



ANALYZING NURSING STUDENTS' ABILITY IN ASKING AND GIVING DIRECTION

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ABSTRACT

The purpose of this research was to know the nursing students' ability in asking and giving direction. Design of this research was descriptive research. Sample of this research was the nursing students of AKPER YPTK Solok with the total number is 28 students. The data of this research was gotten by distribution of speaking test in practice asking and giving direction. In this research the researcher records the students' practice. The score was analyzed and classified in A, B, C, D, and E. The result of this research showed that the students' pronunciation ability in asking and giving direction was sufficient. The students' grammar ability in asking and giving direction was sufficient. The students' vocabulary mastery in asking and giving direction was sufficient. The students' fluent ability in asking and giving direction was sufficient. The students' comprehension in asking and giving direction was sufficient. The result of this research may contribute as the professional literature for the next researchers to conduct other research about asking and giving direction.

Doi:

INTRODUCTION

Speaking is one of important skills in English. It is the process of building and sharing information and ideas orally. Speaking is the skill in producing language that also used by the people as tool of communication. It has a social function in which communication appears through interaction of one and another. Moreover, speaking is an interaction between speaker and the listener. Speaker shares the information and ideas, and the listener interpret what the speaker says. According to Richard and Renandya (2002)

speaking is an effective oral communication requires the ability to use the language appropriately in social interaction. Diversity in interaction involves not only verbal communication, but also paralinguistic elements of speech such as pitch, stress, and intonation.

Moreover, speaking is one of English skills that is important to be learned and mastered by the students. In Indonesian school, speaking is taught starting from elementary school up to university level. Teaching speaking is very important because through speaking someone can express their ideas to others. He/she also can express his/her feeling directly and can tell the information that he/she knows to the listeners or to others. In mastering speaking skill, the students have to know what they should be learned. According to Brown (1994) teaching speaking means to teach skill for communication. It also provides the students to have communicational skill, textual discourse, accuracy and fluency. In learning speaking, the anxiety generated offer the risks of blurting things out that are wrong, stupid or incomprehensible through interaction. It means that, in learning speaking someone can avoid misunderstanding in interaction with other. Because in learning speaking someone can know that something is wrong through learn components of speaking.

Generally, in Indonesian school the goal of teaching speaking is encourages the students to develop their communicative competence. Teaching speaking is aimed at enabling the students to understand the meaning of words and the foreign terms and also simple sentences based on pattern. They are; asking and giving opinion, asking and giving thanking, expressing hope, and asking and giving direction. Here, this research just focuses on asking and giving direction because asking and giving direction, the students learn about how to ask and give the information about location to others. In this way, the students have to respond accurately, fluently, and acceptably the information that they ask and give to others.

Asking and giving direction is the expression that is used by the people to ask and give the information about location. According to Pramesti et al (2008) there are some expressions that can be used to ask and give the direction:

Asking for Direction	Giving Direction
1. Where is the.....?	1. Go straight ahead.
2. Can you tell me where.....is?	2. Turn left/right at the...../as you come out of the elevator.
3. How do I get to.....?	3. Go across the
4. I'm looking for.....?	4. Go upstairs/down stairs
5. Where can I find.....?	5. It's on the.....floor.
6. Could you tell me how I can get to....., please?	6. It's in the basement.
	7. It's next to/beside
	8. It's between.....and.....
	9. It's at the end of the corridor
	10. It's on your right/left.

Furthermore, Sutinah et al (2010) mention that the expressions for asking direction are: “*can you tell me how to get.....?*”, and “*can you tell me the way to the.....?*”. They also mention that the expressions are used for giving direction: “*go straight ahead, go along this street, turn left/right, etc*”.

RESEARCH METHOD

This research was a descriptive research. It was describe the tenth grade students' speaking ability in asking and giving direction. Ary (1985) says that a descriptive research is designed to obtain information concerning the current status of phenomenon. In addition, Gay (2000) states that descriptive research involves collecting data in order to test hypothesis or to answer question concerning the current status of the subject of the study. They are directed toward determining the nature of the situation as it exists at the time of the study. The purpose is to describe what exist with respect to variables or conditions in the situation.

