed communicative tasks significantly surpassed that of learners who had had no such practice. Learner reactions to the test formats lent further support to the view that even beginners respond well to activities that let them focus on meaning as opposed to formal features. (A related finding had to do with learner motivation. Motivation to learn French correlated, not with initial attitudes toward French speakers or the French language, but with success in the instructional program.)

Within the last quarter century, communicative language teaching (CLT) has been put forth around the world as the new and innovative way to teach English as a second or foreign language. Teaching materials, course descriptions, and curriculum guidelines proclaim a goal of communicative competence. Communicative Language Teaching (CLT) becomes the most popular approach in second language teaching and learning. This approach is based on language function as a communication tool.

In this case all the methods and techniques used in teaching and learning a second language should involve all the learners to communicate actively in English as second language. The learners should undergo the use of English in real context of communication .There are many methods and techniques that could be used to get real experience of English such as role play, interview, using real objects/pictures, surveys, group discussion, project-task, information gap, pair work, ect.

With the emphasis on communication, there is also the implication that spoken exchanges should be authentic and meaningful (Nunan , 1992.6) detractors claim that the artificial nature of classroom–based (i.e. teacher - created) interactions makes CLT more communicative in the classroom. Nevertheless, a proficient teacher will provide a context so that class interactions are realistic and meaningful (Ellis, 2008: 2) but with the support needed to assist students to generate the target language. We need to consider that producing language is a skill and when we learn a skill we practice in improvised settings.

3.   The concept of Speaking

a.   Definition of Speaking

Speaking is making use of words in an ordinary voice, uttering words, knowing and being able to use language; expressing oneself in words; making speech. Meanwhile skill is the ability to do something well. Therefore, the writer can infer that speaking is the ability to make use of words or a language to express oneself in an ordinary voice. In short, the speaking skill is the ability to perform the linguistics knowledge in actual communication. The speaking ability functions to express our ideas, feeling, thoughts, and need orally (Hornby, 1995: 826).

Laratu in Listanto (2011: 14) said that speaking is fundamentally an instrument act. Speaker talks in order to have some effects of their listener. They assert thing to change their state of knowledge. They ask them to provide information. They request things for them.

Further they point out that the nature of speech act should therefore play a central role in the process of speech production. When people talk one to another, their general goal is to get listeners to understand what they are saying.

Fauziati in Listanto (2011: 26) defined speaking as a part of communication. Speaking is regarded more representing what the speaker wants to say. Through speaking, one can express their minds, ideas and thought freely and spontaneously. To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

Speaking is also one of the language arts that is most frequently used by people all over the world. The art of speaking is very complex. It requires the simultaneous use of the number of abilities which often develop at different rates. Generally, there are at least four components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency (Heaton, 2005: 21).

b. Linguistic Aspects in Speaking

There are three crucial components of speaking skill that must be paid attention to by the speakers, especially for those who are non-native speakers. Those components are briefly described as follows

:

1.   *Pronunciation*

Broughton (2003: 16) stated pronunciation is two interrelated skills recognition or understanding the flow of speech, in production or fluency in the spoken language. Furthermore, Heaton (1988) in Daniyani (2010: 15) confirmed it is possible for people to produce practically all the correct sounds but still unable to communicate their ideas appropriately and effectively. On the other hand, people can make numerous errors in both phonology and syntax and yet succeed in expressing themselves fairly clearly. Moreover, Ur (1996: 3) argued that the concept of pronunciation may be said to include: (1) the sound of the language or phonology; (2) stress and rhythm; and (3) intonation.

2.   *Vocabulary*

Vocabulary plays an important role in both productive skills or receptive skills. By mastering vocabulary the speakers are expected will be easily expressing their idea both orally and written. As Kamil & Hiebert (2003: 48) stated that vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabular includes

words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definitions and connotations - or ever use them ourselves as we speak and write.

