

The Use Of Portrayals For Assessing Nursing Students' Oral Skill

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ABSTRACT

Sequence of pictures, maps and diagrams can be used to assess speaking. We can use pictures for testing the production of significant phoneme contrast, while a portrayal of a scene or an incident can be used for examining the total oral skills. This article is a descriptive study that the data is collected from seconder data which is obtained by library reference. The discussion focuses on the use of portrayals for description, narration and procedure since it never occurs in Poltekkes Kemenkes Semarang Prodi Tegal. The aim of this paper is to figure out the use of portrayals for assessing students' oral skill in Poltekkes Kemenkes Semarang Prodi Tegal. Based on the result of the research, portrayals enable the students to explore their imagination, particularly portrayals of a nurse or a doctor handling patient or something around hospital. These erase the obstacles of the tester in assessing the nursing students' oral skills. The students' knowledge such as the vocabularies and the expressions related to Asuhan Keperawatan or called a sequence step caring patient come out when assessment. Furthermore, the tester is able to capture score based on their performance and it is surely magnificent for the tester.

Keywords: *portrayals; assessing; nursing students' oral skill*

ABSTRAK

Gambar berurutan, peta dan diagram dapat digunakan untuk menilai keterampilan berbicara. Kita bisa menggunakan gambar untuk menguji produksi kontras fonem (bunyi dalam speaking) yang signifikan, sedangkan portrayals sebuah adegan atau insiden dapat digunakan untuk menguji keterampilan lisan secara keseluruhan. Artikel ini adalah penelitian deskriptif yang mana data diambil dari data sekunder yang diperoleh dari data Pustaka. Pembahasan focus pada penggunaan portrayals deskripsi, narasi, dan prosedur karena belum pernah dilakukan di Poltekkes Kemenkes Semarang Prodi Tegal. Tujuan dari artikel ini adalah untuk mengetahui penggunaan portrayals untuk menilai kemampuan keterampilan lisan mahasiswa poltekkes Kemenkes Semarang Prodi Tegal. Berdasarkan hasil penelitian, Portsayals atau ilustrasi (gambar) memberikan kesempatan mahasiswa untuk mengeksplorasi imajinasi mereka, khususnya portrayals tentang seorang perawat atau dokter menangani pasien atau sesuatu disekitar rumah sakit. Portrayals tersebut mengurangi hambatan penguji menilai keterampilan lisan mahasiswa keperawatan. Pengetahuan mahasiswa seperti penguasaan kosakata dan pemahaman ungkapan Bahasa Inggris berkaitan dengan Asuhan Keperawatan atau langkah berurutan menangani pasien dapat terlihat saat penilaian. Kemudian penguji bisa memperoleh nilai berdasarkan performa mereka dan tentunya bermanfaat untuk penguji.

Kata Kunci: *portrayals, menilai, keterampilan lisan mahasiswa keperawatan*

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Introduction

Although testing language is normally fetched the form of testing knowledge about language, the idea of testing communicative competence becomes recognized as being of great importance in second language learning. In testing communicative competence, speaking and listening tasks are generally used. Those need tasks such as the completion of an information gap and role play (Kitao & Kitao, 1996).

Lecturers require to improve the students' delivery skills, increase their confidence, and establish their methods of organization and critical thinking skills. In addition, language testers need to build a careful research design and make a measurement precisely to determine the goals that was met. The oral communication field or speaking English skills needs a clear-cut method of evaluation as can be found in discrete language skill classes such as listening comprehension (Nakamura & Valens, 2001). Language teachers and language testers require a method that takes subjective qualitative observations

and then transforms them to be objective quantitative measures. There are four components that are emphasised in testing oral proficiency or testing speaking skill such as accuracy, coherent, clarity vocabulary, grammar, semantics, and phonology.

The selection of criteria for evaluating performance is one of issue that emerge in the assessment. Stiggins (as cited in Butler & Stevens, 1997) reveal that the selection of the criteria must be one of the first steps in designing performance assessments. Students should comprehend ahead of time what is expected of them and whenever possible, actually help them determine on what basis of their performance will be judged. When students are actively involved in establishing assessment criteria for tasks, they do not only have a better comprehending of what is expected of them when they perform the tasks, but they will be able to more fully appreciate why the criteria are important (Butler & Stevens, 1997).

According to Anggoro (2020), knowing the differences between Thai nursing students and Indonesian nursing students in speaking skill was by means of interviewing. Interviews were one of the variables or ways. Furthermore, he stated that the communication problems encountered by Indonesian nursing students include mispronunciations, inappropriate word choices, and error in grammar. Hence, it was also found that Thai nursing students employed some strategies to solve their speaking problems by miming and creating repetition.

Beside interviews to assess students' oral skill, longitudinal study can be employed to know the communication skills' attitude. There are prevention, treatment, therapy, rehabilitation, education and health problem. Nursing students require to be strong communicators in clinical practice to deal with patients' needs, anxieties, and concerns. Furthermore, testing their ability in speaking or oral skills is very essential facing that nurse must be a good communicator. To figure out the oral skills of nursing students, assessment is involved in which media can be applied.