The Population of this research was nursing students of AKPER YPTK. The total number of population was 28 students. Instrumentation of this research was speaking test (see Appendix 1). The students in pairs were asked to perform a short conversation in front of class about asking and giving direction. Before perform a short conversation, the researcher gave the pair of students the maps about the topics to be chosen to the students. There are five topics and maps which will be chosen by the pair of students in try-out test. The topics are: Post office, Mandiri bank, AKPER YPTK Solok, Police Office, and Solok Water Park. After that, when the students perform a short conversation the researcher will record the students' speaking test to be analyzed by doubles scorers.

RESULT AND DISCUSSION

The next step is to categorize the number of the students who were excellent, good, sufficient, bad, and fail. The percentage of the students' ability in speaking generic structure of asking and giving information was found by counting the Mean (M) and Standard Deviation (SD) of each indicator.

1. Students' Pronunciation in Speaking Asking and giving information

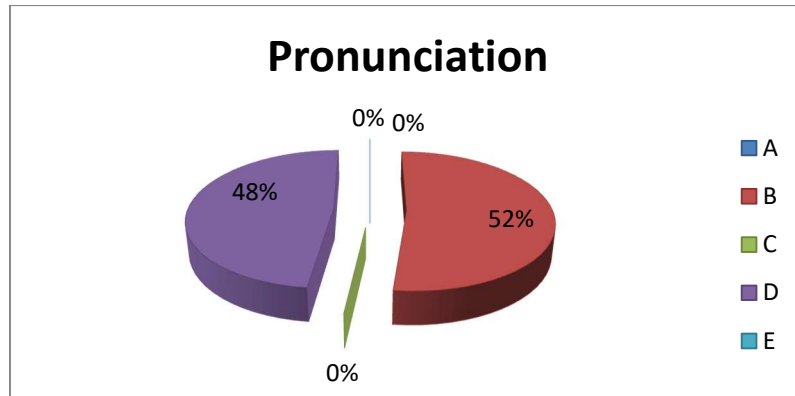
To measure the students' pronunciation ability in speaking asking and giving information, the researcher counted the students' scores then, the researcher counted the Mean (M) and Standard Deviation (SD). The result of the score can be seen in the following table:

Table5: Percentage of Students' Pronunciation in Speaking Asking and giving information

Range of Score	Grade	Qualification	Total Frequency of Students (F)	Percentage (%)
≥ 2.27	A	Excellent	0	0.00%
$\geq 1.77 < 2.27$	B	Good	14	51.85%
$\geq 1.27 < 1.77$	C	Sufficient	0	0.00%
$\geq 0.77 < 1.27$	D	Bad	13	48.15%
< 0.77	E	Fail	0	0.00%

From the table above, the result showed that no student (0.00%) got A, 14 students (51.85%) got B, no student (0.00%) got C, 13 students (48.15%) got D, and no student (0.00%) got E. It is found that there were 51.85% of the students (the highest percentage) who got B.

The description on the table above can be seen in the following graphic:

Graphic1: Percentage of Students' Pronunciation Ability in Speaking Asking and giving information

2. Students' Fluency in Speaking Asking and giving information

To measure the students' fluency in speaking asking and giving information, the researcher counted the students' scores, then, the researcher counted the mean (M) and Standard Deviation (SD). The result of the score can be seen in the following table:

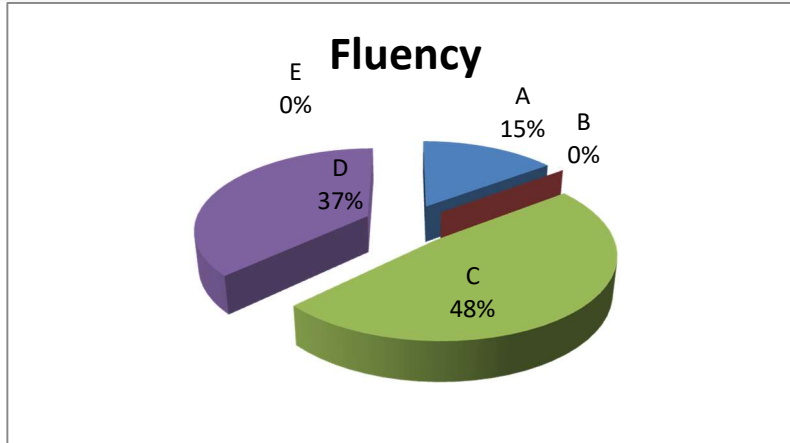
Table6: Percentage of Students' Fluency in Asking and giving information

