

**SPEAKING SKILL ABILITY IN HANDLING DIABETIC PATIENT IN 5<sup>TH</sup> SEMESTER NURSING STUDENTS OF STIKES BINA USADA BALI**

**<sup>1</sup>Si Putu Agung Ayu Pertiwi Dewi, <sup>2</sup>Ni Komang Purwaningsih**  
**STIKES BINA USADA BALI**  
**gungayoe@gmail.com**

**ABSTRACT**

The increase in tourist visits to Bali has become a growing place in various sectors in Bali which have an impact on health support facilities in the form of international hospitals. In its supporting activities, English language is the main thing in this field health workers, especially nurses who are able to communicate in English are needed to achieve good communication with international patients who visit the hospital. English language proficiency possessed by nurse nurses is professional in providing care to patients where nurses must be able to explain nursing procedures, drug administration, appropriate handling that allows patients to speak accurately and correctly. The lack of ability of a student in English is a phenomenon that occurs due to various factors. This study raised the ability of 5<sup>th</sup> semester nursing students in Stikes Bina Usada Bali. In this study, Stikes Bina Usada Bali students majoring in Nursing were the object of research. This study aims to analyze the problems faced by students of Stikes Bina Usada Bali in the pronunciation and analysis of factors that influence the ability of English Language on students at Stikes Bina Usada Bali. Descriptive data was used to analyze data in this study. This study shows that nursing students at Stikes Bina Usada Bali experience problems in English as the influence of the mother tongue (main language of each student) and second language (Indonesian). Several factors also influence the ability of students to speak in the form of internal and external factors such as language components and content components and the environment during the learning process.

Keywords: speaking ability, pronunciation, nurse, diabetes mellitus

**I. BACKGROUND OF STUDY**

English is a language that has an important role in various sectors. It has a dominant position in most activities including business. Business activities in tourism areas cannot be separated from the use of English where English as an international language is mandatory for its use in a number of important jobs in Indonesia and abroad. English is an asset for work and career advancement in the field. A good competency possessed by someone in the area is a foundation that can be used to achieve customer satisfaction. Bali's global paradise island is one of the tourist destinations that must be visited by domestic and foreign tourists. The beauty of nature, the diversity of customs and culture as well as the historical sites that they have become the interest of local and international communities. Bali is one of the choices for tourist destinations and places to stay for people from various parts of the world. In line with this, more and more developments have taken place starting from free trade, the growth of foreign companies that have begun to develop in Indonesia, especially Bali, which is always trying to improve the quality of accommodation and services to tourists.

The use of English is needed in various sectors such as business, trade and tourism as well as health. With the establishment of many international standard hospitals in Bali, it provides good employment opportunities for nurses in Bali with English language skills. Not a few foreign tourists and foreigners who live in Bali need the help of medical personnel during their visit. In this case good communication is needed. In practice a nurse handles patients from different countries; here language skills can distinguish the way of nurse's care about their patient. Nurses who have good English will be able to explain treatments, procedures, educate patients, give instructions, and understand the patient feels and the patient's condition well, so that the relationship of trust between nurse and patient is built. In addition, it can assist students in finding references of knowledge about nursing, most of which come from uploading international journals and similar scientific books that are discussed in English. In the working world if a person has English language skills then it is certain to be a plus in the prospective applicants for medical personnel.

The ability of a person's language is different, which is influenced by internal factors (from the students themselves) and external factors (external factors / environment around students). In

acquiring language one can experience the acquisition of the first language. The mother tongue acquired from an early age is the main language which is a way to get a second language or a foreign language. In relation to the health sector in the tourism area, English is often used as a means of international communication. Speaking skill is the ability to communicate to convey ideas or messages orally (Tarigan, 1981). Talking activities involve at least two people, namely the speaker and listener. Components that can be a measure of the success of speaking are (1) pronunciation includes emphasis, intonation, (2) grammar, (3) vocabulary, (4) fluency, (5) comprehension. Speaking is discussed in this study because most companies especially hospitals, use the ability to speak using good and correct English.

