

## THE EFFECTIVENESS OF ROLE PLAY TECHNIQUE ON MEDICAL STUDENTS' SPEAKING SKILLS

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**Abstract:** The purpose of this research was to find out the effectiveness of the role play technique in improving the medical students' speaking skills. This research employed a quasi experimental research taking the posttest design with two groups. Subjects of this research were the medical students in 2019/2020 year on one private university in West Sumatera. The data were collected through speaking test and measured by using t-test. The result of this research showed that the role play technique had effect in medical students' speaking ability. It can be seen from the result of t-test (3.68) which had higher than t-table (2.86). Thus, it can be concluded that the role play technique was effective to enhance the medical students' speaking ability in one of medical universities in West Sumatera.

**Keywords:** Effectiveness, Role Play, Speaking Skills

**Abstrak:** Penelitian ini merupakan penelitian eksperimen semu dengan desain posttest dengan dua kelompok. Subjek penelitian ini adalah mahasiswa kedokteran tahun ajaran 2019/2020 pada salah satu perguruan tinggi swasta di Sumatera Barat. Data dikumpulkan melalui tes berbicara dan diukur dengan menggunakan t-test. Hasil penelitian ini menunjukkan bahwa teknik role play berpengaruh terhadap kemampuan berbicara mahasiswa kedokteran. Hal ini dapat dilihat dari hasil t-test (3,68) yang lebih tinggi dari t-tabel (2,86). Dengan demikian, dapat disimpulkan bahwa teknik role play efektif untuk meningkatkan kemampuan berbicara mahasiswa kedokteran di salah satu kampus kesehatan di Sumatera Barat.

**Keywords:** Efektifitas, Role Play, Keterampilan Berbicara

### A. Introduction

The focus of language teaching nowadays is to achieve an effective communication by prooting oral skills to fulfill the needs' of the students in second or foreign language (Hosni, 2014). For years, the teaching speaking had been taught juts as a repetition of drills or memorization of dialogues which made the communicative less effective. However, the goal of teaching speakings nowadays required the communicant to express themselves and learn to follow the social and cultural rules appropriate in each communicative circumstance (Davidovitch & Khyhniak, 2018). It made speaking as a crucial part of foreign language teaching and learning.

The changing of speaking focus in teaching and learning which shifted from accuracy to fluency had influenced the communicative activities. The classroom activities for speaking used the communicative approach which aim at developing the students' speaking skills and gaining communicative competence in order to use the language for communication (Yusof & Halim, 2014). Thus, the students have to learn the target language in "real life" situation by asking them to act out and speak in front of the class by bringing the real situation (Canale, 2014).

The speaking mastery is aimed at enabling students to communicate effectively in clear and correct response in a style appropriate to the subject, occasion and audience.

It is also aimed at the ability to use the language appropriately in social interactions. Moreover, it is to develop students' ability to exchange real information. In other words, enabling students to communicate effectively in English and to exchange real information in appropriately in social interactions is the aim which lies in mastering English. Moreover, it is important to improve students' communicative skills because they can express themselves and learn how to follow the communication flow appropriately. Therefore, English language teachers are highly valued teaching speaking and make speaking as a crucial part of second language learning and teaching.

In relation to the aims and the needs of English speaking skill, accuracy, fluency, linguistic competence, and appropriateness are crucial to achieve the needs. To get this, learners need to learn how to use the target language in 'real life' situation of the classroom by asking them to speak and act out in front of the class. The English used in the classroom should be done in a variety of communicative activities. In sum, accuracy, fluency, linguistic competence, and appropriateness need to be considered in teaching speaking in the classroom.