Range of Score	Grade	Qualification	Total Frequency of Students (F)	Percentage (%)
≥ 2.92	A	Excellent	4	14.81%
$\geq 2.19 < 2.92$	B	Good	0	0.00%
$\geq 1.51 < 2.19$	C	Sufficient	13	48.15%
$\geq 0.78 < 1.51$	D	Bad	10	37.04%
< 0.78	E	Fail	0	0.00%

Based on the table above, the result indicated that 4 students (14.81%) got A, no students (0.00%) got B, 13 students (48.15%) got C, 10 students (37.04%) got D, and no students (0.00%) got E. It is found that there were 48.15% students (the highest percentage) who got C.

. The description on the table above can be seen in the following graphic:

Graphic2: Percentage of Students' Fluency in Asking and giving information



3. Students' Grammar Mastery in Speaking Asking and giving information

To measure the students' grammar mastery in speaking asking and giving information, the researcher counted the students' scores then, the researcher counted the mean (M) and Standard Deviation (SD). The result of the score can be seen in the following table:

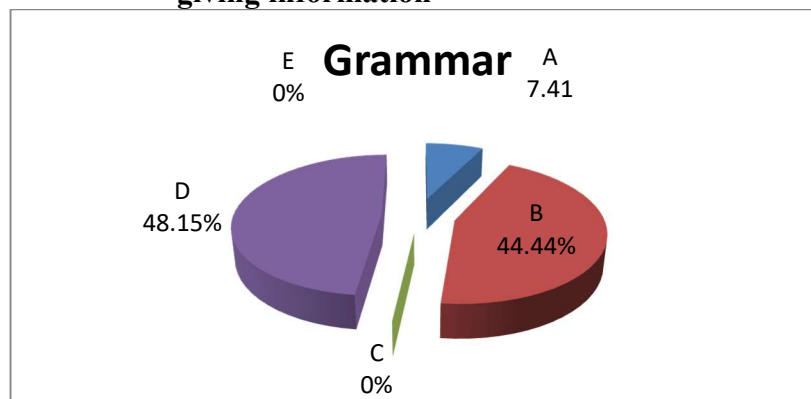
Table7: Percentage of Students' Grammar Mastery in Speaking Asking and giving information

Range of Score	Grade	Qualification	Total Frequency of Students (F)	Percentage (%)
≥ 2.54	A	Excellent	2	7.41%
$\geq 1.91 < 2.54$	B	Good	12	44.44%
$\geq 1.27 < 1.91$	C	Sufficient	0	0.00%
$\geq 0.64 < 1.27$	D	Bad	13	48.15%
< 0.64	E	Fail	0	0.00%

Based on the table above, the result showed that 2 students (7.41%) got A, 12 students (44.44%) got B, no student (0.00%) got C, 13 students (48.15%) got D, and no student (0.00%) got E. It is found that there were 48.15% students (the highest percentage) who got D.

The description on the table above can be seen in the following graphic:

Graphic3: Percentage of Students' Grammar Mastery in Speaking Asking and giving information



4. Students' Vocabulary Mastery in Speaking Asking and giving information

To measure the students' vocabulary mastery in speaking asking and giving information, the researcher counted the students' scores (see appendix M), then, the researcher counted the mean (M) and Standard Deviation (SD). The result of the score can be seen in the following table:

