

Teaching and Learning Speaking for the First Grade of Nursing Academy in Academic Year of 2019/2020

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Abstract

The problems of the study are: (1) how is the teaching and learning process of speaking English of the first grade of Nursing Academy of Purworejo regency in Academic Year of 2019/2020. (2) Where the problems found during the teaching and learning process of speaking English of the first grade of Nursing Academy of Purworejo Regency. The theories which are used as a basis of this study are the nature of language, teaching and learning, the model of curriculum in Nursing Academy. Teaching and learning of speaking English, the lesson plan of speaking English, media and the source of learning, act. Based on the data analysis, it can be concluded that: (1) Some cases occur during the teaching and learning of speaking English. (2) the students find the difficulties in pairing and performing speaking because the students' limited of vocabularies, pronunciations, and grammar mastery. This research is a case study done at the first grade of Nursing Academy Purworejo regency in Academic Year of 2019/2020. The technique of sampling is purposive sampling. The data to get from: 910 the teaching and learning process of Speaking English language; (2) the informants: they are the teacher of English lesson of the first grade and the students; and (3) the document. The techniques of the data gathering are: (1) observation; (2) in depth interview; and (3) document analysis. The observation was done to capture the teaching and learning process of speaking, in depth interview was done to test. The validity process of speaking, to get the data from document, a document analysis done are syllabus, the lesson plan the criteria of minimal achievement and students assessment. The gathered data were analyzed by using reduction, data presentation and conclusion drawing. Based on the research finding the researcher discusses the findings in three dimensions namely, (1) the teaching objectives of speaking; (2) the role of teacher in the selection of teaching material, and (3) the importance of English as the materials in teaching speaking English. The teaching objective of the researcher's research is to improve the students' speaking skill by using English materials. The indicator is that at the end of the research, their score of speaking is at least 6.0. besides that, they are active in joining the speaking activities in the classroom and use English as a mean of communication in the workshop. This objective is in line with the teaching objective of speaking in general. The government has defined English as a means for communications. Communication is defined as striving to comprehend and express information, opinion, and thoughts. Therefore, the objective of teaching English is to develop communication competence. Use of instructional media and learning material was less optimum to explore students speaking competence and students still found themselves difficult to do speaking practice in pairs.

Key word: assessment, speaking, teaching and learning

Abstrak

Masalah penelitian ini yaitu (1) Bagaimana Proses pembelajaran Bahasa Inggris di tingkat satu di Akademi Keperawatan Kabupaten Purworejo Tahun Akademik 2019/2020 (2) mengapa masalah-masalah yang dijumpai selama proses pembelajaran berbicara Bahasa Inggris di tingkat satu di Akademi Keperawatan Kabupaten Purworejo. Teori-teori yang digunakan sebagai dasar atau hal yang penting yaitu bahasa yang alami dalam proses pembelajaran, model kurikulum di Akademi Keperawatan pembelajaran berbicara Bahasa Inggris dan rencana pembelajaran, media dan sumber belajar yang lain. Sesuai dengan analisis data penelitian dapat disimpulkan bahwa: (1) Beberapa kasus terjadi selama pembelajaran berbicara bahasa Inggris. (2) Siswa-siswa menemukan kesulitan dalam berpasangan untuk menunjukkan berbicara bahasa Inggris di sebabkan terbatasnya kosa kata, ucapan dan penguasaan tata bahasa. Penelitian ini adalah studi kasus di tingkat satu di Akademi keperawatan Kabupaten Purworejo tahun akademik 2019/2020. Teknik cuplikan pada penelitian ini adalah purposive sampling. Data diperoleh dari: (1) Proses pembelajaran berbicara bahasa Inggris; (2) Para informan; guru bahasa Inggris dan mahasiswa akademi perawatan tingkat Satu Kabupaten Purworejo dan (3) Dokumen. Teknik pengumpulan data: (1) observasi; (2) wawancara mendalam; dan (3) analisis dokumen. observasi dilakukan untuk meruham proses pembelajaran berbicara bahasa Inggris. Wawancara mendalam untuk menguji validitas data tentang kasus-kasus yang muncul selama proses pembelajaran berbicara bahasa Inggris. Untuk memperoleh data dari dokumen, dilakukan analisis dokumen, meliputi: silabus, rencana pelaksanaan pembelajaran, kriteria ketuntasan minimal, dan hasil penilaian berbicara bahasa Inggris. Data yang terkumpul dianalisis dengan model analisis interaktif. Yang meliputi (1) reduksi data; (2) penyajian data; dan (3) penilaian kesimpulan. Berdasarkan temuan penelitian peneliti membahas temuan dalam tiga dimensi yaitu, (1) tujuan pengajaran berbicara; (2) peran guru dalam pemilihan bahan ajar, dan (3) pentingnya bahasa Inggris sebagai materi dalam pengajaran berbicara bahasa Inggris. Tujuan pengajaran dari penelitian peneliti ini adalah untuk meningkatkan keterampilan berbicara siswa dengan menggunakan materi bahasa Inggris. Indikatornya adalah pada akhir penelitian, skor berbicara mereka minimal 6,0. Selain itu, mereka juga aktif mengikuti kegiatan berbicara di kelas dan menggunakan bahasa Inggris sebagai alat komunikasi dalam workshop. Tujuan ini sejalan dengan tujuan pengajaran berbicara secara umum. Pemerintah telah mendefinisikan bahasa Inggris sebagai sarana untuk berkomunikasi. Komunikasi didefinisikan sebagai usaha untuk memahami dan mengungkapkan informasi, pendapat, dan pikiran. Oleh karena itu, tujuan pengajaran bahasa Inggris adalah untuk mengembangkan kompetensi komunikasi. Penggunaan media pembelajaran dan bahan ajar kurang optimal untuk menggali kompetensi berbicara siswa dan siswa masih kesulitan melakukan latihan berbicara secara berpasangan.

