



## Expression by Role-Playing: Teaching Offering and Giving Assistance

Akhmad Feri Fatoni <sup>1</sup>, Emdat Suprayitno <sup>2</sup>, Eladdadi Mark <sup>3</sup>, Embrechts Xavier <sup>4</sup>, Uwe Barroso <sup>5</sup>

<sup>1</sup> Universitas Wiraraja, Indonesia

<sup>2</sup> Universitas Wiraraja, Indonesia

<sup>3</sup> University of Alberta Edmonton, Canada

<sup>4</sup> University of Pennsylvania, United States

<sup>5</sup> Isinki University of Hensinki Finland, Finland

**Corresponding Author:** Akhmad Feri Fatoni, E-mail; [akhmadferi@wiraraja.ac.id](mailto:akhmadferi@wiraraja.ac.id)

### Article Information:

Received December 10, 2023

Revised December 19, 2023

Accepted December 21, 2023

### ABSTRACT

The use of giving and offering help is the primary expression in communication. These expressions in English are often needed, especially for nursing, where meeting with the public, including foreigners, is possible. This study aimed to determine the process of providing material about the expressions used in giving and offering assistance to patients in English and how to pronounce the vocabulary using the role-play method. In this study, the researcher used a descriptive qualitative approach to the subject of nursing students in the first semester at Universitas Wiraraja. The result stated that giving and offering help with role-play occurred with several obstacles. The students' limited knowledge about expressions to provide and assist patients made the learning process not optimal. Only a few expressions were used to describe the expression giving and offering help. Some students had difficulty in choosing words, especially related to health-based words. Errors in pronouncing some vocabulary were also an obstacle in the learning, especially in expressing giving and offering some helps. In addition, due to the mispronunciation, the students speak with low fluency.

**Keywords:** *Expression, Role Play, Nursing Students*

Journal Homepage

<https://ejournal.staialhikmahpariangan.ac.id/Journal/index.php/jiltech/>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

How to cite:

Fatoni, F. A., Suprayitno, E., Mark, E., Xavier, E., Barroso, U. (2023). Expression by Role-Playing: Teaching Offering and Giving Assistance. *Journal International of Lingua and Technology*, 2(3), 221–229. <https://doi.org/10.55849/jiltech.v2i3.435>

Published by:

Sekolah Tinggi Agama Islam Al-Hikmah Pariangan Batusangkar

## INTRODUCTION

As a foreign language, English is very rarely used in daily communication (Matsumoto, 2021). Even for certain professions, there are many assumptions that

English is not important to be mastered. Of course, the assumption is wrong, so a new discourse is needed to create a new premise that English is necessary in all aspects.

Providing English subjects for nursing students is a real action so prospective nurses understand English's importance in their profession (Finn, 2019). The provision of English language materials must be carried out effectively and efficiently so that wrong perceptions about the importance of English are no longer patterned. Learning strategies and motivation are important factors in foreign language learning. (Dornyei, 2005).

The importance of English for students is not only as a mere cognitive identity but also to prepare themselves to face increasingly competitive job competition. Teaching English following each student's knowledge will be useful, especially when facing job competition (Lee, 2016).

Teaching English to nurses belongs to English for Specific Purposes. English for Specific Purposes is defined as a language teaching program based on an instruction to meet several group learners' specific needs. (Richard, D and Smith, 2002). The substance of ESP addresses a language that learners require. So that is why it must be related to the students' needs (Dudley-Evans, T., & St John, 1998).

In line with international medical needs, it is quoted to the National Agency for the Placement and Protection of Indonesian Migrant Workers, and now a day there are many countries in the Middle East, Europe, North America, Asia, Africa, and America need medical personnel, including from Indonesia (Graham dkk., 2022). Predictably, proficiency in English is required so much to have a career in these countries.

The need for English language proficiency for nurses is currently felt. Of course, patients who need the care of a nurse are not only natives of Indonesia but also foreigners who live in Indonesia (X. Chen & Greenwood, 2021). A nurse should be able to provide mild to severe anticipation through oral and verbal communication with the patient.