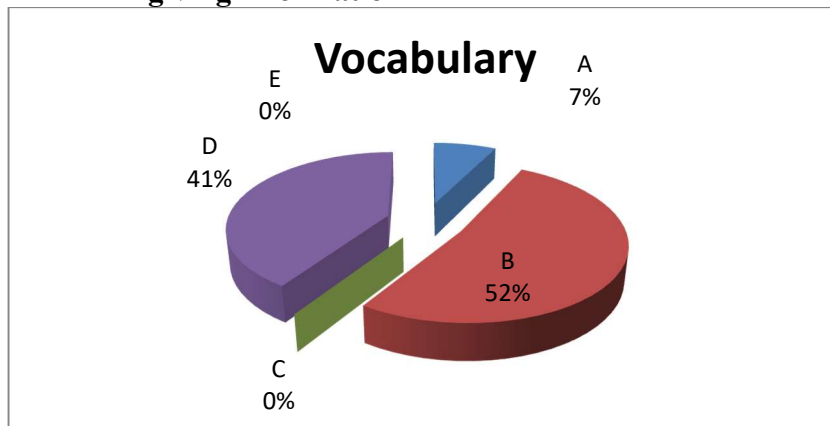
Table7: Percentage of Students' Vocabulary Mastery in Speaking Asking and giving information

Range of Score	Grade	Qualification	Total Frequency of Students (F)	Percentage (%)
≥ 2.57	A	Excellent	2	7.41%
$\geq 1.97 < 2.57$	B	Good	14	51.85%
$\geq 1.37 < 1.97$	C	Sufficient	0	0.00%
$\geq 0.77 < 1.37$	D	Bad	11	40.74%
< 0.77	E	Fail	0	0.00%

Based on the table above, the result showed that 2 students (7.41%) got A, 14 students (51.85%) got B, no student (0.00%) got C, 11 students (40.74%) got D, and no student (0.00%) got E. It is found that there were 51.85% students (the highest percentage) who got B.

The description on the table above can be seen in the following graphic:

Graphic4: Percentage of Students' Vocabulary Mastery in Speaking Asking and giving information



5. Students' Comprehension in Speaking Asking and giving information

To measure the students' comprehension in speaking asking and giving information, the researcher counted the students' scores (see appendix M), then, the researcher counted the mean (M) and Standard Deviation (SD). The result of the score can be seen in the following table:

Table7: Percentage of Students' Comprehension in Speaking Asking and giving information

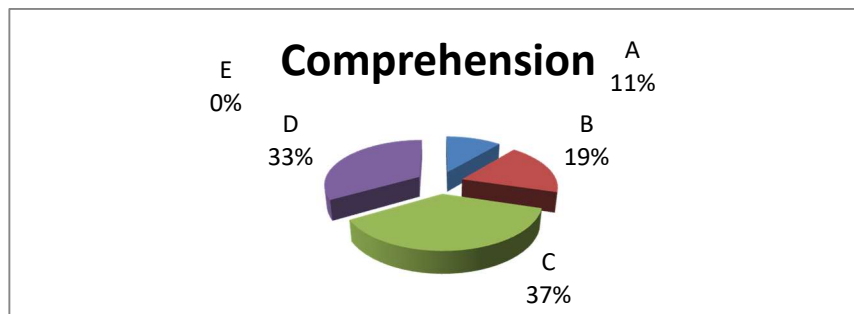
Range of Score	Grade	Qualification	Total Frequency of Students (F)	Percentage (%)
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≥ 3.56	A	Excellent	3	11.11%
$\geq 2.57 < 3.56$	B	Good	5	18.52%
$\geq 1.57 < 2.57$	C	Sufficient	10	37.04%
$\geq 0.58 < 1.57$	D	Bad	9	33.33%
< 0.58	E	Fail	0	0.00%

Based on the table above, the result showed that 3 students (11.11%) got A, 5 students (18.52%) got B, 10 students (37.04%) got C, 9 students (33.33%) got D, and no student (0.00%) got E. It is found that there were 37.04% students (the highest percentage) who got C.

