The Nursing Students' Beliefs on the Recorded Role Play between a Nurse and a Patient as a Strategy to Enhance English Learning

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Abstract: In pedagogical literature there is significant support for the use of video recording in general education. Audio can be used in numerous academic contexts. Recording role play between a nurse and a patient is important for teachers to provide nursing students with a study aid they can review after lecture. In addition, the audio recording can enable both teachers and nursing students to review the students' role play sessions both for classroom discussion and the assessment at home in   preparation for feedback and discussion in class the next day.

The objective of this study is to explore the nursing students' beliefs on the recorded role play between a nurse and a patient as a strategy to enhance English learning. This research was conducted mainly within a scientific framework. Questionnaires were employed mainly to collect data. The subjects participating in this study were 117 students of nursing study programs of St. Elizabeth College of Health Sciences in Semarang, Indonesia.

The initial assumption that students were reluctant to have their teaching practice recorded due to initial feelings of embarrassment at conducting role play seems to be completely wrong based on the results of this research. With the recorded role play, the majority of the respondents felt they would be motivated and gain confidence in learning English. They also believed that they could improve their fluency and develop their vocabulary. Surprisingly, they found their recorded teaching practice not as something embarrassing or frustrating but challenging and fun.

Key words: role play, belief, communication

1. Background

Effective communication plays an important role in the clinical area; therefore, the need for nurses to be effective communicators has been acknowledged within the literature (Babatsikou & Gerogianni, 2012). Effective communication enables nurses to form a good relationship with their patients. It is very important that the nursing students should have the ability to apply effective communication skills during their interaction with their patients. Therefore, it is essential that the nurses' competency in communication skills be developed through practice in order to understand the patients' problems. It is through the use of a role play situations between nurses and patients that the nursing students can improve their communication skills.

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In relation with the nursing students' EFL class, at the end of the program the nursing students are required to perform a pair role play between a nurse and a patient for the final marking. Since last year all the role plays have been recorded. The main reasons are that basically students under study like their pictures taken and their actions recorded in particular contexts for their reference especially when they may have the copy of the recording for their own documentation as well. In the EFL context, the English language used in recorded role playing can be reviewed for both classroom discussion and more accurate assessment at home in preparation for feedback and discussion the next day. Another reason is that video-recording can be used as a tool for reflection; in this case, to help students become reflective practitioners especially to preserve their linguistic aspects such as grammar, pronunciation, word choice for analysis and correction. In this research, it is essential to see whether a recorded role play can be used as a tool to enhance learning.

1.1 Previous Study of Beliefs and Language Learning

Deeply held beliefs that most learners appear to have in second language learning have received much attention in recent years (Horwitz, 1999; Rula, 2006; Magogwe & Oliver, 2007).

Horwitz (1999) explores the study of beliefs in language learning and cultural context. She used the "Beliefs about Language Learning Inventory (BALLI)" to identify similarities and differences across cultural groups. The result of her research indicates instances of differing beliefs between and among the American, Korean, and Turkish heritage groups. However, an examination of the responses to individual BALLI items did not yield clear-cut cultural differences in beliefs. Several of the differences identified in the various American groups and the two groups of Korean and Turkish heritage learners are claimed to be more clearly attributable to differences in learning circumstances than culture. Finally she further concludes that at present, there is not any strong evidence for a conclusion of cultural differences in learner beliefs.

Unlike Horwitz (1999), Magogwe & Oliver (2007) highlights the connection between beliefs and learning strategy. The results of their research show that Botswana students do use a number of language learning strategies, but that they show distinct preferences for particular types of strategies. The findings also reveal a dynamic relationship between use of language learning strategies and proficiency, level of schooling (representing age differences) and self-efficacy beliefs.

In her research, Rula (2006) illustrates the students' beliefs in learning English and French in which the students viewed English as an easy language and French as a difficult one and, consistent with a popular belief held in Lebanon, agreed that it is ''easier'' to learn French before learning English.

From the three research studies above, the BALLI has proven very useful in the identification of learner beliefs about language learning as it is connected to other important factors such as learner strategies, differences in learning circumstances, and learning different target languages.

1.2 Problem Formulation

This research aims at investigating the respondents' beliefs on the recorded role play as a strategy to enhance English learning.