3. *Grammar*

Grammar is the statement of the facts and rules we have arrived at concerning the words that make up a language. Then, he clarifies that grammar deals with three subjects: (1) sound and letters (orthography); (2) classification, inflexion, and derivation (etymology); (3) the relations of words of a sentence to another and the relations of sentences to one another (syntax) (Morris, 2009: 15)

4. The Concept of Role Play

a) Definition of Role Play

Role play as defined by Krysia and Maiwiejczuk (1997: 2) is technique used as an important and widespread tool in many context and discipline including education. The aim of role play generally characterized as a method to approximate 'real life' experiences in certain settings, yet the results can be dissapointing due to lack of knowledge and understanding of techniques involved .

Ladousse in Ments (1999: 9) defined the idea of 'role' play that of taking part in a specific situation, while the idea of 'play' is associated with a safe environment and encouraging creativity. In this perspective, role

play put the students in a specific situation or context and get them explore their ideas or behaviors. Here individual creativity plays very significant factor to make the communication meaningful in its context.

Ments (1999: 4) stated that role play in its simplest form, is that of asking someone to imagine that they are either themselves or another person in a particular situation.In this case there are two aspects such as person and situation. In essence each player acts as part of the social environment of the others and provides a framework in which they can test out their repertoire of behaviors or study the interacting behaviors of the group. In learning a foreign language context, situation or context urges learning language skills such as speaking behaviors in English

Role-playing is a teaching strategy that fits within the social roles of models (Joyce and Weil, 2000: 29). These strategies emphasize the social nature of learning, and see cooperative behavior as stimulating students both socially and intellectually. Joy, *et. all.,* in Starko (2009: 235) stated that role playing is an effective tool for enhancing understanding of content as well as social understanding. In role play activities, students take on an role - pretend they are a particular person- to solve a problem or act out a situation. They further stated that on its simplest level, role playing is dealing with problems through action; a problem is delineated, acted out, and discussed. A person puts himself in the position of another person then tries to interact with others who are also playing roles. As emphaty, sympathy, anger and affection are all generated during the interaction, role playing, if done well, becomes a part of life.

English teachers play significant role to create a good condition for students to learn to speak English. Here the teachers can create conditions for learning to take place and to use the language as natural as possible. So one teaching technique that considered useful for using real language is role play.

The dimentions of role play is illustriated as follow:

Role - player
- Imaginary person
- real person
  - Outside learning group
  - Within learning group
- Self

Situation/context
- Simple, one-to-one/complex
- Familiar /new
- Detailed/outlined
- Short / long