Kata kunci: belajar-mengajar, berbicara, penilaian

1. Introduction

English is an international language which functions as the main tool for communication with other people throughout the world. People are able to attain much information related to development in science and technology when they master English well. In order to keep surviving in the competition of the global era, people should master both spoken and written English delivered from other countries. People employ English as a medium of communication. Consequently, English is considered the most important language to learn in particular when the borders among countries tend to disappear due to the increasingly communications done by other people.

In order to prepare them to face the global era, those four basic skills are listening, reading, writing and also speaking. Besides mastering those four skills, the students are also must master other supporting skills such as mastering grammar, vocabulary, pronunciations, and also accent. In fact most of the students in Indonesia are having difficulties in mastering English. Especially in higher educations the students are coming from different of high school still have limit master of speaking English.

The teaching and learning process of Speaking English in Nursing Academy of Purworejo Regency is aimed to make the students have the competence to (1) develop the competence of spoken. Written communication using English to achieve literacy functional level (2) have the awareness about the importance of English to compete in global community and (3) increase the students' comprehension about the relationship between language and culture. The competence of communication is specified into several competencies include four language skills. Those four language skills are listening, speaking, reading, and writing. The mastery of those skills must be supported by: Vocabulary mastery, grammar, pronunciation, and diction which are suitable with the topic discussed as a media to achieve the aim in spoken and written communication.

The development of communication and information mobility which is increasing rapidly requires all people to develop is not independent on language is the first demand it we want to communicate effectively. The language currently and can be used widely and effectively is English, although English is not language with the target number of native or the first for language speakers.

Harmer (2001: 1) define a lingua franca as a language widely adopted that can be used for communication between two people whose native languages are different from each other and where one or both people are using it as second language in the job that requires and native. The teaching process of languages especially English is in a content state of flux, with new ones, methods and materials.

However it is not easy for learners to master all the English skills. They are listening, reading, writing, and also speaking must be one important skill that covers the whole skills that should be mastered by the students in order to communicate in English. Malthora (2006: 4) says that, whatever the profession of someone, he cannot be successful without knowing how to speak English well. The ability to speak must also absolutely be mastered by the students of nursing academy. Besides they have to master an English language competence, and they have to improve their ability in communicating in English.

However, in fact after graduating, many students are not able to speak English. Although they have competency in grammar, they still find difficulties in pronouncing a word and expressing their idea because they have not practiced enough English Speaking with their friends or their teachers. They have been studying English since they were in elementary school but their competence in speaking does not reflect a good progress significantly.

Speaking is one of the competences that are taught in Nursing Academy. The goal of teaching speaking is to speak fluently. It should try to avoid condition in the message value to pronoun grammar and vocabulary, and to observe the social rules that are applied in speaking each other. The success of teaching, speaking can be influenced by many factors learning motivation is one of the important factors. Learning motivation is one of the important factors in teaching and learning speaking English on the other hand, learners who have strong learning motivation are more curious and learn better, and they get higher achievement than those who have low achievement in this cases, high learning motivation is associated with high achievement.