The description on the table above can be seen in the following graphic:

Graphic5: Percentage of Students' Comprehension in Speaking Asking and giving information



6. Students' Ability in Speaking Generic Asking and giving information

To measure the students' ability in speaking asking and giving information, the researcher counted the students' scores (see appendix M), then, the researcher counted the mean (M) and Standard Deviation (SD). The result of the score can be seen in the following table:

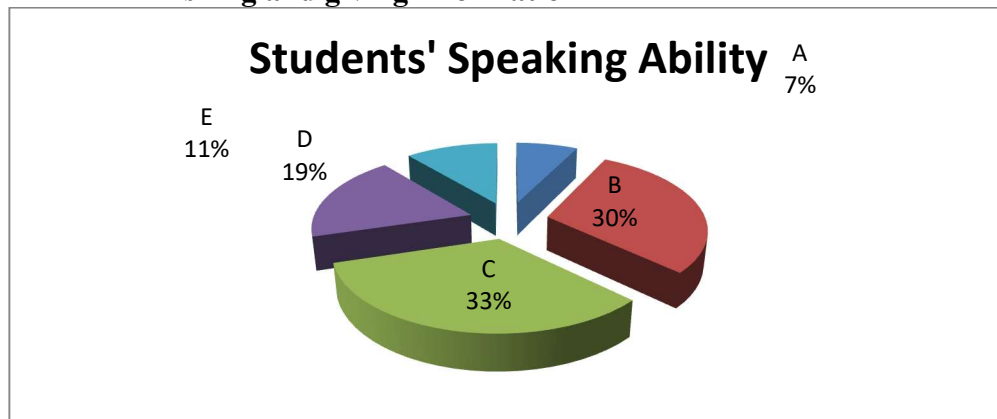
Table7: Percentage of Students' Grammar Mastery in Speaking Generic Structure Asking and giving information

Range of Score	Grade	Qualification	Total Frequency of Students (F)	Percentage (%)
≥ 11.27	A	Excellent	2	7.41%
$\geq 9.56 < 11.27$	B	Good	8	29.63%
$\geq 7.84 < 9.56$	C	Sufficient	9	33.33%
$\geq 6.13 < 7.84$	D	Bad	5	18.52%
< 6.13	E	Fail	3	11.11%

Based on the table above, the result showed that 2 students (7.41%) got A, 8 students (29.63%) got B, 9 students (33.33%) got C, 5 students (18.52%) got D, and 3 students (11.11%) got E. It is found that there were 33.33% students (the highest percentage) who got C.

The description on the table above can be seen in the following graphic:

Graphic6: Percentage of Students' Ability in Speaking Generic Structure of Asking and giving information



DISCUSSION

Speaking is one of important skill that has to be mastered by the students at senior high school. At senior high school teaching speaking is very important because through speaking the students can communicate with other people in the world. In this research, the researcher has conducted the speaking ability in speaking asking and giving information.

In this research, there are five components that had been measured; they are pronunciation, fluency, grammar, vocabulary, and comprehension. According the result of this research, the researcher found that the students' ability in speaking asking and giving information. The results are: first, students' pronunciation ability in speaking asking and giving information is good. It means that, the students able to pronounce the word in speaking asking and giving information well.

Second, in speaking asking and giving information, the students' fluency ability in category sufficient level. In this case, the students still should be more attention in speaking fluency. Third, students' grammar mastery in speaking asking and giving information was bad. It means that, the students' ability in speaking asking and giving information still need improvement, because grammar one of the important elements in English skill.

The next element in speaking asking and giving information is vocabulary. In this case, students' ability was good category. It means that, in this element the students have used the appropriate words in speaking asking and giving information. The last, students' comprehension in speaking asking and giving information was sufficient. It is indicated there were students in sufficient level. It means that, the students able to comprehend the asking and giving information.

CONCLUSION AND SUGGESTION

Based on the result of the data analysis, the researcher had some conclusions as follows: the students' pronunciation ability in speaking asking and giving information was good because there were no student got A, fourteen students got B, no student got C, thirteen students got D, and no student got E. The students' fluency in speaking asking and giving information was sufficient because there were four students got A, no students got B, thirteen student got C, ten students got D, and no student got E. The students' grammar mastery in speaking asking and giving information was bad because there were two student got A, twelve students got B, no student got C, thirteen students got D, and no student got E. The students' vocabulary in speaking asking and

giving information was good because there were two students got A, fourteen students got B, no student got C, eleven students got D, and no student got E. The students' comprehension in speaking asking and giving information was sufficient because there were three students got A, five students got B, ten students got C, five students got D, and no student got E.

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