Following this, Stikes Bina Usada Bali is a health institution in the tourism area that requires students to be able to have competency both not only in the field of nursing but also in foreign languages especially English in nursing students. This research emphasizes the ability of pronunciation in communicating English. Based on this background, the problem can be formulated as follows:

1. How the pronunciation of 5<sup>th</sup> semester nursing students in Stikes Bina Usada Bali in handling diabetic patient?
2. What factors influence the ability of of 5<sup>th</sup> semester nursing students in Stikes Bina Usada Bali in handling diabetic patient?

## **II. MATERIAL AND METHODOLOGY**

### **2.1 Material**

#### **2.1.1 Speaking Skill**

Tarigan (1985) states that speaking is the ability to pronounce sounds of articulation or words to express and convey thoughts, ideas, and feelings. More broadly, speaking is a form of human behavior that utilizes physical, psychological, neurological, semantic, and linguistic factors extensively and extensively so that it can be considered as the most important human instrument for social control. Thus, it can be said that in speaking activities there is a process of changing the form of thoughts or feelings into meaningful speech or language sounds. Speaking is not only speaking without meaning, but conveying thoughts or feelings to others through speech or by spoken language. Here are some of the goals of speaking skills that include achieving a number of things.

1. Speaking  
Students must provide something big to train. Talk until they develop these skills fairly, smoothly and pleasantly, both in small groups and in the presence of a larger general audiences
2. Clarity  
In this case the students speak accurately and clearly, both the articulation and diction of the sentences and the ideas spoken must be well arranged.
3. Responsible  
Good speaking exercises emphasize the speaker to be responsible so that he speaks correctly and can think seriously about what is become the topic of conversation, the purpose of the conversation, who is spoken to, and how the situation of the conversation and its momentum.
4. Forming Critical Hearing  
In addition to speaking well, this exercise also develops listening skills accurately and critically. Learners need to learn to evaluate words, intention, and purpose of the speaker.
5. Habittual  
Speech habits cannot be achieved without the habit of interacting in the language being learned, even in the mother tongue. This factor is important in forming the habit of speaking in one's behavior. In this study what is meant by speaking skills is the ability in the 5th semester nursing student of Stikes Bina Usada Bali in expressing their will, feeling needs, and desires in other people using English by emphasizing on the front side of pronunciation in speak so as to be able to associate meaning, regulate interactions with whom to speak, and say what (word selection). This is so that the process of speaking activities goes well. Tarigan (2008) defines speaking skills as the ability to express articulation sounds or words to express, express, and convey thoughts, ideas, and feelings.

### 2.1.2 Factor Influenced Student's Speaking Skill

According to Syah (2001) learning factors are influenced by three factors:

#### a. Internal factor

Internal factors (from within students) are physical and spiritual conditions of students, physiological aspects (body, eyes, ears) and psychological aspects (intelligence, attitudes, talents, interests and student motivation)

#### b. External factor

External factors (students' external factors) are environmental conditions around students in the form of a social environment (family, teachers, community and friends) and non-social environment (home, school, equipment and nature)

While according to Rusmiati (2002) said several things that become inhibiting factors in speaking skills, internal factors and external factors.

#### a. Internal Factor

Internal factors are inhibiting factors that arise from the speaker, which can be explained as follows:

##### 1) Imperfect articulatory organ

The imperfect articulatory organ is one of the obstacles in the process of speaking. This imperfection can be inborn or as a result of an event. This imperfection can affect speaking activities, such as misinterpretation or misunderstanding of listeners.

##### 2) Mastery of language components

The obstacle in language components include pronunciation and intonation, word choice, language structure, and language style.

##### 3) Mastery of content components

Obstacles in the content component include the relationship of content to the topic, structure of content, quality of content, and quantity of content. Mastery of content components will not be an obstacle for the speaker if the speaker can master the content component well and prepare the material carefully and supported with extensive knowledge.

##### 4) Fatigue and health, both physical and mental

Fatigue and health, both physical and mental, become one of the factors other than the mastery of language and content components because if one is the speaker has unstable physical health so the process of speaking will also become disturbed.

#### b. External Factor

External factors are obstacles that come from outside the speaker. These obstacles include sound or sound, the condition of the room, the media, and the knowledge of listeners. The obstacle factors of the speaking skills above are used to find out the obstacles faced by learners when speaking in English during the teaching and learning process.