Creating high motivation in learning speaking English is a difficult task for teachers to do. There are several techniques in teaching English speaking as a foreign language that can increase students' attention to the lesson material and produce their learning better.

From the statement above, it can be conclude that motivation look an important rule that influences students to do something in order to get their goal. The success and failure in learning or doing something is also determine by motivation in other word by giving motivation can be reached by paying attention to students need and interest in line with the objective above in teaching speaking, the writer as an English teacher can use various techniques and interest. In line with the objective above in teaching speaking, the writer as an English teacher and use various techniques and strategies improve the students' motivation.

2. Research Methodology

This research was conducted in Nursing Academy of Purworejo regency. That was an ideal venue of this research considering it enables the researcher to conduct, to keep in touch well with the information to connect the data needed to meet the goal of this research.

There were some considerations underlying to decide Nursing Academy of Purworejo regency as the setting those are.

- a. Nursing Academy of Purworejo regency is one the old Academy in Purworejo regency which was establish in 2002;
- b. Nursing Academy of Purworejo regency has been stated as National Standard of Academy since 2007;
- c. There has been the same research conducted in Nursing Academy of Purworejo regency.

The researcher considered that Nursing Academy of Purworejo regency owns relatively complete facilities professional English teacher, and Educational services that fulfill the minimum standard service. Based on this the researcher was interested in knowing the teaching and learning process of speaking English.

The research was conducted during the teaching and learning process of Speaking English at the first grade by direct observation in the classroom. The observation was conducted

on April 2019. The teaching and learning process of Speaking English was conducted two periods (80 minutes) as well. Interviews with the students were delivered on Friday, April 9th of 2019. Meanwhile, the interview with the teacher was on Friday, April 16th 2019. Researcher collected documents which supported the teaching and learning process such as: Syllabus, Semester program, and the lesson plan, the minimum criticize of learning process on 2nd 2019. Other document's task rubric assessment and scoring sheet were collected during teaching and learning process of Speaking English.

Strategy in this research was case study. The researcher choose cases study since that this research strategy was the most suitable strategy to solve the problems proposed in this research as stated in the previous capture dealing with the questions "why" and "how". Case study is an appropriate strategy if the researcher has only limited time to control the phenomenon investigated in which the focus of this research lies on contemporary phenomenon in context of real.

Real of live (Yin 2002: 1) a cases study strategy has an obvious benefit and relevance towards the situation of certain even when the question of "Why" or "How" will be purposed the researcher has limited the opportunity or he doesn't have opportunity to control the phenomenon.

Based on the explanation the researcher strategy used in this research was a study the researchers considers that cases study the researchers considers that case study is the most appropriate strategy of all. This selection was done by some considerations which was based on some reasons that by strategy: (1) the problem will be revealed by teaching on questions "how" and "why" teaching and learning of speaking English; (2) the problems which will be studied is only part of English teaching and learning process, especially speaking of English; (3) object of the research was only a part of nursing Academy of Purworejo Regency; (4) venue of research was only class because this research was conducted at one campus only, so this research was conducted at one class concerning with teaching and learning process of speaking only.

3. Finding and Discussion

As has been stated in the first chapter the main problem encountered by the students of Nursing Academy of Purworejo regency is the low competence of their of the questionnaire that show their achievement in the final examination. In their daily activities in the classroom, they don't speak even a single word in English it the teacher doesn't force them to do so.

The problem is primarily caused by the teaching materials which are not interesting and challenging. The students are seldom involved by their teacher to discuss the materials. They only receive the explanation about English sentence patterns and the teacher tends to focus on reading drill with many written exercises the teacher tends to prepare the students to be able to do the test at the end to the semester as well as possible. More over the teacher always focuses the teaching materials on the written task for final examination and the result is low. Realizing the condition, the researcher proposes that English speaking practice as the teaching materials to improve their speaking competence.

Table 1: The results of Pretest and Posttest.

Points	Speaking Skill
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	Pre-Test	Post-Test
Lowest	4.5	5.0
Highest	8.0	8.0
Mean	5.81	6.31

There is some improvement of student's speaking skill. This can be seen from the result of speaks test both the pre-test and the post-test. The aspects the researcher judged consist of some criteria in testing speaking and most of students' speaking skill increase differently. The difference is caused by multi-level of them increase very significantly due to the motivation and preliminary knowledge that they mastered. So it is, natural that motivated students get better improvement than those who are less motivated. The comparison of the result is shown on the table2.