1.3 Research Objective

The objective of this research explores the respondents' beliefs on the recorded role play as a strategy for enhancing English learning

1.4 Significance

Through these research findings, the nursing students are expected to gain better understanding of the recorded role play as a strategy to enhance English. Such knowledge, I believe, would help in the design and implementation of the recorded role play used in numerous academic contexts for both students and their professional development.

2. Role Play in Language Teaching

Role play is a type of activity popular with foreign language teachers and learners, textbook authors and teacher trainers. Deeply held beliefs that role play has an important role in English language teaching received much attention for years (Dent-Young, 1977; Livingstone, 1983; Richards, 1985; Magos & Politi, 2008; Liu & Ding, 2009). Role play is one of the techniques particularly employed in the communicative approach to teaching a second language. The role-play technique involves the representation of a realistic situation, often within the frame of a given scenario. It is aimed at the learner's understanding of the experience produced in a specific situation. In role play, students have to use the information given to them about their roles when interacting with others.

Livingstone (1983) further highlights the basic concept of role play. In the classroom context, students can simulate or role play but outside the classroom, in real contexts, we play any number of roles such as the role of a husband or a wife at home, father or mother, daugter or son and in a hospital, the role of a patient, the role of patient's neighbors, etc. In each of the roles our different patterns of behavior are needed. The role of a father or a mother at home will be different from that of a nurse in the hospital. A certain range of behavior is possibly acceptable or appropriate for one role but not for another role. In linguistic aspects, as far as English is concerned, the role behavior in one's mother tongue is possibly different from that in English. So, the linguistic aspect plays an importat part in one's role behavior.

According to Livingstone (1983), there are aspects of role behavior needed to consider as far as lingusitics is concerned. Formality is one aspect. A nurse will greet a colleague with: Hi, Nancy, but s/he will address the patient with: "Good morning, Mrs. Jones". The use of formal or informal greeting depends on the relationship with the person we are talking to. Another aspect is register, the example of which is occupational register. When two doctors are talking about their work, lay people will find it difficult understanding their conversation as they have no knowledge of medical terms. For example the word "stool" generally means "a seat that has three or four feet, but no back or arms while in medical term, it means "a piece of solid waste from your bowels".

Apart from formality and register, function is another aspect a nurse should consider in communicating with others. In enquiring about health, s/he will ask "How are you today?" while when meeting a friend s/he may need the function of greeting: "Hi, Jane, nice to see you", then, of inviting: "How about going downtown, tomorrow?"

It is also important for a nurse to understand the patient's feelings (angry, happy, sad, depressed) so that s/he can adjust his/her own reaction accordingly.

3. Role-playing in the Education of Nursing Students

The need for nurses to be effective communicators has been acknowledged in such literature as *Nursing — A Concept-Based Approach to Learning* by North Carolina Concept Learning Editorial Board (2011); Babatsikou & Gerogianni (2012); Ashmorea & Banks (2004). It is through effective communication that nurses can form a

caring relationship with patients and convey to the patients that they can understand their problems. Babatsikou & Gerogianni (2012) further highlight the importance of effective communication in the clinical area, as it can contribute to the implementation of the expected therapeutic outcome. It is through the use of a role play situation between a nurse and a patient that the implementation of the expected therapeutic outcomes can be achieved. During a role play situation, nurses should be able to deal effectively with different types of patients and maintain the therapeutic environment as their patients are considered the center of their professional attention.

Martínez Riera et al. (2010) further mentions that among the several techniques psychodrama offers, role-playing is the one most frequently used in different areas including education as students go through an important experience through dramatization. They further mention that dramatization helps students overcome fears and uncertainties caused by certain nursing situations. They have a better professional know-how when they understand the situations, roles and questions asked or to be asked, the answers they should give, and how to actively listen (by paying attention to words, gestures, actions and situations). Therefore, it is essential to apply role playing in the English language teaching for nursing students

4. The Use of Audio Visual Recording in Academic Contexts

In pedagogical literature there is significant support for the use of video recording in general education. Audio can be used in numerous academic contexts. Through video recordings, the nursing students who assess patients during role play exercises will be able to observe themselves during their classroom practices, obtain immediate feedback from their friends and teachers and find out the skills they need to improve. The nursing students in recorded role playing and their teacher can review the recording as many times as needed to carefully examine different aspects of their performance. The nursing students' recorded role play sessions make it possible to hold a mirror up to teachers, to focus on the language used during the interaction between a nurse and a patient and to see it for feedback purposes. Therefore, video recording is a logical aid in making the linguistic aspects used during interaction the focus of attention.