### 2.1.3 Phonetic

Phonetics while communicating as one of the important aspects that must be considered is pronunciation. Correct pronunciation is needed to avoid misunderstandings in communication. One of the studies of pronunciation or speech sounds is phonetics. Muslich (2011) said that an in-depth study of sounds is investigated by a linguistic branch called phonology. In phonology there are two branches of study are phonetics and phonemes. According to Muslich, phonetics is the sounds said to be seen as mere media of language substances. Thus, sounds are considered raw materials, like stone, sand, cement as raw material for building houses. Ladefoged (1975) provides the phonetic definition as follows: "Phonetic is concerned with describing the speech" that occurs in the languages of the world".

In the language pronunciation process there are several things that affect the pronunciation, namely as follows.

#### 1. Place of articulation

In the process of sound formation there are elements of articulation that influence the formation of the sound, both in the form of vocal segments and consonant segments. In the process of sound formation where articulation is characterized by air flow moving from one low

articulation to a higher place of articulation (Ladefoged,1975) he presented several places of articulation, as follows.

- a) Bilabial (formed from both lips). The sound produced results from the clamping of the two lips for the first sound produced in every word such as the word "pie, buy, my"
- b) Labiodental (lower lip and front upper teeth). Sound occurs due to the rising of the lower lip until it almost touches the front upper teeth, like the first consonant sound in the word "five, vie".
- c) Dental (tip of the tongue and upper front teeth). Here are some examples of words that fall into the dental category such as the first consonant in the word "thigh, thy." Some people (the majority of speakers from American English) have a protruding tip between the top and bottom of the front teeth, while the other speaker (British English speaker) has a tip of the tongue that is close behind the lower front teeth. Both types of sound are normal in English and both are called dental.
- d) Alveolar (tip of tongue and tooth cavity area). There are two possibilities in English that have almost the same pronunciation system between alveolar and dental. Here are some examples of the first consonant sounds in words that belong to the alveolar group "tie, die, nigh, sigh, zeal, lie". The words are pronounced with the position of the tip of the tongue touching the area of the tooth cavity. While the first consonants in words such as "ten and tenth" are the teeth in the process of pronouncing the position of the tongue touching the upper teeth
- e) Retrofleks (tip of the tongue and the back of the tooth cavity). Many English speakers do not use retroflex sounds. However, in a few words there is a retroflex sound element like the first consonant sound in the words "rye, row, ray". The speaker who recites the letter "r" at the end of a word also has a retroflexion, which is the position of the tongue rising in the words "ire, hour, water"
- f) Palato Alveolar (Blade of tongue and back of tooth cavity) Here are some examples of words that the first consonant sounds or is included in the alveolar palate "shy, she, show". While saying the consonants to the words, the position of the tip of the tongue can go down behind the lower front teeth, or rise close to the tooth cavity. However, the tongue knife is always close to the back of the tooth cavity. (g) Palatal (front of tongue and hard palate). This sound is found in the first consonant on the word "you". When we say the consonant on the word, it can be felt that the position of the front of the tongue is raised towards the hard palate or hard palate
- g) Velar (the back of the tongue and soft palate) The consonant that has the farthest place of articulation in English is found at the end of the word "hack, hag, hang". The entire sound positions the back of the raised tongue so that it touches the back of the soft or velum ceiling.

The phonetic theory used in this study is a theoretical framework in analyzing data and assessing the use of English by students, especially in the pronunciation produced. As well as researchers using phonetic theory to determine the factors that influence student speaking skills.

## **2.2 Methodology**

In general, the aim of this study is to investigate English speaking skills from students in 5th semester of Nursing Department at Stikes Bina Usada, Bali. The purpose is specifically to find out the English pronunciation and find out the factors that influence them in handling diabetic patient. The primary data source of this research are in the form of words, sentences obtained from the research subjects (nursing student of Stikes Bina Usada Bali) which are the results of pronunciation exposure using English. Factors that influence the English language ability of 5<sup>th</sup> semester nursing students in Stikes Bina Usada Bali are described in the paragraph forms obtained from interviews and direct observations. Secondary data obtained indirectly from the curriculum, syllabus of teaching materials and other supporters.