However speaking English is still a problem for medical students at medical faculty in Baiturrahmah University. This can be seen from the Bahasa Inggris III grades which most of the lesson was speaking activity that has some topics such as; medicine information, part of human body: kidneys, stress, AIDS/HIV, asking and giving advice about disease, anemia, food poisoning, breast cancer, smoking, diabetes, respiration, accident, and allergy. The results of the English speaking class in academic year 2018/2019 were quite bad with the more than 50% students got C and D as their score. In addition, the percentage of students who got good score also decreases. In brief, it can be stated that the Medical Faculty of Baiturrahmah University students still get difficulties in speaking.

Based on the observation during practice, there were some problems that made them difficult to speak. First, students lack of grammar, vocabulary and practice so that they are reluctant to express their ideas in English. Second, students just get practice in the classroom by a repetition of drill or memorization of dialogue. Third, when students are speaking, teachers tend to correct their mistakes directly and this makes them embarrassed. Fourth, students feel bored during the English class because students are not facilitated with varieties of communicative speaking activities. In other words, the teachers use monotonous speaking activities. Last, not all students have chance to practice in front of the classroom due to the large class and time limitation.

Based on the explanation above, role plays should be considered as an effective way to improve speaking ability. Through role-play activities, the students discover how to communicate ideas, opinions, or feeling to others by using words or sounds of articulation. Role play is very essential in teaching English because it provides students a chance to perform communicating in different social contexts and in different social roles. In addition, it also allocates students to be imaginative and to situate themselves in another person's place for a while (Borasheva & Djumamuratova, 2015). Role play is often selected for building a circumstance for junior learners to grown-up learners to actively assist in the language, thereby making the language learning more had an important effect. At the same time, the learners are initiated the different learning styles - listening, remembering, discussing, writing and presenting (Mavlonova et al., 2020).

Role-playing is useful for involving suitable actions in more compound social communications where students must decide from a broad range of possible actions. Good topics for role-playing include sharing materials, including classmates in

activities, and supporting someone who makes a mistake (Mavlonova et al., 2020) . Role-playing permits the teacher to recognize the density of these situations and offer students perform in making accountable choices. Role-play utilizes diverse communicative techniques and enlarges fluency in the language, supports communication in the classroom and boosts enthusiasm (Borasheva & Djumamuratova, 2015). Thus, role play can advance learners' speaking skills in any situation, and facilitates learners to cooperate. As for the timid learners, role play assists by providing a disguise, where learners with impenetrability in discussion are open-minded .In addition, It is enjoyable and most learners will consent that enjoyment directs to better learning (Kuśnierek, 2015).

This study aims to find out the effectiveness of role play in stimulating and improving medical students' speaking ability. It is because the role play technique had not been implemented in English teaching learning process for medical students. It is expected that this technique can enhance students speaking skills and ability to communicate in English. Furthermore, the results of this study could be useful for teachers, students, and other researchers. The benefits of this research for teachers, it can be one of the technique used in teaching speaking skills; the benefits for the students that they can practice as many roles in order to improve their speaking skills, and the benefit for others researchers is it can be one of the references in carrying out further research related to role play technique and speaking ability.

## B. Research methods

The design of the research is a quasi experimental design. According to Arikunto (2021) a quasi experimental research is the techniques to discover the causal relationship between two factors which are emerge by the researcher by reducing or omitting any distracting factors. The students separate into two classes that is experiment class and control class. The experimental class will be taught by using role play techniques. In control class will be taught by using simulation technique. In this research the researcher collecting the data by giving treatment and the post-test. According to Arikunto (2021), the process of the research can be design by using following table:

**Table 1. Research design**

<b>Class</b>	<b>Treatment</b>	<b>Post-test</b>
<b>Experimental</b>	✓	<b>X2</b>
<b>Control</b>		<b>Y2</b>

The population of this research was the third semester students-of Medical Faculty of Baiturrahmah University Padang, academic year 2019/2020. These students, 198 students, were classified into eight classes. The sample was selected by using cluster sampling because it randomly selects groups, not individuals (Mills & Gay, 2019) and the medical Faculty of Baiturrahmah University only permitted to utilize all the students in several classrooms, not several students in many classrooms. In selecting the sample, researcher obtains the student's mid test score. After that, researcher gets the normality and homogeneity data of each class by using *Software Minitab*. In normality test, the researcher compares between *p-value* with 0,05 as standard of normality. If the  $p\text{-value} > 0,05$ , the sample is normal. Other way, if  $p\text{-value} < 0,05$ , the sample is not normal. Meanwhile, in homogeneity test the researcher compares between *p-value* with 0,05 as standard of homogeneity. Like in normality test, if the *p-value* is bigger than 0,05; sample are homogeny. Opposite, if the *p-value* is less than

0,05; sample are not homogeny. Thus, the researcher chose two classes as experiment class and control class.

The data of this research was collected by giving speaking test. The data of the speaking in this research is student's score in post-test. The data were collected thorough the following step: First, the researcher presents both groups (experimental and control group) to speak definite expression based on one of the topic from syllabus that they have studied. Second, the researcher analyzes their pronunciation, grammar, vocabulary, fluency and comprehension for each expression. Third the researcher sets the score for the speaking aspect: grammar, vocabulary, fluency comprehension and pronunciation (Brown, 2004).

The researcher employed t-test to test the hypothesis, is accepted or not. It is proved by using *t-test* formula from Gay & Airasian (2000) as follow:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where :

$\bar{x}$  = The value of observer

$\bar{x}_1$  = Mean score of experiment group

$\bar{x}_2$  = Mean score of control group

$n_1$  = The number of students of experimental group

$n_2$  = The number of students of control group

If the result of *t-test* is bigger than *t-table*, it means that hypothesis research is accepted. However, if the result of *t-test* is less than *t-table*; the hypothesis is rejected. The hypotheses are:

H1 : There is an effect of role play techniques toward students speaking ability.

H0 : There is no effect of role play techniques toward students speaking ability.

### C. Results and discussion

The results of the statistical findings of the study have been illustrated in tabular manner below. As will be explained, Table 2 represents the descriptive statistical findings, and Table 3 will indicate the inferential statistical results of the Independent Samples T-test of the study. In addition, statistical analysis and interpretation of the content of the tables have been mentioned for each single table.

**Table 2. Descriptive Analysis of for the data related to the posttest of the experimental and the control group of the study**

Group	N	Means	Standard Deviation
Control	20	62	7.213
Experiment	20	81	6.123

As can be seen in table (1), the mean of the experimental group was 81 while the mean of control group was 61 which indicated that the mean of the experimental group is higher than the mean of the control group which each group consisted of 20 students. In addition, the score of standard deviation of the control group was 7.213 while the score of standard deviation for the experiment group was 6.123 which meant the amount of the standard deviation was lower in the experimental group as compared to the control group of the study which indicates that the experimental group posttest scores are more homogenous than those of the control group.

The inferential statistics for this result was showed in the table 3 below;

**Table 3. T-test result**

Group	Mean	Number of Student (N)	T-test	P value	Criteria
Control	62.00	20	3.68	0.000	Significant
Experiment	81.00	20			

It can be seen in table 2 that the calculation obtained  $t=3.68$  with a probability of 0,000 ( $p\text{-value} < 0.05$ ), it means  $H_0$  is rejected and  $H_1$  is accepted. It can be stated that the role play techniques has an effect towards students' speaking ability. It is obvious that the students' speaking ability improved with the experimental group more than the control group. It may be common fact to obtain this result because role play techniques asked the students to practice speaking and listening more than reading and writing. Students also should practice the repetition of the same words or expressions many times to comprehend their conversation (Krebt, 2017)

#### D. Conclusion

The result of this research showed that role play technique can improve students' speaking ability. It can be seen from the results of t-test of the control class and the experiment class. Thus, it can be concluded that role play technique has an effect to the students' speaking ability of Baiturrahmah university. It is suggested to employ this technique in English class for foreign language learning.

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