In the EFL context, the English language used in recorded role playing can be reviewed for both classroom discussion and the assessment at home in preparation for feedback and discussion the next day. The aim of the video recording, to preserve learner's performance for analysis and correction, is highlighted by Lonergan (1995). In the improvement of their English language, the recordings allow them to observe and assess their own nursing practices: their attitudes, their speech, use of grammar, the filler words they use, and the time management of their lessons.

In addition, González suggests the advantages of video-recording as a learning strategy for students, as a pedagogical tool for teachers and as a tool for pedagogical research. He further highlights that to see oneself on video sometimes can be the only way of becoming aware of inappropriate postures or involuntary movements, and this awareness is necessary to address them. Another reason is the potential of video-recording as a tool for reflection; in this case, to help students become reflective practitioners. Watching video-recordings with others also helps the students themselves become a learning community where teachers and students are involved in collective discussion and reflection.

Basically, students generally like being recorded in particular context to use on an ongoing basis as their reference, especially when they may have the copy of the recording as their own documentation for pride on the one hand. On the other hand, their recorded role playing can result in their unhappines as they may feel nervous

and being threatened during the recording process.

However, making students' recorded role play sessions available before class meetings makes more time available for discussion. In the classroom context, multimedia can be a powerful tool for helping students learn and retain complex ideas and phenomena. In connenction with this context, the writer will further study whether the recorded role play is considered a threat or a tool to enhance learning.

5. Method

5.1 Rationale

My research was conducted mainly within a scientific framework. Questionnaire was employed mainly to collect data for this study. At the level of theoretical perspective, my study follows the path of quantitative. Its goal is to explore the nursing students' beliefs on *the Recorded Role Play* as a strategy to enhance English learning.

5.2 Subjects

The subjects participating in this study are 117 second semester nursing students of Nursing Study Program, St. Elizabeth College of Health Sciences, Semarang, Indonesia. They consist of 23 male and 94 female students.

Table 1   Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	23	19.7	19.7	19.7
	Female	94	80.3	80.3	100.0
	Total	117	100.0	100.0	

5.3 Instruments

The data collection instrument used in this study is an Indonesian and English questionnaire.

There are 15 questions, divided into two main sections as follow:

(1) Background (5 questions)

This section concentrates on the student's identity, their background of previous learning experience, perception on their overall English proficiency, and reasons to learn English.

(2) Respondents' Beliefs on *the recorded role play* as a tool for enhancing English learning (10 questions).

5.4 Procedure

This research was conducted with the following procedures:

(1) Formulating the questionnaires.

(2) Validating the items of the questionnaires.

(3) Analyzing the data.

(4) The items which are not valid will be dropped and only the valid items will be further analyzed.

5.5 Data Analysis and Interpretation

All the data were processed using the SPSS-17. Descriptive statistics were obtained to identify the overall characteristics concerning respondents' beliefs on the recorded role play between a nurse and a patient as a strategy for enhancing learning.

This section presents the results obtained from the statistical analyses. In this section, the percentages and frequencies of the students' beliefs on the recorded role play as a tool to enhance English learning are illustrated.

Table 2   I Believe My Motivation to Learn English Can Increase through the

"The Recorded Role-Play between A Patient and A Nurse"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	7	6.0	6.0	6.0
	Agree	45	38.5	38.5	44.4
	Strongly Agree	65	55.6	55.6	100.0
	Total	117	100.0	100.0	

This question is designed to find out whether the students are motivated to learn English through recorded role play among many factors influencing the students' desire to learn. In order to learn, there must be a will to learn on the part of the learner, in other words, there must be motivation. Establishing motivation is a preparatory phase for an act of learning. Recorded role play is designed to generate the students' motivation to learn.

Responses to the item as shown in Table 2 reflected considerable optimism in the English learning process. For instance, the majority of the respondents seemed to feel motivated to learn English through the recorded role play as 45 respondents (38.5) agreed and 65 respondents (55.6%) strongly agreed with the statement. Only about 6% (7 respondents) of are neutral.

Table 3   I Believe My Confidence to Speak English Can Increase through the

"The Recorded Role-Play between A Patient and A Nurse"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	.9	.9	.9
	Neutral	7	6.0	6.0	6.8
	Agree	48	41.0	41.0	47.9
	Strongly Agree	61	52.1	52.1	100.0
	Total	117	100.0	100.0	

Achievement in English learning is related to self-confidence (Williams & Burden, 1997). Successful learners tend to be those who feel competent and capable of learning and such feelings can be fostered by the teachers through encouraging a positive self-image, self-esteem, self-confidence; a feeling of "I can" or "I am capable of doing this" (Williams & Burden, 1997). A pedagogical implication is that it is important for teachers to always motivate the students who lack self-confidence as language learners and who are worried about expressing themselves in the foreign languages.

Table 3 displays the percentages and frequencies of respondents' beliefs in their confidence to speak English can increase through the recorded role play. As can be drawn from the data, a big number of the participants indicated their confidence to speak English through the recorded teaching practice. Drawn from the responses of "strongly agree" (52.1%) and "agree" (41%), it is almost certain that almost all of the respondents were doing their best to enhance their confidence through the recorded role play.

Table 4   I Believe I Can Improve My Fluency in English through "The Recorded Role-Play between A Patient and A Nurse"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	6	5.1	5.1	5.1
	Agree	47	40.2	40.2	45.3
	Strongly Agree	64	54.7	54.7	100.0
	Total	117	100.0	100.0	

A similar result is shown in response to the item in Table 4. For instance, the majority of the respondents (94.9%) seemed to feel improvement in their fluency through the recorded role play. None of the subjects stated their disagreement to the fact that their fluency is improved through the recorded role play.

This fact is assumed to be closely connected with time provided by the teacher for students to consult their dialogues before the role play. In addition, the students are encouraged to consult the pronunciation with the dictionary program in their laptop. It is through this way that the students will gain confidence for the improvement of their fluency.

Table 5   I Believe I Can Develop My English Vocabulary through "The Recorded Role-Play between A Patient and A Nurse"

		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	1	.9	.9	.9
	Neutral	12	10.3	10.3	11.1
Valid	Agree	47	40.2	40.2	51.3
	Strongly Agree	57	48.7	48.7	100.0
	Total	117	100.0	100.0	

Giving the nursing students the opportunity to create their own dialogues for the role play provides them with an opportunity to be creative and the freedom to create their own expressions. In this way, students can generate ideas and vocabulary. It is through such an activity that makes the students aware of the need to acquire the English vocabulary related to the role play. The task given to the students asking them to write a dialogue for the role play gives them context and motivates them to find the words and develop their writing skills.

As shown in Table 5, responses to respondents' vocabulary development through recorded role play displayed a high expectation of success in students (88.9%). Only less than 1% of the respondents indicated their disagreement to the belief of being successful in developing their vocabulary through recorded role plays.

Table 6   I Believe I Prepare the Role Play between A Patient and A Nurse More Seriously Because It Is Recorded

		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Disagree	1	.9	.9	.9
	Disagree	2	1.7	1.7	2.6
Valid	Neutral	18	15.4	15.4	17.9
	Agree	44	37.6	37.6	55.6
	Strongly Agree	52	44.4	44.4	100.0
	Total	117	100.0	100.0	

As for their progress in learning English, the majority of students valued their recorded role play related to their progress. For instance, almost all of the respondents (82%) appeared to be fond of having their role plays recorded. As a result, the students tend to prepare and perform well in the role-play because of their performances being recorded. There is a strong connection between having a positive self-image and performing well on learning tasks.

It is essential for the teacher to help students create a positive self-image when they feel poor motivation, incompetence, fear of failure, and adequacy, as these will lead to under achievement, and apparent lack of ability (Williams & Burden, 1997).

Table 7   I Believe that "The Recorded Role-Play between A Patient and A Nurse" Is A Challenging Activity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	3.4	3.4	3.4
	Neutral	11	9.4	9.4	12.8
	Agree	51	43.6	43.6	56.4
	Strongly Agree	51	43.6	43.6	100.0
	Total	117	100.0	100.0	

This question is meant to see whether the task of role play is challenging. According to Williams and Burden (1997), challenging classroom tasks will encourage curiosity in order to help learners realize their full potential. The classroom task must strengthen the connection between what they learn in school and what they perceive outside it. In preparing the role play, the students then work in teams of co-learners, further increasing their interest in the process and giving them valuable experience in team dynamics and collaborative work (Johnson et al., 2009). Similarly, Williams and Burden (1997) highlights significant learning which will take place when the subject matter is perceived to be of personal relevance to the learner and when it involves the learner's active participation.

