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

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Abstract

This study focused on elaborating on the speaking bravery of ESP students in one undergraduate nursing program. In this study, researchers used role-playing as a technique to develop speaking. This method of research is labeled "classroom action research". The subject of this study was her 24-student undergraduate nursing program in the 5th semester of 2021-2022. Data for this study were collected using a measurement technique, an achievement test to measure student accomplishment. Results from this classroom behavioral study showed that classroom speaking skills improved through the use of role-playing techniques. Based on data analysis, the average score of students in Cycle 1 was 6.770, which corresponds to Poor to Average category, and the average score of students in Cycle 2 was 7.406, which corresponds to Average to Good. Equivalent to This means that the behavioral hypothesis of using role-playing techniques to improve students' speaking ability in the classroom has been proven.

INTRODUCTION

Mastering English is necessary for some Indonesians if they want to compete and survive in their future life. I need to communicate with people from different countries. Using English for communication is attractive because English is considered an international language. As an international language, English contributes greatly to our daily lives . English is not an easy task. Students need intensive training. The sooner you learn a language, the more proficient you will be in it. Language is a habit. The more you practice English, the better your English will be. " The ability to speak a foreign language is at the heart of being able to use it," Louma said. (2003: ix) A student's environment contributes greatly to language acquisition. Their surroundings help students understand the language used in this community. The environment plays an important role in acquiring communicative competence. Students pay attention to and practice language expressions used in the community in which they live.

English is taught as a language in many subjects. Like health sciences, students need to learn about English as it is used in a particular community. English for Specific Purposes is necessary to prepare students to learn better English so that they are ready to compete with others in their future lives. Erasma & Learning to Happen Tompkins (1998) . English has been taught since elementary school, but most students have trouble understanding the language. They are reluctant to practice English to communicate with others in their community. Students are unable to start speaking in English with confidence. Students think that English is difficult to master because it has some differences from Indonesian. He's one of the differences in grammatical structure.

The grammatical structure is different from that of Indonesian. Indonesian grammar is very different from English grammar. Some children get confused trying to understand this structure. For example, the Indonesian phrase "Gadis cantik" becomes "beautiful girl" in English. "gadis" means girl, "cantik" means beautiful. In Indonesian, the word (noun) "gadis" comes first and the adjective "cantik" comes after the noun. Some children get confused trying to understand this structure. Children should also be introduced to English grammatical structures and other parts of the English language.

RESEARCH METHOD

Research focuses on the use of role-playing in language teaching. Role-play is an interesting activity because it challenges students to be realistic about chosen situations. (Sajad: p. 11). Students can feel more comfortable doing different activities in studying subjects. They should be active participants in the teaching and learning process. Role-playing teaching, which mimics real life by assigning students different roles, has proven to be very effective in enhancing student understanding (Bhattacharjee: 2014). Finally, roleplay content includes the context of the performed or imagined performance. H. The verbosity of the scenario, the involvement of other actors, the presence or absence of an audience, etc. (Cohen. 2007: 448). Vanments of Cohen et al. (2007: 452-453) describes the use of role-playing games. They are: • Increase sensitivity and awareness: For example, job definitions such as mother, teacher, policeman, and priest bear the characteristics of a variety of roles, either explicitly or implicitly, often leading to stereotyping of those who hold those positions. Role-play requires students to imagine themselves in different situations and act accordingly. (Hammer. 1998: 92) • Experiencing pressure to create roles: Role-play, for example, provide group members with learning material on how to create a role on a committee. This allows subjects to explore the

interplay between formal structure and individual personality in role-taking. " Because RPGs are effective when they are unbounded, different people have different views on what the outcome should be, and a consensus needs to be reached. movement and people are motivated to speak as much as they need to reach their goals. " (Harmer. 1998: 275) • Try out the possible behaviors yourself.

In fact, this is Rehearsal Syndrome. Pre-try in your mind the new situations you will face. • Simulate situations in which others (and possibly yourself) can learn. Here roll her player provides materials that other users can use and edit. Role-play instructions The main focus of action research in classrooms and schools is to make students feel more comfortable by helping them improve their speaking skills and encouraging teachers to interact with them in more exciting ways. That's it. Levinin (McNiff, 1992: 2) (7-8) cited in Sri Muhadir and also in Sutapa and Salam described this action research as a spiral of steps. Each step follows consists of four phases. Plan, act, observe and reflect.

RESULTS AND DISCUSSION

The search performed is a collective action search (CAR). The research aims to find out the problems that arise and find in the Health Science English class.

Most of the students have difficulty speaking English. The researcher did a study in two cycles. The first cycle took place on January 10, 2022. The

the second cycle takes place on January 24, 2022.

The average score of students in round 1 is 6,354, where fluency is 6,375, vocabulary is 6,375, pronunciation is 6,291 and accuracy is 6,375. The result can be seen as follows:

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

This class action study was conducted in two cycles. Every cycle includes the planning phase, the observation phase, and the reflection phase. The acting takes place in a single meeting (2 x 45 minutes) in the

teaching-learning process. While doing the teaching-learning process, the researcher observed what was happening in the classroom and took some notes. Data was collected in the form of student spreadsheets, field notes, and notes. In conducting the second cycle, the author focused on improving student achievement. During this cycle, all students showed improvement in their scores.

Round 1 will take place on January 10, 2022. The problem in this round was that some students did not properly follow the role play rules because they did not pay attention to the teacher's explanation, some students

spelling, and grammar were still poor, and some students did not appreciate the role play. They feel reluctant to do activities. After the cycles were completed, the researchers saw a significant improvement in their speaking skills. Most of them feel more comfortable speaking English even 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	There is 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 above data, we have a summary of the increasing use of role-playing in university programs, especially in teaching English for specific purposes.

CONCLUSION AND SUGGESTIONS

Based on the above study, the researcher can conclude the following:

1. Using role-playing techniques can improve students' speaking in the classroom.

It is illustrated by the student's GPA. The average score improves with each cycle. 2. The role-play method can help students minimize their difficulties, especially for specialized English, which is Nursing English. Thus, it is easier for students to understand and explain the body system in English class.

4. Through the role-playing technique, the verbal expression ability of the nursing faculty of the university's health sciences faculty in the academic year 2021-2022 has been significantly improved.

SUGGESTIONS

From the research results, we can suggest to all educators that the use of certain games, especially role-playing games, can give students a better opportunity to improve their speaking ability. The role of educators/teachers being given as role models for students helps students to

increase their confidence, making them more comfortable when communicating in English. For further research, the author hopes that this brief finding can motivate researchers to continue studying teaching techniques, including role-playing systems.

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