The improvement can also be achieved during the process. Some students can increase their competence gradually and they really feel it. Some students stated that they felt very happy and proud because their speaking skill.

Table 2: The Students' Problem and Solution

Students' Problem	Solution
Some students keep silent (being passive) and are afraid of making mistakes	Give them higher motivation and approach to speak up in studying English although they make mistakes
Most students find difficult to pronounce the new words.	Lead them to pronounce the difficult words many times and give them some more exercise.
Some students do not know the meaning of the words and have no dictionaries.	<ul style="list-style-type: none"> - Give them a copy of vocabulary list taken from the new texts accompanied with their meanings - Lend them dictionaries from library.
Some students refused doing a presentation.	<ul style="list-style-type: none"> - Determine new text and ask them to explain the procedure by reading the text and memorize the words. - Approach them to practice a presentation by explaining a short procedure.
Time allotment	Divide the class into some groups and check them.

The activities were in the step of teachers' modeling, group, presentation, and individual presentation. The different was in teachers' modeling activities and the teachers' attention which was intensified. The teacher gave special attention to the students who were passive and felt afraid to Speak English.

In the action the researcher implemented the activities which she prepared in the lesson plans. While implementing the activities, the researcher also observed and made some notes of them. There were four steps which meetings, namely teachers modelling, group presentation, individual presentation, and the last evaluation.

Table 3: The Students' Problem and Its Solutions and the Results.

Students' Problem	Solution	Results
Some students keep silent and afraid of making mistakes	Give the students higher motivation and approved them to speak up in studying English although they make mistakes.	They are active although they still make mistakes.
Most students find it difficult to pronounce the new words.	Lead them to pronounce the difficult words many times and give some more exercises.	The words better
Some students do not know the meaning of words and have no dictionary.	Give them a copy of vocabulary list taken from the new texts accompanied with their meanings. Lend them dictionaries from the library.	They understand the meaning of the words from the list and dictionary.
Some students refuse doing a presentation	Determine new text and ask them to explain the procedure by reading the text and memorize the words. Approach them to practice a presentation by explaining a short procedure	All students do the presentations.
Time allotment	Divide the class into some groups and check them	

Based on the research finding the researcher discusses the findings in three dimensions namely, (1) the teaching objectives of speaking; (2) the role of teacher in the selection of teaching material, and (3) the importance of English as the materials in teaching speaking English. The teaching objective of the researcher's research is to improve the students' speaking skill by using English materials. The indicator is that at the end of the research, their score of speaking is at least 6.0. Besides that, they are active in joining the speaking activities in the classroom and use English as a mean of communication in the workshop. This objective is in

line with the teaching objective of speaking in general. The government has defined English as a means for communications. Communication is defined as striving to comprehend and express information, opinion, and thoughts. Therefore, the objective of teaching English is to develop communication competence.

Richard says (2005: 205) we use speaking to give instructions or get things done. We may use speaking to describe things, to explain about people's behavior, to make polite requests, or to entertain people with jokes and anecdotes. Each of these different purposes for speaking implies. Knowledge of the rules that account for how spoken language reflects the context or situation in which speech occurs, participants involved and their specific roles and relationship, and the kind of activity the speakers are involved in. Nursing Academy students are expected to be able to practice their English as a means of communication. They can make use of English manual they have in the workshop. There are many English practices which can be used not only for English lesson but also the others. Below is one example of English practices which can be used as English speaking communication.

4. Conclusion

Based on the result of the research the writer can conclude some conclusions are as followings. The teaching and learning process of speaking English at the first grade of Nursing Academy of Purworejo regency in the academic year of 2019/2020 as a whole is suitable with the technique of English teaching and learning process of speaking based on the curriculum consist of proactivity while activity and post activity. The teacher has done the assessment during the teaching and learning process by observing students speaking in pairs, students' responses to questions and student's speaking performance in front of the class. Assessment rubric of speaking that was used five criteria such as (1) Pronunciation, (2) Vocabulary, (3) Fluency, (4) Grammar and (5) Comprehension. During the teaching and learning process of speaking English at the first grade of Nursing Academy of Purworejo regency in the academic year of 2019/2020 has secured some reasons. Use of instructional media and learning material was less optimum to explore students speaking competence and students still found themselves difficult to do speaking practice in pairs.

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