Learning
- First-hand (participative)
- Skill / technique
- Sentization
- Attitude change
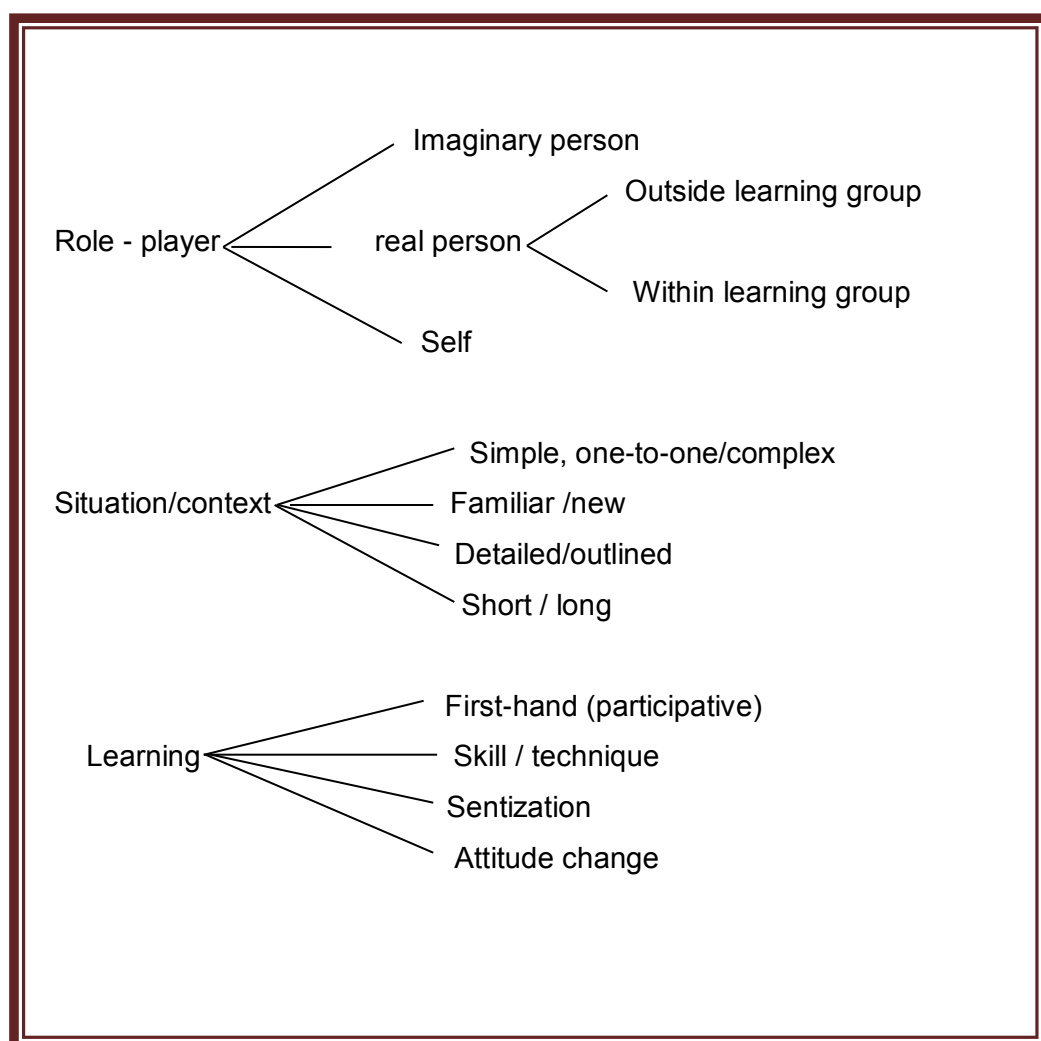
illustrated by Ments (1999: 5).

b. The Advantages of Using Role Plays

The use of role play has been proved effective in the classroom learning. Some researchers present the advantages of role play in general as follows;

Wohlking and Gill (1980: 2) provides some advantages using role play in education aspect such as; the first, role play enhances a group'sense of communal cohesiveness by providing narative enactment. The second is role play encourages complex - problem solving and provides participation with the opportunity to learn an extensive array of skills through scenario.

Role-playing as a teaching strategy offers several advantages for both teacher and student. First, student's interest in the topic is raised (Nakata, 2006: 67). Research has shown that integrating experiential learning activities in the classroom increases interest in the subject matter and understanding of course content.

Second, there is increased involvement on the part of the students in a role playing lesson. Students are not passive recipients of the instructor's knowledge. Rather,they take an active part. Poorman (2002: 45) observes that "true learning cannot take place when students are passive observers of the teaching process" .Students are actively engaged at conversation context to speak or behave properly for a certain goal. Verbal expressions and behaviors are the focus of enrolling in a role-playing class (Fogg, 2001: 72). The result of the involvement is to increase learning.

The third, advantage of using role-playing as a teaching strategy is that it teaches empathy and understanding of different perspectives. A typical role playing activity would have students taking on a role of a character, learning and acting as that individual would do in the typical setting. Poorman found "a significant increase among students in feeling another's distress as their own". Role-playing has also been seen to be effective in reducing racial prejudice (Mc Gregor in Heaton, 2005: 34).

The educational advantages from using role-play in teaching include the following: It encourages individuals, while in role, to reflect upon their knowledge of a subject. As such, role-play is an excellent teaching method for reviewing material at the end of a course of study.

Individuals are required to use appropriate concepts and arguments as defined by their role. As roles change, so might relevant concepts and arguments. Students may come, as a consequence, to appreciate more fully the elevance of diverse opinion, and where and how it is formed. Ments (1999: 11) further explained that role play enables students to perceive their real world and explore attitude and emotions.

Participation helps embed concepts. The importance of creating an active learning environment is well recognized if the objective is one of deep, rather than surface learning. Role-playing can make a valuable contribution in this process.

Role play also gives life experience and lead the students to handle the situations as a problem solving. It does not only require students to speak the language but also do some actions on something. Role play can encourage students to emphathize with the position and feelings of others - something that, in the normal process of teaching, is likely to be missed.

b)   Steps in Role Plays

Role play as a teaching strategy should be planned carefully by English Teachers. Joy at all (2009: 236) suggested four main steps that should be followed in running roleplay.

a)   Decide on the general problem area to be addressed. In choosing a topic, teachers should consider students' needs, ineterest and background. One important aspect is prior knowledge of students' on the topic.

b)   Define the specific situation to be portrayed. A good role play puts the characters in a specific situation that requires action.

c)   Plan a role play for the audience. It is important that students not playing particular roles have an active part in the role play experience.

d)   Decide how you will introduce the role play. Some role play situation might be introduced by a story, others by a discussion of the issue or small group sharing. Skilled teachers have generally used skits, plays, newscasts, and other forms of drama to motivate students when new information introduced. Role playing activities can be divided into four stages as proposed by Cherif & Somervil in Thompson (1998: 65) as follow:

1.   Preparation and Explanation of the Activity by the Teacher

Teachers have to design the topic and setting where and when the conversation or communication take place. Then provide them with possible expressions and vocabulary that might be used by students in their communication. Teachers also should describe their position or responsibility clearly in their communication to enable to think about his role and what language or expressions to use .

Ments (1999: 4) emphazised that teachers should design it as flexible, cheap and easy device for instruction. Horwittz et all in Nakata (2006: 126) reminded that role play can be an anxious moment if the students cannot pronounce correctly, speak fluently, and produce language grammatically correct in public. Here teachers prepare the context or situations based on students' language ability and general or specific knowledge used in a context.

2.   Student' Preparation of the Activity

The students should prepare themselves to take part in the communication. In this case, they can prepare possible media that they can bring into the classroom. With the objects or media, students will be helped to speak fluently and freely.

As stated earlier that role play as a communicative language teaching should present the authentic materials easily accessed by students. The authentic materials are expected interesting and cheap for creating a dynamic atmosphere of learning a foreign language (Ments,1999: 3).

Students are given opportunity to be creative in language learning. Being free from anxiety is the key point to develop language behaviors in a context. In this case students feel free to communicate and interact with the group. Since Walace Wohlking and Patricia Gill(1980 : 4) stated that role play should enhance a group sense of community in order to participate actively in the learning.

3.   The Role-Playing Stage

This is the stage where students perform their role as described before. The students are expected to speak as much as possible in context of their role. They have freedom to use the language that they have learnt or gained. Their acting is very helpful to help them express their ideas, opinion, feelings.

In the role playing, students are not restricted to the text but they are given opportunity to do some improvisation(Doff, 1989: 34) as long as it is helpful to develop communicative activities. In the role play dimensions, Ments (1999: 6) stated that in the stage of learning, scenario can be detailed or general guide lines to perform. The context or situation is the stimulating factor to play the roles.

4.   The Discussion or Debriefing after the Role-Play Activity

This session is considered as an evaluation stage after the role play take place. This opportunity opens the self-correction on the language used and their roles in context of their professions.

Teacher function as the evaluators (Doughlas, 2008: 167) focus on the specific language expressions to be corrected or to confirm. Language and the way to express are the aspects that being concerned in evaluating process.

5.   Classroom Techniques in Role Play

Here is a teaching plan that will be conducted through role play as suggested by Thomson (1998: 35) as follow:

Class	:	Nursing
Time	:	20 minutes for the warming up and preparation, and 70 minutes for follow-up
Aim	:	Ice breaking, developing skills in handling the admision for patients, short interview and giving instruction.
Language	:	Language skills are used to reveal things about admitting patients, express emphaty and making patient feel comfortable. Developing communicative skills in polite interview, getting information on patients, asking the historical background of illness, giving the right instruction and enhancement such as listening, understanding complaints, initiating, communication.