Regarding its function, a nurse must be able to use the expression of giving and offering help to patients (Chandrasekar dkk., 2020), which in English is known as giving and offering some helps (Culham, 2019). This expression is a nurse's initial communication with the patient she will help.

Giving and offering some help to nursing students is not enough just explaining the theory and examples, but also requires a method so that students become more motivated in learning (Bokhan dkk., 2019). Therefore, the lecturer provides the material with a role-play approach so that students understand how to offer and assist patients.

Giving and offering some help in English is classified as a speaking skill. Globally, the fact shows that the majority students of high school graduate are not able

to speak English properly (Sarwar, M., Alam, M., Hussain, A. , Shah, A.A., & Jabeen, 2014) (Alonso, 2014) (Alharbi, 2015).

Role play is a teaching-learning method that facilitates students to play in a specific scenario.(Nurul Ramadhani Makarao, 2009). Interaction with each other as a projection of real life is an effective and efficient method of improving speaking skills(Qing, t.t.). In line with this statement, Liu and Ding said that role play could help see how students act in familiar situations(Liu, F. & Ding, t.t.).

Teaching and learning is an interactive activity between the lecturer and students (Gillespie Rouse dkk., 2021). Learning from experience can provide advantages in achieving learning objectives(Ahmed, Pervaiz K, dan Shepherd, 2010). By using the role-play method, students can interact in actual conditions and are assisted by the surrounding environment before playing a role in their profession.

## **RESEARCH METHODOLOGY**

The method used in this research was descriptive qualitative. Sugiyono said that qualitative descriptive is a method based on post-positivism that aims to describe and explain in detail the problems faced by a group.(Sugiyono, 2016).

In this research, the researcher used two kinds of data collection: observation sheets and in-depth interviews (De Oliveira, 2020). In conducting data using an observation sheet, the researcher directly touches with the research subject, then records and writes the circumstance (De Lima dkk., 2023). In contrast, the interview was used to collect the data by asking face-to-face questions with the research subject (Creswell, 2017). Generally, it requires unstructured and open-ended questions.

The subjects in this study were nursing students at Wiraraja University Semester I A in the 2021 academic year (Nicholes & Reimer, 2020). There were thirty-four students in the class. This study aimed to teach the expression of giving and offering some helps.

In this study, the researcher focused on the cognitive domain. Using the role-play teaching method, the researcher observed how students provided patient services.

## **RESULT AND DISCUSSION**

The result and discussion should be written in the same part (Dickinson dkk., 2019). It should be presented continuously, from the main result to supporting results, and equipped with a discussion.

The researcher began this research with an informal discussion between the researcher and nursing students (Hinkel, 2020). The discussion was about their experience in learning English. They focused on the difficulties in mastering vocabulary and pronouncing the vocabulary.

## **Diction**

The proper diction selection in learning English (Language And Reading Research Conso dkk., 2019), especially material about expression, is essential so the other can understand the intended expression. An appropriate word choice can be mastered if only the majority of the vocabulary in a language (Keraf, 1996). The importance of skills in choosing the correct Diction determines the attitude or response of the speaker to others (Apanasionok dkk., 2019). In English, choosing the correct Diction indirectly determines the speaker's level of proficiency in communication.

In learning English, we easily find many kinds of synonyms. A similar word in English will acquire with the purpose in mind. (King, 1969). The speaker or writer demands the appropriate meaning of a word to get information about the relation between language form and reference (Keraf, 1996).

Providing material about "giving and offering some help" to nursing students occurred by arranging situations such as when they met directly with patients.