This study is qualitative research. According to Sugiyono (2011) qualitative research methods are based on postpositivism philosophy, it is used to examine the condition of natural objects, where researchers are key instruments, taking purposive and snowball data source samples, using triangulation (combined) data collection techniques, analysis is qualitative and the results of the study emphasize meaning rather than generalization. In this research the researcher was an observer

who observed directly could assess speaking skills. The fifth semester English students in nursing department at Bali usada were located on Padang Luwih street, Dalung Badung.

Qualitative data were used in analyzed this study. Students have different backgrounds from education and age factors. This data is in the form of classroom action research in the form of recording the pronunciation results used by students. Factors affecting the ability of English students in the 5<sup>th</sup> semester nursing students in Stikes Bina Usada Bali were also found in this study. The entire data is described in writing. The instrument of this research was interview guidelines, dairy note and camera.

The observation method is used to obtain pronunciation data used by students. Data collection techniques are interview techniques and documentation of the results of recording student conversations when the learning process is in class. The data analysis technique of this study was descriptive qualitative analysis. Data is presented by the presentation of words to give a clear description of the problems discussed. Then data comparisons, data presentation and conclusion are made.

### **III. RESULT AND DISCUSSION**

#### **3.1 The Pronunciation 5<sup>th</sup> Semester Nursing Students in Stikes Bina Usada Bali**

Sample data used in this study were taken from students of the 5<sup>th</sup> semester nursing students in Stikes Bina Usada Bali in speaking practice. Sample data taken in this study was obtained from the role play learning method with the theme of making empathetic responses to diabetic and giving advice to diabetic. During the learning process, a number of pronunciation errors were made by the learner. These errors occur due to the large influence of the first language element. In English there are several differences in pronunciation that are owned by each language, both in terms of consonants and vowels. In the presentation of the results of the following pronunciation research, pronunciation is also shown which refers to the Oxford English dictionary written by Hornby (2005). Based on the results of the study, here are some pronunciation errors that are often experienced by learners in English communication.

1. The use of suffix /ed/

In English suffix / ed / has three sound forms : / t / , / d / , and / id / . Errors in the use of suffix / ed / in English which indicates the past time in the sentence "I **checked** your blood glucose yewaterday was quite high"

St : /tʃɛk/

Eng : /tʃɛkt/

In this discussion, there are errors made by students on the use of suffixes (alveolar stop / t / ) and / d / often a problem for students during the application of role playing techniques.

2. The use of suffix /s/

The use of suffix sounds / s / in English which states plural and third subject is single. The pronunciation error is seen in the sentence

“ I am satisfied about the service. The nurses are very friendly and the facility is very well”

St : /nɜːs/

Eng : /nəːs/

3. The sounding of the sound /θ/ in number in English ( ordinal number).

“Good morning Mr. Reynold today is your **third** day here, are you feeling better!”

St : /təːd/

Eng : /θəːd/

Based on the example above, the release of sound / θ / in the pronunciation of the level numbers in the form of a calendar. Sounds / θ / which belong to the dental group fricative are one of the problems experienced by learners. Consonant apan / apan / occurs due to students who pay less attention to the speech and structure of English grammar than the speech they speak. In relation to learner pronunciation less emphasis is placed on the dental area on the final consonant sound in the words above so that no sound / θ / is created in their pronunciation.

4. Pronunciation change of sound / v / into a consonant sound / p /  
The pronunciation error is in the sentence “ Yes, my suggestion for you sir, you have to maintain your health by doing exercise”

St : [hæp]  
Eng : [həv]

On pronunciation / have / above, this error is very common done by students because students who mostly come from Bali are very rarely say the word / v / in their daily conversation. / v / which is included in the labio dental fricative consonant into a consonant / p / bilabial stop. The consonant / v / occurs due to the rising of the lower lip to almost touching front upper teeth. During the application of role playing techniques students tend to recite consonants / p / in several words that contain elements of the consonant / v / pronunciation / where the consonant / v / sound they should produce is from the position of the lower lip that touches the upper teeth into a closed position both so that it stops the air coming out and produces a consistent sound / p /

5. The pronunciation change of sound / ʃ / to / s / is in the sentence  
““ let me show you the way to do self insulin injection sir”

St : /syʊʊ/  
Eng : /ʃəʊ/

The data above shows consonant / ʃ / pronunciation errors / which are included in fricative alveolar palato to be consonants / s / which belong to the alveolar group fricative. The sound / ʃ / which belongs to the fricative alveolar palato is a sound produced from the position of the tongue knife near the back of the tooth cavity.

