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ENGLISH ROLE PLAY SIMULATION TRAINING FOR HOSPITAL EMERGENCY ROOM STAFF AT RS MITRA HUSADA PRINGSEWU

PELATIHAN SIMULASI ROLE PLAY BAHASA INGGRIS UNTUK STAF UNIT GAWAT DARURAT RUMAH SAKIT DI RS MITRA HUSADA PRINGSEWU

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ABSTRACT
Communication effectiveness in the Emergency Room (ER) has a direct correlation with patient safety, particularly when dealing with international patients. However, medical staff at RS Mitra Husada Pringsewu still face English language barriers that trigger low self-confidence and the risk of misdiagnosis. This community engagement activity aims to enhance the communicative and procedural competence of ER staff through measured role-play simulation training. By adopting the Participatory Action Learning (PAL) framework and David Kolb's Experiential Learning theory, 25 ER staff members were involved in realistic clinical scenario simulations, ranging from the triage stage to emergency procedures. Evaluation results indicate a significant increase in the staff's average English competency score, rising from 54.5 in the pre-test to 82.3 in the post-test. The most substantial improvements were recorded in medical vocabulary mastery and speaking fluency in emergency situations. Beyond linguistic aspects, this training successfully reduced foreign language anxiety and improved the staff's ability to apply politeness strategies and empathy toward patients. Based on these results, it is recommended that the hospital develop bilingual SOPs and establish independent study groups to ensure the sustainability of staff competence in providing international-standard healthcare services.
Keywords: Role Play, Medical English, Emergency Room, Simulation, Experiential Learning.

ABSTRAK
Efektivitas komunikasi di Instalasi Gawat Darurat (IGD) memiliki korelasi langsung terhadap keselamatan pasien, terutama dalam menghadapi pasien internasional. Namun, staf medis di RS Mitra Husada Pringsewu masih menghadapi kendala bahasa Inggris yang memicu rendahnya kepercayaan diri dan risiko kesalahan diagnosis. Kegiatan pengabdian masyarakat ini bertujuan untuk meningkatkan kompetensi komunikatif dan prosedural staf IGD melalui pelatihan simulasi role-play yang terukur. Dengan mengadopsi kerangka kerja Participatory Action Learning (PAL) dan teori Experiential Learning dari David Kolb, sebanyak 25 staf IGD dilibatkan dalam simulasi skenario klinis yang realistis, mulai dari tahap triage hingga prosedur darurat. Hasil evaluasi menunjukkan peningkatan signifikan pada rerata skor kompetensi bahasa Inggris staf, yaitu dari 54,5 pada tahap pre-test menjadi 82,3 pada post-test. Peningkatan paling substansial tercatat pada penguasaan kosakata medis dan kelancaran berbicara dalam situasi darurat. Selain aspek linguistik, pelatihan ini berhasil menurunkan tingkat kecemasan berbahasa (foreign language anxiety) dan meningkatkan kemampuan staf dalam menerapkan strategi kesantunan serta empati kepada pasien. Berdasarkan hasil ini, direkomendasikan agar pihak rumah sakit menyusun SOP bilingual dan membentuk kelompok belajar mandiri untuk menjamin keberlanjutan kompetensi staf dalam memberikan pelayanan kesehatan bertaraf internasional.
Kata Kunci: Role Play, Bahasa Inggris Medis, IGD, Simulasi, Experiential Learning.

1. INTRODUCTION

Mitra Husada Pringsewu Hospital is a strategic healthcare institution in Pringsewu Regency committed to continuously improving the quality of medical services. As a frontline unit, the hospital's Emergency Department (ER) plays a crucial role in handling critical conditions that require a rapid and accurate response. With increasing global mobility and the

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potential for international and expatriate patient visits to the Lampung region, proficiency in medical English for ER staff is no longer simply a plus, but an urgent necessity.urgent necessity). The effectiveness of communication in the emergency room is directly correlated with patient safety (patient safety), where every exchange of information in the processtriage and anamnesis must be carried out without ambiguity to avoid medical procedural errors.

However, initial observations indicate significant communication barriers among Mitra Husada Hospital's emergency room staff. Many healthcare workers experience linguistic barriers that lead to low self-confidence (self-efficacy) when interacting with foreign-speaking patients. This phenomenon creates a risk of misdiagnosis or delays in medical interventions due to staff's inability to understand patients' subjective complaints or effectively explain emergency procedures in English. The gap between professional demands and language competency creates an urgency for educational interventions that are not only theoretical but also practical and oriented to the high workload in the ER.

Addressing the challenges faced in learning medical English terminologies and communication skills necessitates innovative pedagogical approaches. The English for Medical Purposes (EMP) framework, underpinned by David Kolb's Experiential Learning theory, has shown promise in creating effective learning environments. Specifically, Role-Play Simulation has been adopted as a method to facilitate this process, providing learners with the opportunity to engage in realistic clinical scenarios within a safe learning context. This approach has been evidenced to reduce language anxiety and enhance the retention of technical medical vocabulary.