According to the observation sheet, almost all students used the expression "Can I help you?" when confronted with a patient to assist (Quandt, 2020). The students said they did not know any words besides "Can I help you" to offer help (Coman dkk., 2020). Therefore, the lecturer provides additional information on other expressions, such as "What can I do for you?" Or "Would you mind if I help you?". Students' creativity in choosing and arranging words was still being lack. After saying, "Can I help you?" they immediately did a general checkup and gave a prescription. It can be seen from the data found below:

1. Student A (nurse): Good afternoon, Mr. Come in, please
2. Student B (patient): Good afternoon, sir. Thank you
3. Student A (nurse): Can I help you? You look so tired
4. Student B (patient): I am sick. My head feels heavy (headache)
5. Student A (nurse): Ok I will take a medical checkup

Based on the results of interviews, most students need help dealing with patients. It was because the role play was their first experience dealing with foreign patients. Some students also had difficulty choosing words, especially related to health-based words (McCullough dkk., 2020). They also often need help in expressing what they want to convey. In addition, students said they stated, "Can I help you" in assisting because the sentence was very familiar. The word often used when learning English in the previous stage was only "can" they understand the meaning of "dapat/bisa."

## **Pronunciation**

In oral communication, Pronunciation is a crucial aspect to be mastered, especially in English. Pronunciation produces a sound system that does not interfere with a communication viewpoint. (Paulston, C. B., & Burder, 1976). Pronunciation is creating certain words (Richard,D and Smith, 2002).

Communication can only be effective if the speaker states an error in Pronunciation. There will be a difference in meaning between the word in question and the interlocutor's understanding. Understandable Pronunciation can be comprehended based on the following basic level. (James, 2010). Pronunciation is classified as a set of habits to produce a sound (Gilakjani, 2012). It means that repeating to spell a word again and again helps us to be able to produce the proper Pronunciation.

Based on the observation sheet, the learning process given to nursing students was slightly hampered. It happened because students faced difficulty when pronouncing some vocabulary (W. Chen dkk., 2019). Even the difficulties affected many students who misinterpreted the meaning of vocabulary (Namaziandost dkk., 2019). According to the observation sheet, a student with the initial A interpreted the word "flower" spoken by another student with the initial AY as "tepung". Whereas the right meaning of the word "flower" is "bunga." It can be seen from the data found below:

1. Student A (patient): I cannot take a breath normally. Please help me
2. Student B (nurse): How long do you feel the disturbance?
3. Student A (patient): I fell sick for three days
4. Student B (nurse): I think you need to be checked intensively
5. Student A (patient): And also, I cannot smell the aromatics of flower
6. Student B (nurse): What for do you sniff in flavor? You will get a sneeze (thinking flower as flavor (tepung))

According to the interview, they got mispronunciations due to lack of practice, especially in words with almost the same Pronunciation (Boers, 2021). They felt stiff in Pronunciation due to the cultural accent still inherent in speaking. Giving material helping courses the teacher to improve their pronunciation instruction (Fraser, 2000).

### **Fluently**

Fluency is a term for expressing our idea with flow and efficiency. In some cases, a few grammars mistakes will appear in communication. In the academic setting, fluency is one focus to be mastered. It is speaking smoothly, clearly, and concisely (without pause or hesitation).

According to the observation sheets, the students tend to deliver vague statements (He dkk., 2019). They needed to be more confident in expressing what they wanted to speak. A student with initial H A said with low volume when assisting. Besides that, he stated the letter "a" frequently. It can be seen from the data found below:

1. Student A (nurse): Good morning
2. Student B (patient): Good morning, sir.
3. Student A (nurse): A can I help you?
4. A you look a pale
5. Student B (patient): I a get sick. A I a fell breathless

Based on the interview, the student looked doubtful because they needed clarification in arranging words. A student with the initial S stated that he has a limited vocabulary. Sometimes he used expressions or body language to express his feeling so his friend would understand his meaning (Becherer dkk., 2020). He also said that he worried about using the wrong tenses in speaking.

Some obstacles encountered due to pronunciation errors in English frequently occurred in class, even in every material given. Anticipation of the error was done by providing an immediate correction. The lecturer directly provides corrections or improvements if the students make mistakes when playing role play. Immediately correction was carried out so that students avoid repeating the same mistakes when playing the roles of nurses and patients.