Organization : Whole class and small groups of 4-6 students.

Preparation and Warm-up : Students must not talk. They are given information on admission room, all medical tools function and administrative things. A set of possible questions to be asked for "personal profile" of patients with accurate information on sex, age, nationality, background/habbits, employment,historical disease, etc

Procedure : The group makes decisions to reach a consensus on their role. The teacher makes sure that everyone stands up and moves around. Changes can be made (medical utensils , rooms). All students have their role and know what to do and to say in context of admission patients.

Follow-up : Small groups discuss and evaluate their roles and language use in their communication. They evaluate behaviours and skills expressed with the language use.

Closing statement : Teacher gives general correction on the language use.

6.   Classroom Design for Role Play

In teaching activities through role play, classroom design plays significant contribution to make the learning successful. Role play needs a setting in which there are some tools or facilities arranged to support the interaction during the learning. In this case, a teacher is required to design the class in which all students and teacher feel comfortable to participate in the learning. The classroom design should consider the space for movement of the character or the space to do some activities in the role play.

The classroom setting depends on the characteristic of the role play. Every role play has specific objectives to get so the setting is suited with the condition and needs of learning. Nirmala in Yosesiawaty (1995 :6) proposed some various settings for the learning through role play as follows;

1.   Rectangular Setting/Arrangement

	Stage for role play							teacher

The setting is in reactangular form to fix space in the middle for role play performance in class. This setting allows all students to pay attention to the role play performed.

2. Semi Sircular Arrangement
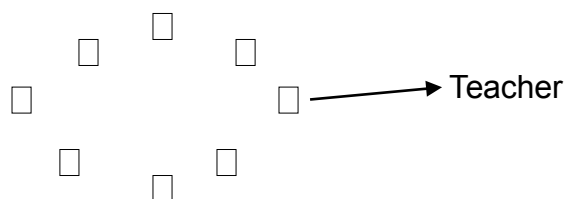
The arrangment is illustrated as follows :

Teacher
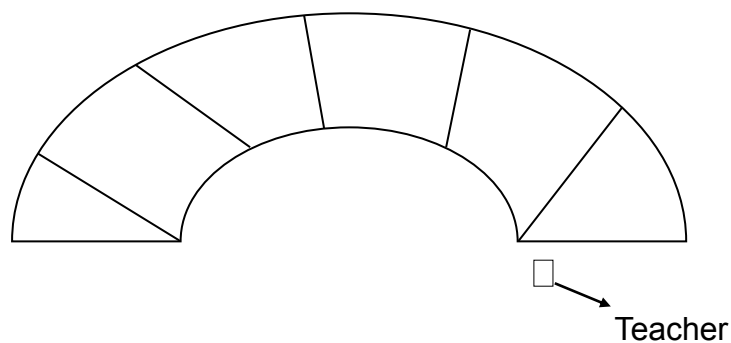
This setting is also designed to prepare space for the movement or action of role play. The students feel free to do movements or actions freely.
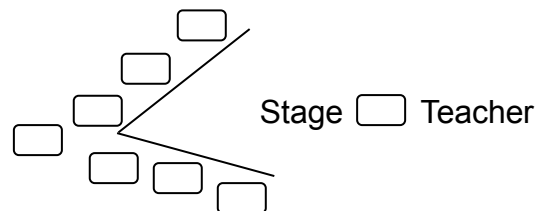
3. Full Circle Setting

This setting is illustrated as follows;

Teacher

This setting is meant to make space in the middle for role play. All the students can see the performance clearly.
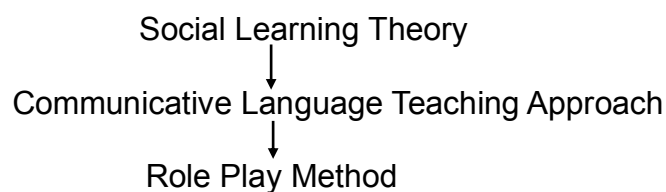
4. Group Setting

The setting is illustrated as follow :

Stage ☐ Teacher

This setting is based on group. Students are arranged in their group seating in order to make their coordination work properly.