Role-Play Simulation serves as a practical application of Kolb's Experiential Learning theory, wherein learners transition through the stages of concrete experience, reflective observation, abstract conceptualization, and active experimentation. Through simulation exercises, medical staff and students can rehearse clinical interactions that mirror real-life scenarios, thus solidifying their practical knowledge and communication skills in English. This experiential learning approach not only engages the learners actively but also facilitates the effective acquisition of English medical vocabulary by placing it within relevant contexts (Prokop & Kitura, 2025; ,Deng et al., 2022)

Language anxiety is a considerable barrier for medical students in acquiring English medical terminology, often hindering their ability to communicate effectively in clinical settings. Research has documented that role-playing in a simulation context can mitigate such anxiety by allowing students to practice communication skills in a non-threatening environment. The repetitive and immersive nature of role-play helps to increase self-efficacy and comfort levels among students, leading to improved participation in real-world clinical conversations (Hou, 2013; ,Deng et al., 2022). The impact of this approach on anxiety reduction corroborates the findings of studies highlighting the effectiveness of experiential learning strategies in reducing anxiety in language acquisition contexts (Hou, 2013; ,Moussedek, 2020).

One of the core outcomes of utilizing Role-Play Simulations in EMP is the improvement in the retention of medical terminology. The practical application of language in a simulated clinical setting aids in the consolidation of understanding since learners are more likely to retain terminology that is learned in context as opposed to through rote memorization. Furthermore, research indicates that learners frequently experience higher cognitive engagement when they can connect new vocabulary with practical experiences. This linkage is crucial as medical terms often arise from complex origins and meanings, requiring contextual understanding for long-term retention (Khisamova et al., 2020; ,Mukhanova et al., 2022; ,Thi et al., 2023; .

While implementing Role-Play Simulation within the EMP framework, it is essential to design scenarios that accurately replicate clinical environments and emphasize interactional dynamics. Such tailored simulations not only reinforce the material learned but also help improve learners' confidence and communicative competence in English medical discourse.

Additionally, methodological choices should consider diverse educational backgrounds and proficiency levels among medical students to ensure accessibility and inclusivity in the learning experience (Zastrizhna et al., 2023; ,Thi et al., 2023; ,Galstyan & ABRAHAMYAN, 2017).

The application of Role-Play Simulation within the EMP framework demonstrates a significant potential for enhancing medical students' proficiency in English. By addressing the dual challenges of language anxiety and vocabulary retention, this pedagogical approach equips students with the necessary communication skills required in the clinical field. The integration of experiential learning principles fosters a supportive environment for learning, thereby preparing future medical professionals to engage confidently and competently in their respective fields. Further research and methodological exploration can refine these practices, ensuring that they remain responsive to the evolving needs of medical education. In summary, the support for the effectiveness of Role Play Simulation in fostering an understanding of medical English terminology is well-documented and suggests a promising avenue for future developments in teaching practices within the medical education landscape.

Therefore, this activity aims to improve the communicative and procedural competencies of the Emergency Room staff of Mitra Husada Pringsewu Hospital through measurable simulation training, in order to realize inclusive and international standard health services.

2. METHODS

The implementation of this community service activity adopts a frameworkParticipatory Action Learning (PAL), an approach that emphasizes active collaboration between the service team and participants to solve practical problems through a cycle of reflection and action. This method was chosen so that medical staff are not only the objects of training, but also the subjects who actively construct their communication skills based on clinical realities in the Emergency Room of Mitra Husada Hospital, Pringsewu. The subjects in this activity consisted of health workers in the Emergency Room unit, which included clinical nurses and medical administrative staff, to ensure a cohesive communication flow from patient admission to emergency response.

The community service implementation procedure is carried out systematically through four main stages:

1. Needs Analysis (Need Analysis):The initial stage is carried out to map competency gaps through instruments.pre-testwhich measures ability speaking and understanding of medical terminology. In-depth interviews were also conducted with emergency room directors to identify the medical scenarios that most frequently present communication challenges, such as trauma management and explaining informed consent.
2. Module and Scenario Design (Design):Based on the results of the needs analysis, the team developed an IGD-specific scenario module that covers three main domains: (a)Triage, focus on rapid emergency identification; (b)Admission, including registration procedures and medical history collection; and (c)Emergency Procedures, which emphasizes medical instructions during emergency procedures. This module is validated by linguists and medical practitioners to ensure linguistic and clinical accuracy.
3. Simulation Implementation (Implementation):The core of this activity is the sessionRole-Play SimulationParticipants were divided into small groups to play the roles of nurses, foreign patients, and patients' families. The simulation was repeated with increasing levels of complexity, with each session ending with debriefing collective to discuss the accuracy of diction, intonation, and empathy in medical communication.
4. Evaluation and Reflection (Evaluation):To measure the effectiveness of the intervention, apost-testwhich is parallel to the initial instrument. In addition, a

customer (participant) satisfaction survey was distributed to measure aspects of self confidence after attending training. The collected data were then analyzed descriptively to determine the significance of improvements in the communicative abilities of emergency department staff.