According to the description above (Feroze dkk., 2020), the provision of material regarding giving and offering some help with the media role play took place with several obstacles (Ma dkk., 2019). The students' limited knowledge about expressions to provide and assist patients makes the learning process unoptimal. Only a few expressions were used to describe the expression giving and offering help. In addition, some mistakes in pronouncing vocabulary were also an obstacle in the learning process. Fluency was also another problem in the process.

## **CONCLUSION**

Based on the explanation above, implementing learning with the material expression of giving and offering some help with the role-play method in dealing with patients for nursing students went smoothly, even though they only used a few expressions. Creativity in word processing was still being lack. Pronunciation of some words in English was also a problem because many students need to learn how to pronounce some of the right vocabularies, especially in the expression of giving and offering some helps. In addition, due to the mispronunciation, the students speak with low fluency.

## **ACKNOWLEDGEMENT**

The authors thank all stakeholders of Universitas Wiraraja, especially the Nursing Department, who have given an opportunity to conduct this research.

## **REFERENCES**

- Apanasionok, M. M., Hastings, R. P., Grindle, C. F., Watkins, R. C., & Paris, A. (2019). Teaching science skills and knowledge to students with developmental disabilities: A systematic review. *Journal of Research in Science Teaching*, 56(7), 847–880. <https://doi.org/10.1002/tea.21531>
- Becherer, L., Borst, N., Bakheit, M., Frischmann, S., Zengerle, R., & Von Stetten, F. (2020). Loop-mediated isothermal amplification (LAMP) – review and



- classification of methods for sequence-specific detection. *Analytical Methods*, 12(6), 717–746. <https://doi.org/10.1039/C9AY02246E>
- Boers, F. (2021). *Evaluating Second Language Vocabulary and Grammar Instruction: A Synthesis of the Research on Teaching Words, Phrases, and Patterns* (1 ed.). Routledge. <https://doi.org/10.4324/9781003005605>
- Bokhan, T. G., Shabalovskaya, M. V., Galazhinskaya, O. N., & Atamanova, I. V. (2019). Value Development as an Indicator of Personal Readiness for Self-Realization Among Starting Researchers. *Integration of Education*. <https://doi.org/10.15507/1991-9468.095.023.201902.208-231>
- Chandrasekar, R., Chandrasekhar, S., Sundari, K. K. S., & Ravi, P. (2020). Development and validation of a formula for objective assessment of cervical vertebral bone age. *Progress in Orthodontics*, 21(1), 38. <https://doi.org/10.1186/s40510-020-00338-0>
- Chen, W., Luo, G., & Zhang, X. (2019). Recent Advances in Subcellular Targeted Cancer Therapy Based on Functional Materials. *Advanced Materials*, 31(3), 1802725. <https://doi.org/10.1002/adma.201802725>
- Chen, X., & Greenwood, K. (2021). Supporting Young Students' Word Study During the COVID-19 Quarantine: ABC Scavenger Hunt. *The Reading Teacher*, 74(6), 819–823. <https://doi.org/10.1002/trtr.2005>
- Coman, C., Țîru, L. G., Meseșan-Schmitz, L., Stanciu, C., & Bularca, M. C. (2020). Online Teaching and Learning in Higher Education during the Coronavirus Pandemic: Students' Perspective. *Sustainability*, 12(24), 10367. <https://doi.org/10.3390/su122410367>
- Culham, R. (2019). Reading With a Writer's Eye: Why Book Choice Matters. *The Reading Teacher*, 72(4), 509–513. <https://doi.org/10.1002/trtr.1759>
- De Lima, M., Macey-Stewart, K., Salas, R., Smetana, R., & Woodroof, M. (2023). Faculty collaboration in transitioning to NGN test item writing. *Teaching and Learning in Nursing*, 18(1), 188–192. <https://doi.org/10.1016/j.teln.2022.11.001>
- De Oliveira, J. D. S. C. (2020). Narrative and Critical Imaginations in International Relations. *Vestnik RUDN. International Relations*, 20(1), 131–146. <https://doi.org/10.22363/2313-0660-2020-20-1-131-146>
- Dickinson, D. K., Nesbitt, K. T., Collins, M. F., Hadley, E. B., Newman, K., Rivera, B. L., Ilgez, H., Nicolopoulou, A., Golinkoff, R. M., & Hirsh-Pasek, K. (2019). Teaching for breadth and depth of vocabulary knowledge: Learning from explicit and implicit instruction and the storybook texts. *Early Childhood Research Quarterly*, 47, 341–356. <https://doi.org/10.1016/j.ecresq.2018.07.012>
- Feroze, N., Arshad, B., Younas, M., Afridi, M. I., Saqib, S., & Ayaz, A. (2020). Fungal mediated synthesis of silver nanoparticles and evaluation of antibacterial activity. *Microscopy Research and Technique*, 83(1), 72–80. <https://doi.org/10.1002/jemt.23390>
- Finn, J. D. (2019). Academic and non-cognitive effects of small classes. *International Journal of Educational Research*, 96, 125–135. <https://doi.org/10.1016/j.ijer.2019.05.006>
- Gillespie Rouse, A., Kihara, S. A., & Kara, Y. (2021). Writing-to-Learn in Elementary Classrooms: A National Survey of U.S. Teachers. *Reading and Writing*, 34(9), 2381–2415. <https://doi.org/10.1007/s11145-021-10148-3>