C. Theorietical Framework

From the theories used in this research the theorietical framework is illustrated as follows:

Social Learning Theory
↓
Communicative Language Teaching Approach
↓
Role Play Method

Social learning is the grand theory that views learning as a process of constructing social interaction behaviors in real life. Social interaction in English as a second language is a real need in current era. In developing communicative competence, particularly speaking competence, CLT approach is considered approariate to develop speaking skills in English. And role play is one of the activities of CLT in developing English skills in which role play is skill integrated learning. So role play reflects the social interaction where students learn to communicate in real context.

D. Conceptual Framework

Social learning is the grand theory that views learning as a process of constructing social interaction behaviors in real life as stated by Vighosky in Brown (2008:13). Social interaction in English as a second language is a real need in current era. In developing communicative competence, particularly speaking competence, CLT approach is considered appropriate to develop speaking skills in English (Nunan, 2001: 6). And role play is one of the activities of CLT in developing English skills in which role play is skill integrated learning. So role play reflects the social interaction where students learn to communicate in real context.

Social interaction in specific setting or context of life is brought into the classroom learning of second language. The development of communicative competence for social interaction can be carried out through role play as one of communicative activities in the classroom. Role play is an integrative skills learning that not only focus on speaking skill but also professional skill such as nursing skill in this context as stated by Errington in Amstrong (2003:4). Here role play is suitable for professional class in learning a second language. Learning process through role play affects students' interest in classroom participation in learning. So the implementation of role play strategy and students'interest influence students' achievement in their speaking performance in English.
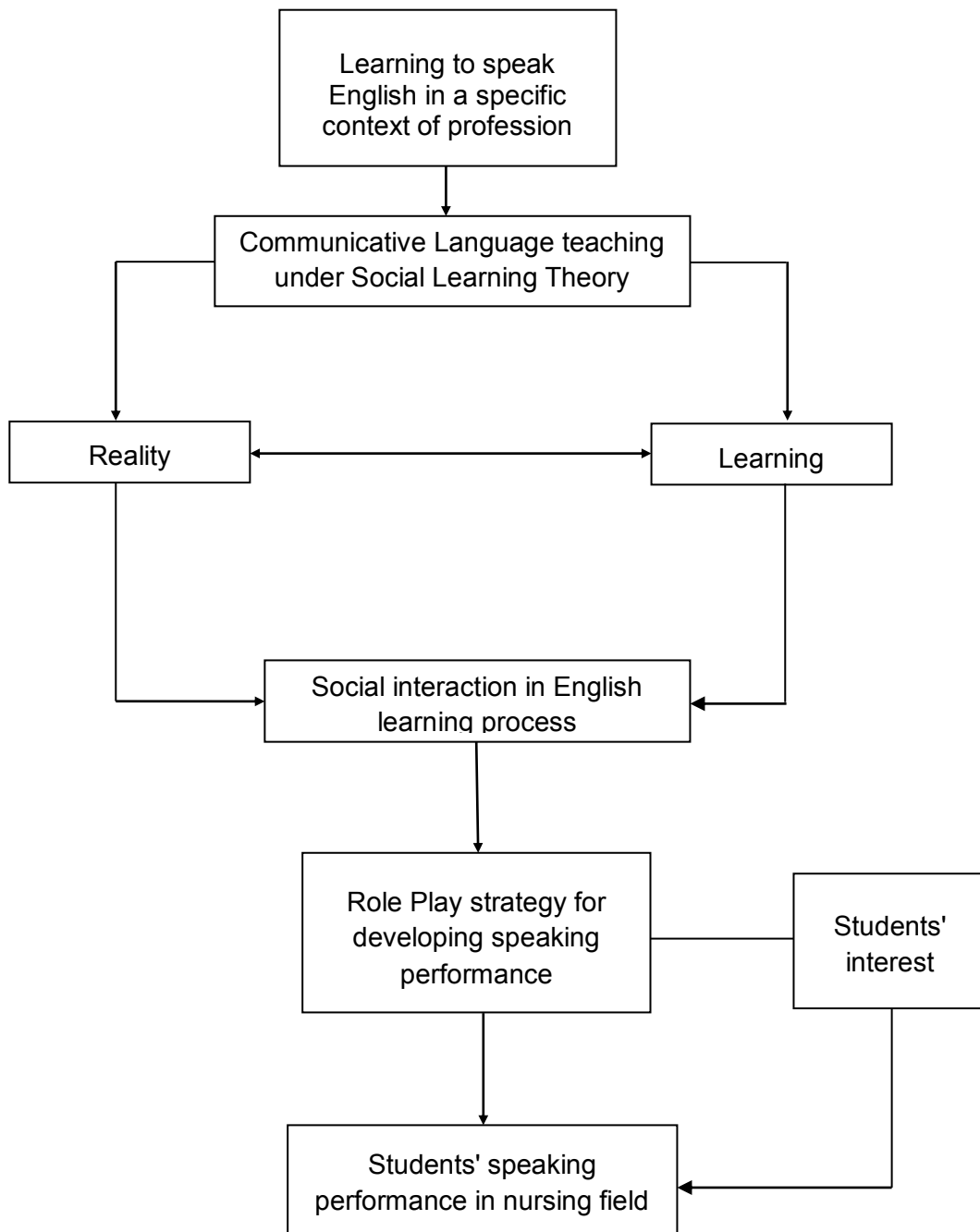
Based on the explanation above the researcher describes the conceptual frameworks of this research as follows; Being input of this research, teaching materials are considered as the independent variable of this research. Teaching and learning process in this research, will be conducted in the classroom by giving treatment to the students. Then, researcher will teach two different classes or groups. One group will be an experimental group and one group will be a control group. The experimental group will be taught by using roleplay, while control group will be taught in conventional way. The experimental group will be taught the four stages of roleplay. The control group will be taught in common way, that is Grammar method. As the output of this research are the student's speaking performance and their responses toward the implementation of role play and the impact of role play on their speaking performance. Here is the illustration of conceptual framework.