3. RESULTS AND DISCUSSIONS

3.1. Linguistic Competence Analysis: Comparison of Pre-test and Post-test Scores

Evaluation data showed a significant increase in the communicative competence of the emergency room staff at Mitra Husada Hospital in Pringsewu after the intervention. Based on descriptive analysis, the average English language competence score of staff increased from 54.5 in the initial stage to 54.5 in the second stage.pre-testto 82.3 onpost-test. The highest increase was detected in the aspect of mastery of medical vocabulary (medical terminology) and fluency in speaking (fluency) in emergency situations. Statistically, this positive trend indicates that specifically designed training materials (ESP) can facilitate faster language acquisition compared to general English instruction, because participants can immediately relate new vocabulary to their daily clinical functions.

Table 1.
Comparison of Communicative Competence Scores of Emergency Room Staff Before and After Training (n=25)

Evaluation Components	Shoes Rerata Pretest	Shoes Rerata Post test	Improvement
Medical Terminology	50.2	85.5	35.3
Fluency	52	83.2	31.2
Grammar Accuracy	58.5	78.4	20
Politeness Strategy	57.3	82.1	24.8
Average Competency	**54.5**	**82.3**	**28**

Source: Processed Data, 2026

Table 1 above shows a significant transformation in communicative competence among 25 respondents of Mitra Husada Hospital Pringsewu Emergency Department staff after participating in the training intervention. Cumulatively, the total average medical English competence increased by 27.8 points, moving from a baseline score of 54.5 (pre-test) to a final score of 82.3 (post-test). This increase, which exceeded the 25-point threshold, indicates that the Role Play Simulation method is highly effective in converting theoretical knowledge into practical-applicable skills in a high-pressure work environment. A more in-depth analysis of each evaluation component shows that the Medical Terminology aspect recorded the most substantial increase, namely 35.3 points. This proves that the English for Specific Purposes (ESP) approach, which focuses on real emergency scenarios, is more effective in facilitating the acquisition of technical terms than conventional language teaching methods. Participants were able to internalize medical terms contextually because the vocabulary directly intersects with the medical instruments and procedures they operate every day. In line with this, Fluency also experienced a significant increase (31.2 points). This phenomenon indicates that the role-based simulation successfully reduced the staff's cognitive load; as they became accustomed to repeating ER scenario dialogues, the language retrieval process became more automatic and

spontaneous. Although the Grammar Accuracy component showed the most moderate increase (19.9 points), this is still considered a positive outcome in the context of emergency communication. In emergency situations, the main priority of communication is the delivery of clear and understandable messages (intelligibility) rather than the perfection of complex syntactic structures. On the other hand, the increase in Politeness Strategies by 24.8 points indicates that the staff developed not only linguistically, but also sociolinguistically. The staff's ability to integrate empathy into medical instructions is an important indicator in improving international patient care standards and mitigating complaints in the emergency department. Overall, the positive trends across all parameters confirm that the training has successfully equipped staff with robust communication tools to support patient safety.

3.2. Impact of Activities on Changes in Communicative Behavior

Systematic observations during simulation sessions revealed substantial behavioral changes among medical staff. At the beginning of the sessions, staff tended to use short, functional sentences, but often neglected interpersonal aspects. Post-training, there was consistent adoption of politeness strategies(politeness strategies), such as the use of hedging and empathetic markers (for example: "I understand this is painful, but I need to..."), which is crucial in calming unfamiliar patients in the emergency room. Furthermore, accuracy in providing medical instructions during critical procedures has improved; staff are able to use the correct imperative structure without appearing rude, creating a more professional and safer workflow.

3.3. MitigationForeign Language Anxiety through Simulation

This finding strengthens the relevance of the theoryExperiential Learningin the context of medical personnel education. One of the most significant contributions of the methodRole-Play Simulationis its ability to reduce the level of anxiety in speaking foreign languages (foreign language anxiety) which often paralyzes the cognitive abilities of staff in the environment with high pressure such as ER. In a stressful work environment, linguistic anxiety can lead to mental block which hinders medical decision making.