- Graham, S., Tavsanlı, O. F., & Kaldırım, A. (2022). Improving Writing Skills of Students in Turkey: A Meta-analysis of Writing Interventions. *Educational Psychology Review*, 34(2), 889–934. <https://doi.org/10.1007/s10648-021-09639-0>
- He, J., Xiao, Y., Tang, J., Chen, H., & Sun, H. (2019). Persulfate activation with sawdust biochar in aqueous solution by enhanced electron donor-transfer effect. *Science of The Total Environment*, 690, 768–777. <https://doi.org/10.1016/j.scitotenv.2019.07.043>
- Hinkel, E. (2020). *Teaching Academic L2 Writing: Practical Techniques in Vocabulary and Grammar* (2 ed.). Routledge. <https://doi.org/10.4324/9780429437946>
- Language And Reading Research Conso, Jiang, H., & Logan, J. (2019). Improving Reading Comprehension in the Primary Grades: Mediated Effects of a Language-Focused Classroom Intervention. *Journal of Speech, Language, and Hearing Research*, 62(8), 2812–2828. [https://doi.org/10.1044/2019\\_JSLHR-L-19-0015](https://doi.org/10.1044/2019_JSLHR-L-19-0015)
- Ma, X., Ren, X., Guo, X., Fu, C., Wu, Q., Tan, L., Li, H., Zhang, W., Chen, X., Zhong, H., & Meng, X. (2019). Multifunctional iron-based Metal–Organic framework as biodegradable nanozyme for microwave enhancing dynamic therapy. *Biomaterials*, 214, 119223. <https://doi.org/10.1016/j.biomaterials.2019.119223>
- Matsumoto, Y. (2021). Student Self-Initiated Use of Smartphones in Multilingual Writing Classrooms: Making Learner Agency and Multiple Involvements Visible. *The Modern Language Journal*, 105(S1), 142–174. <https://doi.org/10.1111/modl.12688>
- McCullough, L. B., Coverdale, J., & Chervenak, F. A. (2020). Teaching Professional Formation in Response to the COVID-19 Pandemic. *Academic Medicine*, 95(10), 1488–1491. <https://doi.org/10.1097/ACM.0000000000003434>
- Namaziandost, E., Nasri, M., Rahimi Esfahani, F., & Keshmirshekan, M. H. (2019). The impacts of spaced and massed distribution instruction on EFL learners' vocabulary learning. *Cogent Education*, 6(1), 1661131. <https://doi.org/10.1080/2331186X.2019.1661131>
- Nicholes, J., & Reimer, C. (2020). Evaluating the impact of first-year writing course grades on college-student persistence. *Studies in Educational Evaluation*, 64, 100841. <https://doi.org/10.1016/j.stueduc.2020.100841>
- Qing, X. (t.t.). *Role Play an effective approach to developing overall comunicative competence*. *Cross-Cultural Commuication*. 7(4), 36–39. <https://doi.org/10.3968/j.ccc>
- Quandt, L. (2020). Teaching ASL Signs using Signing Avatars and Immersive Learning in Virtual Reality. *The 22nd International ACM SIGACCESS Conference on Computers and Accessibility*, 1–4. <https://doi.org/10.1145/3373625.3418042>
- Masonbrink, A. R., & Hurley, E. (2020). Advocating for children during the COVID-19 school closures. *Pediatrics*, 146(3). <https://doi.org/10.1542/PEDS.2020-1440>
- Mohammed, A. O., Khidhir, B. A., Nazeer, A., & Vijayan, V. J. (2020). Emergency remote teaching during Coronavirus pandemic: The current trend and future directive at Middle East College Oman. *Innovative Infrastructure Solutions*, 5(3), 1–11. <https://doi.org/10.1007/s41062-020-00326-7>
- Muhdi, Nurkolis, & Yuliejantiningasih, Y. (2020). The Implementation of Online Learning in Early Childhood Education During the Covid-19 Pandemic. *JPUD - Jurnal Pendidikan Usia Dini*, 14(2), 247–261. <https://doi.org/10.21009/jpud.142.04>