Students' responses to the item in Table 7 showed clearly that the majority of the respondents (87.2%) perceived the recorded teaching practice as something challenging in learning English. Only 5.3% of the respondents indicated their disagreement to the belief of the recorded role play as something challenging in learning English.

Table 8   I Believe that "The Recorded Role-Play between A Patient and A Nurse" Can Be Fun

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	.9	.9	.9
	Neutral	12	10.3	10.3	11.1
	Agree	61	52.1	52.1	63.2
	Strongly Agree	43	36.8	36.8	100.0
	Total	117	100.0	100.0	

Brown and McIntyre (1992) cited in Williams and Burden (1997) reported the result of their research on what made a good teacher. There are ten categories, two of which are making a relaxed and enjoyable atmosphere in the classroom and presenting in an interesting and motivating way. This implies that what motivate students to learn is learning things that they think are interesting. Our challenge as educators is to make learning fun.

As shown in Table 8, the majority of the respondents (88.9%) seemed to feel that it was fun to learn English through the recorded role play. Only one respondent (0.9%) indicated their disagreement of the belief that recorded role play was fun in learning English.

Table 9   I Believe that the Teaching Material in "The Recorded Role-Play between A Patient and A Nurse"

Is Useful for My Career

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	18	15.4	15.4	15.4
	Agree	41	35.0	35.0	50.4
	Strongly Agree	58	49.6	49.6	100.0
	Total	117	100.0	100.0	

Students like to know that what they are learning can be useful in their lives but it is also important for a teacher to remember that relating content to student's life is a good way to increase their attention and comprehension of the material being taught.

A cursory glance at the figure in Table 9 reveals that the majority of the students under study (84.6%) believe that recorded role play between a nurse and a patient is useful for their future career. The most frequently chosen (49.6%) was "Strongly Agree" and then "Agree" was 35% while the responses for "Neutral" side of the scale account for 15.4%.

Table 10   I Believe that through "The Recorded Role-Play between A Patient and A Nurse", the Lecturer Can Evaluate the Student's Performance More Acurately as the Recording Can be Reviewed at Home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	5	4.3	4.3	4.3
	Agree	48	41.0	41.0	45.3
	Strongly Agree	64	54.7	54.7	100.0
	Total	117	100.0	100.0	

The response to this item shows that almost all of the participants (95.7%) believe that the recorded role play can be used accurately to evaluate the students' performance.

Recording is a valuable instrument to evaluate the students' performance as it can be stopped, wound forward, rewound at home, as the teacher wishes for accurate evaluation.

In addition, the teacher can also study and discuss examples of the students' verbal and nonverbal communication problems in the recorded role-play with the students the next day. During the discussion, the teacher can adjust and adapt the recording to match the learners' reactions.

Table 11   I Feel Anxious When I Know that the Role Play between A Patient and A Nurse Will be Recorded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	6	5.1	5.1	5.1
	Agree	46	39.3	39.3	44.4
	Strongly Agree	65	55.6	55.6	100.0
	Total	117	100.0	100.0	

The item above was intended to see the extent to which the students feel anxious when they know that the role play was recorded. As observed in Table 11, the students' responses to this statement could be taken as a strong support of the idea that they feel anxious when they know that the role play was recorded as the majority of the students agreed (39.3%) and strongly agreed (55.6%).

This fact is closely connected with psychological problems highlighted by Lonergan (1984) in that many language learners experience camera shyness and fear caused by the equipment. In addition, teachers' lack of confidence can lead to the learner's lack of conviction about the value of the recording. He further mentions that such problems are most easily overcome if the first experiences with recordings are successful.

6. Conclusion

The initial assumption that students were reluctant to have their teaching practice recorded due to initial feelings of embarrassment at appearing on classroom television seems to be completely wrong based on the

results of this research. With the recorded teaching practice, the majority of the respondents felt they would be motivated and gain confidence in learning English. They also believed that they could improve their fluency and develop their vocabulary. Surprisingly, they found their recorded teaching practice not as something embarrassing or frustrating, but challenging and fun.

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