Through repetitive simulations in a supportive environment (safe to fail environment), the staff successfully built linguistic muscle memory and situational confidence. This discussion aligns with modern EMP research, which states that simulation is not just speaking practice, but rather a process of desensitization to communication stress. The use of simulations in educational settings has gained traction, particularly in developing communication skills. A growing body of research indicates that simulation-based training not only enhances linguistic capabilities but also builds situational confidence among participants.

Recent studies illustrate that simulations serve as more than just practice exercises; they cultivate an environment conducive to desensitization to stress associated with real-world communication scenarios. For instance, a study by Mundo et al. emphasizes that simulation-based education significantly enhances emergency medicine residents' confidence and knowledge when interacting with interpreters, highlighting the role of immersive environments in reducing communication anxiety (Mundo et al., 2025). This is supported by the work of Kakita et al., which similarly points out that blended simulation techniques lead to noticeable improvements in communication competencies among students (Kakita et al., 2023). Such findings align with modern research paradigms suggesting that structured simulation activities facilitate repeated exposure to communication challenges, thereby fostering resilience and reducing apprehension (Mundo et al., 2025).

Moreover, the effectiveness of simulations in building confidence is corroborated by Violato et al.'s randomized controlled trial, which demonstrated that integrating virtual simulations considerably improved students' ability to communicate assertively in medical contexts (Violato et al., 2024). This intervention employed experiential learning cycles to

enhance both practical skills and theoretical understanding, confirming that simulations can enhance communicative competence beyond mere repetition of language (Violato et al., 2024).

Understanding the mechanisms through which simulations enhance communication skills also involves psychological perspectives. Setiyadi et al. discuss the cognitive processes involved in acquiring speaking skills through interactive environments, arguing that the communicative approach naturally strengthens linguistic abilities by encouraging active participation (Setiyadi et al., 2021). They note that effective simulation exercises improve learners' psychological readiness to engage in verbal communication and deal with potential failures constructively, thus promoting what's termed "linguistic muscle memory" (Setiyadi et al., 2021).

Furthermore, the application of experiential learning theories, such as those articulated by Dewey and Vygotsky, is evident in the findings of Abubakar and Ogdol, where real-life scenarios were simulated to improve language acquisition and fluency in early childhood learners (Abubakar & Ogdol, 2025). The qualitative insights from their research underscore the importance of using playful, engaging methods to teach communication, reinforcing the need for supportive environments that encourage risk-taking in language usage.

In practice, simulation-based strategies have shown promise across diverse educational contexts, ranging from language learning in primary schools Ypsilanti (2024) to more complex clinical communication scenarios in nursing education (Mohamed & Fashafsheh, 2019). Such versatility illustrates the concept's applicability as a foundational tool for varied audiences seeking to enhance their communicative proficiency. The advancements in technology, such as virtual reality implementations noted by Turdiev et al., further suggest that immersive environments can refine public speaking skills by simulating authentic speaking contexts where learners may confront different audience types (Jędrasiak et al., 2024).

The findings of these studies suggest that incorporating simulation into curricula not only improves technical communication skills but also bolsters self-efficacy among learners. As education systems evolve to integrate more technology and experiential learning, the potential for simulations to transform communication training becomes increasingly significant. In conclusion, the evidence from various studies collectively underscores the crucial role simulations play in fostering effective communication skills by preparing learners both linguistically and psychologically for real-world interactions, thus fulfilling the needs of modern pedagogical approaches.

With reduced anxiety burden, staff can allocate their cognitive resources more effectively to focus on diagnosis and medical treatment, ultimately improving the quality of international healthcare services at Mitra Husada Pringsewu Hospital.

4. CONCLUSION AND RECOMMENDATION

4.1. CONCLUSION

Community service activities through trainingEnglish Role Play SimulationMitra Husada Hospital in Pringsewu has successfully achieved its main objective of improving the communicative competence of its emergency room staff. Implementation of the methodExperiential Learningproven to effectively improve linguistic accuracy, mastery of technical medical terms, and staff confidence in dealing with international patients. The most significant positive impact is the reduction of psychological barriers in the form of language anxiety (language anxiety), which was previously a major obstacle to the effectiveness of emergency services. With the increasing ability of staff to implement politeness strategies and medical procedures in English, the hospital has strengthened its position in providing inclusive healthcare services and international patient safety standards.

4.2. RECOMMENDATION

To ensure the sustainability of the impact of this activity, it is recommended that the management of Mitra Husada Pringsewu Hospital integrate English language competency into the hospital's operational system. First, it is necessary to develop aStandard Operating Procedure (SOP) Bilingual in the IGD unit, especially for the flowtriage and informed consent, as a practical daily guide for staff. Second, institutions are advised to form independent study groups (English Nursing Club) to maintain the retention of acquired language skills. Finally, further research or community service can expand the scope of training to other service units, such as inpatient care or pharmacy, to create a comprehensive multilingual healthcare ecosystem across the hospital.

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