Brown (2004) stated that pictures are one of media employed to assess oral skills. However, pictures do not reveal in detail like portrayals. According to Oxford learners pocket Dictionary, 4th ed., It is stated that "portrayal' have meaning "make somebody or something in a picture", "describe somebody or something in a piece of writing", and "describe or show something or somebody in a particular way". Based on the dictionary elaboration, Portrayal is able to ask viewer or students to describe in a particular way, in detail with conveying meaning. Portrayals make students have such communication skills

There are some vocabularies and expressions in handling patients are taught by lecturers in some medical schools, including the third semester nursing students of Poltekke Kemenkes Semarang prodi Tegal. The students are provided several materials which are related to medical or nursing. To know the students' achievement on the material, especially in oral skill or speaking skill, portrayals to assess their speaking ability are applied. Some of the exercises (e.g. portrayals of nursing handling patients) have proved very useful in many tests while others (e.g. pencil-and-paper tests) have met with varying degrees of success.

To sum up, this article discusses how to use portrayals to assess the students' oral or speaking skill. Before discussing the use of portrayals, This paper also provides a brief description of the difficulties that testers of speaking skills face in teaching learning in Poltekkes Kemenkes Semarang Prodi Tegal.

Research Method

The method that is used in this article is descriptive. It describes accurately while correlating with the phenomenon that is analyzed. The data is collected from seconder data which is obtained by library reference. It shows how is the use of assessing speaking using portrayals. Series of nursing book, the students' the modules are included to get some portrayals within them. The book used is from English

for professional nurses 2. This research employs the nursing students of Poltekkes Kemenkes Semarang Prodi Tegal in the third semester.

Result and Discussion

There are some obstacles in assessing oral skill or English-speaking skills. Assessments peaking ability is one of the most important aspects of language testing. It is likely for people to produce practically all the correct sounds but still disabled to communicate their ideas appropriately and effectively. Students, however, create a number of errors in both phonology and syntax and yet succeed in expressing themselves fairly clearly.

A lot of useful English expressions and vocabularies related nursing the students should learn in Poltekkes Kemenkes prodi Tegal. The objective of the speaking tests is that the student's performances cover the expressions and the vocabulary. Instrument to assess the skills must meet all contents of nursing communications. However, the testers frequently fail to give score in the end of assessment due to subjective judgments by getting pressure of the limit time. The others, when testing or giving assessment is that the students do such as sounding a sentence but the sentence does not have any meaning. They just speak without giving any attention to the content. What the students suppose is at least they speak. When they are not active or feel difficult to speak, they only keep silent that no word comes out from them. The silent students perhaps do not have any idea what to speak, even the testers stimulate them with some questions.

Grammar and vocabularies which are affiliated with nursing play role very much although the point in speaking is the speakers understand each other. Those are involved in assessment. However, not all students master it. They are partially lack of skill and surely it makes the testers uneasy to assess them since they cannot show the skills. Probably, it will be better to guide them to speak with any stimulation, the other one, not only interviewing or questioning in order to make them reveal the skills or speak. A good media is magnificent if it works well.

Based on visual material, Students are interested and challenged and feel delighted when facing pictures. When they make efforts to describe or tell what on the pictures, It seems like they are reading comic book. Without the need to comprehend spoken or written material, it is possible to test speaking using pictures, diagrams, and maps. As it told previously above that portrayals are deeper than pictures. Selecting the material that fit on the target language carefully, the testers are able to have control over the use of vocabulary and the grammatical structures needed, and the expression used in nursing, either.

There are different types of visual materials that range in their difficulty to suit all the levels of learners. One common stimulus material could be a series of portrayals showing a story, where the students should describe. The story is definitely about nursing in which the students are familiar with nursing care or any other topics that still connected to nursing. In addition, it needs the students to put together a coherent narrative and a proper description

Pictures, maps and diagrams can be used as media in assessing oral production. We can use pictures of single objects for testing the production of significant phoneme contrast, while a picture of a scene or an incident called portrayals can be used for examining the total oral skills. This discussion focuses on the use of portrayals for description, narration, or expressing instruction. All depend on medical and nursing material.

Carrying the portrayals or pictures in a nursing classroom seems to be interesting way. This can motivate the students to explore their imagination, particularly portrayals of a nurse or a doctor handling patient or something around hospital. Their performance is more accurate when they speak English in speaking class. The accuracy surely becomes beneficial in the end of the meeting in which the students are tested. Furthermore, the tester or the lecturer capture the score easily in assessing speaking since the students are then active after the accuracy emerge. The portrayals are shown as

media to make assessment better. These kinds of pictures are related and based on the idea of medical and nursing. The followings are the procedure to assess oral skills or speaking ability;

First of all, the tester provides two portrayals with narrating them briefly. The tester utters "Look at the portrayals". "There is a patient who is cared in a hospital". "A nurse handles him and a doctor is after her". "Now, please mention what expressions can be used in the illustration?". The nursing students (pretending to be the nurse or the doctor) utters "Such as, I need to take your blood sample". In the portrayal, the expressions and some nursing interventions below are hoped to emerge. They are likely to broaden. These are frequently employed when doing nursing plan.