- Muhsin, M. A. Al, & Ahmad, N. (2019). The Emergence of Education 4.0 Trends in Teaching Arabic Islamic Finance Curriculum Design: A Case Study. *International Journal of Psychosocial Rehabilitation*, 23(4), 1019–1029. <https://doi.org/10.37200/ijpr/v23i4/pr190430>
- Phelps, C., & Sperry, L. L. (2020). Children and the COVID-19 pandemic. *Psychological Trauma: Theory, Research, Practice, and Policy*, 12, S73–S75. <https://doi.org/10.1037/tra0000861>
- Plass, J. L., Homer, B. D., MacNamara, A., Ober, T., Rose, M. C., Pawar, S., Hovey, C. M., & Olsen, A. (2020). Emotional design for digital games for learning: The effect of expression, color, shape, and dimensionality on the affective quality of game characters. *Learning and Instruction*, 70(study 4), 1–55. <https://doi.org/10.1016/j.learninstruc.2019.01.005>
- Salamah, U. (2017). Model Pembelajaran Tematik Pendidikan Agama Islam Di Sekolah Dasar. *Jurnal Pendidikan Agama Islam*, 11(1), 119–132. <https://doi.org/10.14421/jpai.2014.111-08>
- Subur, S. (1970). Pendekatan dan Strategi Pembelajaran Bahasa Arab. *INSANIA : Jurnal Pemikiran Alternatif Kependidikan*, 11(2), 164–175. <https://doi.org/10.24090/insania.v11i2.165>
- Surani, D., & Hamidah, H. (2020). Students Perceptions in Online Class Learning During the Covid-19 Pandemic. *International Journal on Advanced Science, Education, and Religion*, 3(3), 83–95. <https://doi.org/10.33648/ijoaser.v3i3.78>
- Ulfa, M. (2018). Sistem Pengajaran Bahasa Arab Modern Untuk Non -Arab. *An Nabighoh Jurnal Pendidikan dan Pembelajaran Bahasa Arab*, 20(01), 63. <https://doi.org/10.32332/an-nabighoh.v20i01.1128>
- Wardani, A., & Ayriza, Y. (2020). Analisis Kendala Orang Tua dalam Mendampingi Anak Belajar di Rumah Pada Masa Pandemi Covid-19. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(1), 772. <https://doi.org/10.31004/obsesi.v5i1.705>

---

**Copyright Holder :**

© Akhmad Feri Fatoni et al. (2023)

**First Publication Right :**

© Journal International of Lingua and Technology (JILTECH)

**This article is under:**