E. Operational Definition

1. Role play : acting one's role as if it was true according to Oxford dictionary. Role play functions as independent variable in this research.

2. Interest : it refers affective aspect to express like or dislike aspect towards an object. In this research it functions as dependent variable.

3. Speaking : an ability to express ideas and emotions orally or verbally. Here , it functions as dependent variable.

4. Performance :   It refers to behaviors in doing an activity.

5. Speaking performance is someone's ability and behaviours in doing

    commmunicative skills orally or verbally. In this research it functions

    as dependent variable.

       The conceptual framework is illustrated as follow:

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                    ┌──────────────────────┐
                    │   Learning to speak  │
                    │   English in a specific │
                    │   context of profession │
                    └──────────────────────┘
                                │
                                ▼
                    ┌──────────────────────┐
                    │ Communicative Language teaching │
                    │   under Social Learning Theory │
                    └──────────────────────┘
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Learning to speak English in a specific context of profession

Communicative Language teaching under Social Learning Theory

Reality ⟷ Learning

Social interaction in English learning process

Role Play strategy for developing speaking performance

Students' interest

Students' speaking performance in nursing field

The diagram describes that social interaction in specific setting or context of life is brought into the classroom learning of second language. The development of communicative competence for social interaction can be carried out through role play as one of communicative activities in the classroom. Role play is an integrative skills learning that not only focus on speaking skill but also professional skill such as nursing skill in this context. Here role play is suitable for professional class in learning a second language. Learning process through role play affects students' interest in classroom participation in learning. So the implementation of role play strategy and students'interest influence students' achievement in their speaking performance in English.

F. Hypothesis

Based on the conceptual framework, the researcher puts forward two hypotheses, namely:

1. The alternative hypothesis (H1): there is a significant difference between the students who are taught using role play and those who are not taught using Roleplay but common way.

2. The null hypothesis (H0): there is no significant difference between the students who are taught using role play and those who are taught using common way.