Table 1. Expression in interventions

Expression	Nursing Intervention
<i>It is time for me to ...</i>	<i>Change you position.</i>
<i>Now, I am going to ...</i>	<i>Check your blood pressure.</i>
<i>I would like to...</i>	<i>Take your blood sample.</i>
<i>I need to ...</i>	<i>Check your respiration breathing</i>
<i>I just want to...</i>	<i>Check your temperature.</i>
<i>OK, Now I will help you ...</i>	<i>Replace this bed sheet.</i>
<i>Let me ...</i>	<i>Replace the rubber sheet</i>

After mentioning the expression and the nursing intervention, the tester says "imagine that I am the patient and you are the medical staff on the portrayals". "Now, it's time for you to practice speaking or playing role. The student then applies Asuhan keperawatan while practicing, such as "I am nurse Indah", "Is it Mr. John?", and afterwards the student says "Mr. John, I need to take your blood sample". And the tester as the partner says "please do". Asuhan Keperawatan is a sequence step caring patient that include; (1) Committing study toward patient, (2) Ability to state problem, (3) Deciding nursing diagnosis, (4) Making nursing plan to solve patients' problem, (5) Implementing nursing, and (6) Evaluation (committing re-study).

To have the students show their communication skills further, the testers enable to order other participants to take a turn or called conversation. This insists the students to have partner to collaborating performance when they are shown the portrayal that there are two people, a nurse holding the patient's arm to check the tense, and a patient hospitalized.

In addition, every student is given time about 2 to 3 minutes to prepare before speaking regarding the portrayals given. The assessment speaking skills involve language productivity (such as grammar and pronunciation), content, and expression. For knowing how far the students' grammar acquisition, the portrayal which shows a man hold his pain neck and there is a watermark on it can be employed. It quizzes the viewer. In the portrayal, the tester can obtain some points from the students in the assessment; finding the diagnose, the treatment taken, the use of modal (such as I think you should drink a lot of liquids).

The other procedures of using portrayals are that related to definition of medical items. The medical items are such as name of wards in hospital, the equipment to care patients (walking aid, thermometer, injection, scalpel, and etc.). At the beginning, the tester provides picture that correlated to the material learnt and will be assessed. The students have adequate time before revealing their performance employing the portrayal; illustrated nurses care a patient in a geriatric ward and man and woman in a laboratory and USG unit. In this part, the tester orders the students to mention the expressions that suit with the portrayal. Afterwards, they sound the expressions. Here, the tester is able to obtain points or scores for their pronunciation. Furthermore, these media seem to be about showing direction so that the tester can ask the student to make questions to ask the directions to the rooms (together with site/location of the wards in hospital). Next, the students can have pairs with

other students to have a conversation based on showing direction in hospital while the tester capture the error or even pay attention to the language, the content and the expression.

To figure out the students' oral skills in defining the function of medical equipment, the tester can use portrayals which shows those things. The portrayals show illustrations; a man grabs a rail having exercise to walk, crutches, and an old man after having surgical operation attempt to walk using something. The procedure, as elaborated in the task for students in English for Nurse written by Leo A. Pamudya, begin by giving the students the portrayals and then the tester says "look at the portrayals, those are some equipment for patients to walk". He then utters "Now, mention them". Activating prior knowledge emerges here such as their background knowledge regarding nursing material. The students are invited to tell the function of the equipment, either.

Portrayals put in a card is also magnificent for tester to assess the students' oral skill. It is applied like a matching picture. There are two kind of portrayals; one is the name of the equipment and the other is definition or function of it. It starts by providing the cards consisting the portrayals of medical equipment and the cards consisting the definition and the function (e.g., Scissors in surgical operation are used to?) The tester shows the portrayals while the students choose the definition or the function to match. To widen the activity of using the card that consists of the portrayals, the tester may ask the students to group discussion. The cards surely are more. Individual assessment is still able to be measured even in group. The more the students are active and the more the words or sentences come out, the better the students obtain scores.

Conclusion

When the tester scores students' performance, he or she focuses on what individual students are doing what the target language and how they are using it to achieve their purpose. Language errors which mix with successful communication are not easy, even difficult. Furthermore, the successful result of the activity is important for the students and the tester. In case, the students are tested within small groups. Provided the students arrange portrayals is very magnificent activities.

Assessing students' speaking skill is exciting for the teacher or the tester. He or she is ordered to be creative such as using media as tools to assess their students. Even it takes longer time to prepare, but when they are testing the students, they will not get bored because of the media. Furthermore, using portrayals for assessing will make the students easily to speak. To sum up, portrayals are such a good media for assessing oral production. Bringing the portrayals or pictures in a nursing classroom looks to be interesting way. This can motivate the students to explore their imagination, based on their knowledge regarding nursing.

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