From several consonant pronunciation errors above there are also pronunciation errors in vowel sounds, which are often caused by several factors. The factors referred to, such as the influence of the first language, lack of understanding or confusion of learners in vowel sounds in English and different vowel sounds difference in English words. The error is found in the example below.

Sound change / ɔ : / which becomes a vowel / a / and //

"Okay I have to visit the other patients, if there is a complaint about your condition. Just call me. I will come to your room. Get well soon and good morning"

St : /kəl/ - /kal/  
Eng : /kɔ:l/

The pronunciation error are made by students when pronounce word "call" this happens very often. The sound that should be pronounced is / kɔ:l /. Sounds / ɔ / are included in the back mid low group, while sounds / a / are included in the central low group. Vowel sounds / a / which are spoken by students are pronounced like Indonesian vowels.

Some errors made by students are the influence of mother tongue (Balinese, Javanese, and other languages) and the second language is Indonesian.

### **3.2 The Factors Influenced Speaking Ability of 5<sup>th</sup> Semester Nursing Students in Stikes Bina Usada Bali**

In the teaching and learning process that has taken place in the classroom, researchers have found several factors that influence the skills of English in the classroom, including:

- a. Internal factors are derived from within the student itself. This starts from the awareness of the importance of English, Language Anxiety, Confidence, Personality (Shyness), and Perceptual Speech Ability. In addition, the influence of strong mother tongue also entered into the factors that influence students' speaking skills. Components of language include sound pronunciation, intonation, word choice, language structure and language style. In addition to linguistic component factors, other factors that contribute to obstacles are the content

**SPEAKING SKILL ABILITY IN HANDLING DIABETIC PATIENT IN 5<sup>TH</sup> SEMESTER NURSING STUDENTS OF STIKES BINA USADA BALI (Si Putu Agung Ayu Pertiwi Dewi; Ni Komang Purwaningsih)**

component which includes the relationship between content and topic, structure of content, quality of content, and quantity of content.

- b. External factors that influence students' speaking skills in the form of inappropriate class sizes are 35-40 class students, making rules about compulsory English speaking in the classroom, classmates influencing students to talk and student and teacher relations can make students speak.

#### **IV. CONCLUSION**

The conclusions of the research obtained from the results of the research and discussion in this study were that in the learning and teaching process in the class students made some pronunciation errors when carrying out role play activities with topic making emphatic responses and giving advice to diabetic. These errors occur because of the influence of mother tongue and the second language that is owned by students. As for the factors that influence the ability to speak English, students are divided into internal factors bersumber from within the student itself and internal factors that are influenced by the student environment.

#### **REFERENCES**

- Hornby, A.S. 2005. *Oxford Advanced Learner's Dictionary*. Oxford: Oxford University Press
- Iskandarwassid dan Sunendar. 2009. *Strategi Pembelajaran Bahasa*. Bandung: PT Remaja Rosdakarya.
- Jendra, I Wayan. 2007. *Sosiolinguistik Teori dan Penerapannya*. Surabaya:Paramita.
- Ladefoged, Peter. 1975. *A Course In Phonetic*. Orlando: Harcourt Brace College Publishers.
- Muslich, Masnur. 2011. *Fonologi Bahasa Indonesia Tinjauan Deskriptif Sistem Bunyi Bahasa Indonesia*. Jakarta: Bumi Aksara.
- Rusmiati, Nepi. (2002). "Model Show Casa dalam Pembelajaran Keterampilan Berbicara Siswa Kelas I SMUN 18". Bandung: Skripsi FPBS UPI.
- Sugiarto, Endar dan Kusmayadi. 2000. *Metodologi Penelitian dalam Bidang Pariwisata*. Jakarta: PT Gramedia Pustaka Utama.
- Syah, Muhibbin, 2001, *Psikologi Pendidikan dengan Pendekatan Baru*, Bandung: Remaja Rosdakarya
- Tarigan, Henry Guntur. 2008. *Berbicara Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa