The Use of Art Gallery to Improve Student Nurses’ Speaking Acquisition at Bina Insan School of Nursing North Jakarta

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Abstract

Language teaching is an art. When teaching a language of which it is not the student’s mother tongue, lecturers or teachers encounter many problems arising during the classroom activity. The differences of the language skills students have and the nerve to express their mind orally affect the classroom activity. Teachers at this situation must have various techniques to attract student’s attention and motivate them to speak. Material design used at this research reflects how teachers have to try to use any material, which will boost students to speak and dig their nerve to express their language. This research is expected that the use of Art Gallery to Improve Student Nurses’ Speaking Acquisition of Bina Insan School of Nursing gives much contribution to the student nurses’ speaking English Acquisition. Further, student’s participation to join the art material design is expected to be higher as the material constructed is in accordance to the student’s own choice. The material hopefully impresses student’s awareness that they become interested in learning and practice their English. The research will be conducted within three months beginning from February to April 2016. The students involved in this research are from semester 2 in the academic year of 2015/2016. This research shows a good significant improvement on student’s score of 4.55%. while on the T-test show 6.62 in which it means that null hypothesis is rejected and the Ha is accepted because the T-test is higher than T-Table of 2.042. the standard deviation on this research of 4.71. with the degree of freedom under the significant level of 5 percent is 2.042.

Key Words : Art Gaalley, Language Skill, Motivate, Significant, Speaking, Acquisition

Preface

The discussion of English for specific purposes has become a serious vehicle for English lectures for many years. It predominantly focuses on how to design the material adaptable to the leaners who are not in the English programme. The design must have a description of English as a means of communication and field the students adhere to. Thus, the material must be interesting, not boring. It can also motivate students to learn and improve their English either in and out of the class. The material design is not to boost the students to be linguists, rather to be professionals with reliable English competence. Accordingly, the students will be able to compete in and win the global era with a tight competition.

Teachers for ESP, therefore, must have capability to improve their skill and method of teaching which will evoke the student’s enthusiasm to learn and practice their English. Since they have understood that the students they teach are out of the English programme, motivating students to learn and have nerve to express their English is an additional task for ESP lecturers. The
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Various studies have been conducted by ESP linguist to improve their teaching methodology for professionals of banking, economy, health care, medical doctors, and the like. However, there are many factors influencing the success of methodological teaching implementation. As a result, the outcomes of learning process are beyond the target intended. Motivation, as an internal factor for example, is an important part to affect the student’s learning process outcomes. This English learning motivation may affect the student’s competence. The Ministerial Decree On Worker and Transmigration of Indonesia says that nurses who apply for jobs in abroad fail many due the lack of their English competence (Ministerial Decree On Worker and Transmigration Republic of Indonesia 2010. Page. 5), whereas sufficient-English competences are greatly required for nurses who want to work in the international or big hospitals in Indonesia or overseas. The fact that the Indonesian nurse English competence is low becomes the concern of all the interested parties.

The English atmosphere at Bina Insan school of nursing tweedledum and tweedlede. The national curriculum and internal curriculum of Bina Insan have downgraded the student’s competence. The national curriculum has aborted the English subject as a second language taught in the first or second semester, while the internal curriculum has cut down to three semesters from five semester. This condition is not surprising as objectives of the internal curriculum have shifted from the first establishment of which it applied 5 semester for English. The national curriculum makers have considered that English must not be taught in the class, rather students must have their own English competence out of the institution. This regressive views are aggravated by lowgrade input with a lower competence of English, or other subjects perhaps.

On the other hand, the government will encounter the Treaty the AEC (ASEAN Economic Community) which will be effective in the year of 2015. There, all professional working border are abolished, which gives an opportunity to foreign workers to enter in the work field of Indonesia. As a result, Indonesian workers or fresh graduate will encounter a tight competition which will give a very limited work field for the young generation to work in their own country. In the sight of productivity, Indonesian workers are lower than those of other Asian Countries such as Singapore, Malaysia, and Thailand. (Arman Setiawan 2016: 2). In addition, the language skill by Indonesian workers is considered insufficiently and the Indonesian workers depend on the working mental only.

This complicated and intricate situation requires a well-planned teaching. Some ways to brace student’s motivation and cope with the student’s boredom to learn English are by developing the material design and teaching methods. The way the ESP teachers prepare and provide learning materials for students will considerably affect the student’s interest to learn to speak and express their language competence. As student nurses, communication will take the important role when associating with the patient at the work world. Therefore, the ESP teacher’s astuteness in selecting and providing the teaching methodology will affect very much the success of teaching English for the students of ESP.

There have been many researched conducted to improve teaching methods believed to boost and attract the ESP learner interest. One of the methods used to improve the student’s speaking competence is using an art gallery. According to Marry Lou. L, “Art will provide ways to respond using language, creative skills, and critical thinking,” (Marry Lou. L) Using Art to Encourage Effective Speaking and Writing Skills with ESL Students) The reason, Marry Lou continued, is that the emphasis will be placed on the piece of art and not the language as it is typically taught. Accordingly, the students will feel a sense of freedom. Art gallery based student’s choice will give a vehicle for students to explore and express their mind orally.

The writer, as a teacher of ESP, encounters challenges when teaching Bina Insan School of Nursing Students who
speak an Indonesian language as their mother tongue in the class. Most of students of mine have begun learning English when they were junior high school, even some of them are primary school. Indonesian is the language they primarily use to have a daily conversation and to think. They learn and study English only in the class during the school hours. They speak English transiently and intermittently in the class. Indonesian Language dominates their brain when they try to speak English. Some students only talk English as a joke. They talk aloud in Indonesian pronunciation, even in the origin where they were born. However, some others do a little better, when they speak English, but are shy to express in the class, while others find difficult to express their mind, making them reluctant to learn English in spite of many vocabularies they have.

To overcome the complex situation and sprout the awareness and interest of leaning English, this research focuses on Art Gallery which is considered being able to improve student nurses’ speaking acquisition for the students of Bina Insan School of nursing.

Many material designs have been used and researched by English professionals to find out the appropriate methods of teaching English, especially for the ESP students. Methods of teaching covering four language elements have also been predominantly discussed and explained by linguists. Nonetheless, it is impossible to do a research which covers four language elements in which the discussion will cover a very broad area and wide-range of studies. One of student’s language element skills, student’s speaking skill, can be improved through a number of ways. One of methods to improve student’s speaking skills is by using an art gallery as learning media. This media enables students to learn English and develop their speaking acquisition. This will also help students to enrich their vocabulary, practice their nerve to talk, and explore their idea by analysing the art given. This study, therefore, focus on the student’s speaking acquisition based art gallery for the students of Bina Insan School of Nursing. The art gallery used at this research must adapt to the students’ target language, that corresponds to nursing arts.

English for nurses is a part of ESP studies which focus on the student’s competence to express their language orally and in writing. As generally accepted, Communication in nursing is a very important aspect in giving the patient’s comfort. The nurse competence in communicating to patient will affect the degree of service to patient. Therefore, teachers for ESP will be continuously seeking the method of teaching students appropriately and they will find many ways to encourage students speak English fluently and accurately so that they will be able to communicate and interact with the patients without any hesitation.

Teachers of ESP have made a great deal of effort to boost students use their language they learn by providing various material and methods. Many methods of teaching have been tried and researched to make students ease in learning English. One of methods used is teaching English with art gallery. Art has many benefits for both teacher and students. Art can attract student’s attention. The student must be able to analyse and interpret various text. Louis Fox and Christine Goodheart in “Developing Partnerships for Arts Education” state that to work in the arts, students are required to notice carefully, analyse and interpret diverse texts. Arts can engage diverse learners and provide them with opportunities to share what they know. For teacher, art develop a broader repertoire of strategies. Further, the art can bring joy for leaners, thus making them improve their English. By using art or art, gallery students can explore and stimulate their mind to talk, ask, and even analyse.

This research is expected to give an opportunity to the students of Bina Insan School of Nursing to express their language competence freely without hesitation and fear of making mistake. Thus, this research objective is to improve student nurses’ speaking acquisition either in and out of the class. By practicing as such, the researcher believes that the material and techniques applied in this research will make student be able to express their language competence.
and train the student to have a nerve to talk in English.

This English for Specific Purpose research is expected to give much contribution to related parties who are concerned with the progress of Nurse Competence to use English as a mean of communication when associating with English-speaking patients. This research will aim at finding out and testing the art gallery used to improve student’s speaking acquisition of Bina Insan School of Nursing of level 2 the academic year 2015/2016. Therefore, this research hopefully would be useful for:

1. The students. It is expected that this research will be able to motivate students to learn and to express their English, especially during the class hours. This research hopefully will eliminate and reduce the gap and border among various student’s competence of English. Thus, they will freely express their English enthusiastically without any hesitation of making mistake.

2. The English Specific Teachers. It provides a vehicle and a new atmosphere to build and improve the art gallery-based material design. The ESP teachers, especially of Bina Insan School of Nursing teachers have an opportunity to broadly improve the material design of teaching so that the English teaching and learning process will be enjoyable and fun. Hopefully, this material design of Art gallery will be persistently used to provide a better learning process. The teachers, then, are able to do a research using the Art Gallery to find out and provide appropriate design material at another language element.

3. Bina Insan School of Nursing, this research can be used as reference by other researchers who are concerned in improving the English competence for nurses.

Research Methodology

Research Design

This research aims at finding out appropriate and attractive material for students of Bina Insan School of Nursing. It is expected that this will make students motivated to learn English and improve their speaking competence, to boost their nerve to express their English, especially in the class. This research applies a classroom research, which will focus on student participants to express their English. Therefore, the material selected must be in accordance with the student’s need and interest under the teacher instruction. This research is used to observe the student activity in the class by such material. Hopefully, this will improve student’s learning and speaking acquisition. Bahri (2012:8) states a classroom research is an action conducted to observe each activity in the class to improve the learning practice and learning quality so that the learning outcome will give a better result. Accordingly, the target of this research of how to improve the better learning process and the intended target of learning through the material and techniques selected will be reached. By observing the material of art students presented as interacting with their friend during the activity, students can freely express their English without hesitation and out of fear.

Arikunto (Suyadi, 2012:18), said CRA derives from three words, research, action, and class. Research is an activity of observing an object using a certain methodological principle to acquire a useful datum for the benefit of researcher and others. He continued that an action is a treatment implemented intentionally to an object with a certain purpose in which it is conducted into several period or cycles. Meanwhile, class is a place where students or a group of students learns collectively by the same period and teacher. This can be concluded that learning must contain a place, teacher, and students. This interaction of communication bases on the same target intended using a mean of methodological principle to attain the intended goal. To attain the goal, methodological teaching must present and it must have a winning material to attract student’s attention. In relation to the research conducted, the researcher applies an art displayed by students in the class in which it is selected by students under the researcher instruction. The intention of the study using this
methodology is to boost student’s nerve to speak and express their language competence either in the class or out of the class where it requires an English-speaking person.

**Framework of Thinking and Research Questions**

**a. Framework of Thinking**

Although most of the teaching and learning processes of ESP English, especially for nurses, have given a sight atmosphere for teachers to boost students to speak, the use of art, especially art gallery, is rarely used to instil the student nerve to express their language orally. A different competence and willingness to speak for students have created a clear line about the gap. The students with low vocabulary and competence of English feel awry to sit in the class community. They are afraid of making mistake in either pronunciation or structure when expressing orally. On the other hand, other students who have commanded of thousands of vocabularies find difficult to express their language orally due to the shortage of practicing English either in or out of the class.

The fact that they always use Indonesian language in the class is another obstacle to combat their awkwardness to speak. Those phenomena have constituted the researcher to further observe the student’s competence and willingness to express their mind orally. The art gallery the research applies to the students of Bina Insan School of Nursing is possible to improve student nurses’ speaking acquisition by applying a well-designed method based art gallery. Based on the mentioned situation as above, therefore, the researcher formulates the research framework.

**b. Research Question**

1. “How can art gallery improve student’s speaking acquisition to the students of Bina Insan School of Nursing?
2. What kinds of art gallery used to improve student nurses’ speaking acquisition
3. Will the art gallery used be able to improve student’s speaking acquisition especially for the students of Bina Insan School of Nursing.

**c. Research Population**

The research participant involved all students of semester 2 of Bina insane Nursing Academy with the number of students is 62 people. This research also involved two teachers of Bina Insan School of nursing as the collaborator and observer as well as facilitator for any difficult situation or expression students find difficult to express. Of the number of students, the 62 students are divided into two groups. The first group, consisting of 31 students, acts as the art gallery presenters who will be responsible for answering and explaining the second group questions. After the first group has finished presenting the art gallery, the other group will come to present their art gallery. However, this research only takes one group as sample of research which will be analysed through some formulas.

**d. Setting of Research**

This study is conducted the place where the researcher works, that is at Bina Insan School of Nursing located at Jl. Kramat Jaya street No. 22 North Jakarta, special District of Jakarta.

**e. Research Procedure and Data Collecting Techniques**

**Research Procedure**

Planning on this research is proceeded by problem identification. As the researchers observes during the class where the researcher teaches the students find difficult to express their English speaking. To find out the problem of their difficulty, the researcher comes to formulate the problem statement and the question as the researcher states as the above mentioned. After identifying the problem, the researcher comes to the problem identification, which says that student’s speaking skill of Bina Insan School of Nursing at semester is relatively low.

After problem identified, the research comes to planning stage, which encompasses material and method of teaching, schedule, activities of research, and how to organize the class related to this research. Planning for the overall project begins with the identification of a research problem for which an action research approach is appropriate. Zuber-Skerritt and Perry 2002:175 assumed that research
involves both a core action research cycle and a thesis action research. Zuber and Perry describe an action research project as the following:

Action Research thesis By Zuber and Perry

On the other hand, Kemmis and McTaggart (1988: 66) suggest that such a plan can encompass change in three registers: how language is used in the situation, what activities and practices are employed, and how social relationships and organizations are structured. Accordingly, the research will apply theory suggested by Kemmis and Mc Taggart as the research procedure are Action stage, Observing Stage and Reflection Stage.

e. Data Collecting Techniques
Observations Checklist

This checklist is used by teachers and researcher to note and record any situation the students encounter. The teachers will observe and act as facilitator. They will record each student who is active or passive in interviewing or asking the guard about the art they display.

The observation is conducted before and on the research process. Before determining this research, the researcher has previously observed the students’ behaviour during the English class hours. After some observation, then the researcher comes to a conclusion to stipulate the techniques used for the study. This observation is also conducted during the class hours by collaborator teachers and the researcher himself. Instead of observation checklist, prognosis, the document used to observe the students applies a rubric technique, which has been designed to meet the research goal as the above mentioned.

Questionnaire

Questioner is distributed to students after the posttest is over. This is used to know more about the student’s interest on the material used. However, some questions may vary and not stuck on the material. There are three types of questionnaire, close, open-ended, and contingency question. Maria Teresa Siniscalco and Nadia Auriat, said that two important aspects of questionnaire design are the structure of the questions and the decisions on the types of response formats for each question.

Broadly speaking, survey questions can be classified into three structures: closed, open-ended, and contingency questions. (Maria Teresa Siniscalco and Nadia Auriat. Quantitative research methods in educational planning International Institute for Educational Planning/UNESCO. France. September 2005). They continued that Closed (or multiple choices) questions ask the respondent to choose, among a possible set of answers, the response that most closely represents his/her viewpoint. The respondent is usually asked to tick or circle the chosen answer. Questions of this kind may offer simple alternatives such as ‘Yes’ or ‘No’. the respondents in this questionnaire are not freely to express their opinion, but give an ease to those who are reluctant to answer the difficult question.

Open-ended or free-response questions are not followed by any choices and the respondent must answer by supplying a response. They allow respondents to express their ideas spontaneously in their own language. The questions can add new information when there is very little existing information available about a topic.

A contingency question is a special case of a closed-ended question because it applies only to a subgroup of respondents. The relevance of the question for a subgroup is determined by asking a filter question. The filter question directs the subgroup to answer a relevant set of specialized questions and instructs other respondents to skip to a later section of the questionnaire. The advantage of contingency questions is that detailed data may be obtained from a specific subgroup of the population. Some
questions may apply only to females and not to males; others may apply only to people in school, and not to those who are employed. At the base of good contingency questions are clear and specific instructions to respondents.

Regarding to the above explanation the researcher will apply the open questionnaire. The reason is the researcher will get a true answer from the students of their freely expressed opinion. Although some disadvantages attach to this type of questionnaire, the questionnaires have a winning of expressing student’s opinion freely. This is used to know how far the student’s interest to the material provided.

Questionnaire is used to know deeply about the students’ interest about the material and techniques used as well as their English competence and participant before and during they study at Bina Insan School of Nursing. There are ten questions given after the posttest is conducted. These ten questions are considered representative of knowing the student’s interest related to the material and techniques the researcher applies.

With such a questionnaire the researcher believes it has represented the student’s perception about type of material and techniques should the teacher use for the students of Bina Insan School of Nursing semester 2 the academic year of 2015/2016.

**Documentations**

Documentation used by researcher in this study involves any record used by researcher and collaborator’s teacher and material selected by students to present their material of art gallery the selected. In addition, any activities related to this study are also used for completing the document, which could be in the form of, prognosis, protest, post-test, and questionnaire. All these documents are used to complete all data in relation with the research aiming at improving student is speaking acquisition.

**Speaking Rubric**

A rubric is a coherent set of criteria for students’ work that includes descriptions of levels of performance quality on the criteria. (Susan M. Brookhart How to Create and Use Rubrics for Formative Assessment and Grading. Alexandria. 2017). This rubric is used to help teachers in evaluating the student nurses’ speaking performance. There are many types of rubric assessment. One of them is proposed by proposed by H. Douglas Brown in Oral Proficiency Scoring Categories. This rubric evaluation contains of Fluency, grammar, pronunciation, and vocabulary comprehension. Among the types of rubrics proposed by many linguists, the searcher tends to use criteria presented by H. Douglas Brown to obtain the data of the student nurses’ speaking performance.

**f. Data Analysis Technique**

This research will apply the analysis technique by Hadi. The technique will calculate the T-test, which previously calculates the mean of both the pre and post-test. After finding out the mean of both score, which preceded by the total number of both score, the calculation will apply of the standard deviation. The proceeds of pre-test and post-test would be analysed to prove the hypothesis by t-test formula. This research, therefore, applies the formula of T-test by Hadi.

**Research Finding**

After conducting all the research activities, the research then will come to the research finding. At this research finding, the research will process some data obtained during the research when the collaborator teacher was teaching. The collaborator teacher was instructed to observe the students as well the researcher to get the data. The students consist of 31 students who will be analysed in the research. The collaborator teacher would give the pre-test of speaking which other teachers will help. The pre-test score of speaking applies a rubric assessment, ranging from 20 to 90. The pre-test is conducted without the material selected, but given the same topic before they have a pre test.

After the pre-test has been conducted, the researchers discussed with the collaborator teacher to arrange the class atmosphere. The students are then divided into two groups. The first group will have an opportunity to keep watch their art gallery, and the other group will ask some question related to the picture displayed by the first group. The time then will be in turn. The
The next group will be the one who will display the picture and answer the question given by group two or the second group. Before the action begins, the class is instructed some techniques of answering the question and questioning the related topic. The question shall be on the subject of the picture, and not out of the context. Each picture shall be guarded by two students. Accordingly, there will be any fifteen pictures of the first group and another fifteen picture for the second group.

After the action has completed, the researcher along with the collaborator teacher collected the data of observation before giving the post-test of conversation. The post-test conversation is conducted like the pre-test was conducted using a rubric to get the student’s score. There is only one group to be analysed as selected randomly. The time for doing this research is scheduled according to the schedule of English subject, which has been set by the academic affairs. The research is conducted in two sessions. The first session is for the group 1 who will have an opportunity to keep watch their picture and answer the group questions. And on the next session, the turn will come to the other group. Upon completing all the data collected, the researcher begins to process and calculated the data and score received according to the pattern of which this research will apply.

The Pre Test Score and Post Test Score of the students

The final investigation of the research involved naturally out of prior research that has stimulated the student’s curiosity in the previous given material. After all session completed, the students were tested orally with some teachers appointed by the researcher. The Total Score of the pre-test refers to 2,891 with the average score or Mean of 59.09. Meanwhile, the total of Post-test score shows 2,071, and the means refers to 64.72. The standard deviation of both pre and post-test is 4.71. Meanwhile the T-test calculation shows 6.62. The score distribution of the student can be described as of the following:

Table 1 Student Score Distribution

<table>
<thead>
<tr>
<th>No</th>
<th>Student Registered Number (SRN)</th>
<th>Pre Tested Score (x)</th>
<th>Post Test Score (y)</th>
<th>Post-Pre (D)</th>
<th>D^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15034</td>
<td>68</td>
<td>65</td>
<td>-3</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>15036</td>
<td>64</td>
<td>73</td>
<td>9</td>
<td>81</td>
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<td>64</td>
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<td>74</td>
<td>83</td>
<td>9</td>
<td>81</td>
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<td>8</td>
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<td>4</td>
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<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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Calculation

a. Mean of Pre Test:
\[
M_x = \frac{\sum X}{N}
\]
\[
M_x = \frac{1891}{32} = 59.09
\]
b. Mean of Post Test
\[
M_x = \frac{\sum X}{N}
\]
\[
M_x = \frac{2071}{32} = 64.72
\]
c. Deviation Standard for Control Group and Experimental Group
\[
SD = \sqrt{\frac{\sum D^2}{N}}
\]
\[
SD = \sqrt{\frac{1724}{32} - \frac{180}{32}} = 5.63
\]
d. T-Test Calculation
\[
t_0 = \frac{\sum D}{\sqrt{\frac{\sum D^2}{N}}}
\]
e. Interpretation
1. Calculating DF Degree of Freedom
\[
(DF) = (N-1) = 32-1 = 31
\]
2. T-Table distribution Approval. Under the degree of freedom of 31, the value of T-Table under the degree of freedom with the significant level of 5% is 2.042
3. Comparing the T-Table and the T-Test. The T-test derives 6.62, while the degree of freedom under the significant level of 5% is 2.042. Accordingly, the T-test shows higher than T-Table. On the table description it derives as follow:

Table 2 Score Description of Pretest

<table>
<thead>
<tr>
<th>Description</th>
<th>Sum Of Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>32 students</td>
</tr>
<tr>
<td>Score Range</td>
<td>50-75</td>
</tr>
<tr>
<td>Highest Score</td>
<td>75</td>
</tr>
<tr>
<td>Lowest Score</td>
<td>50</td>
</tr>
<tr>
<td>Total Score of Pre Test</td>
<td>1891</td>
</tr>
<tr>
<td>Mean</td>
<td>59.09</td>
</tr>
</tbody>
</table>

The Use of Art Gallery to Improve Student Nurses’ Speaking Acquisition
Table 3 Score Description of Post Test

<table>
<thead>
<tr>
<th>Description</th>
<th>Sum Of Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>32 Students</td>
</tr>
<tr>
<td>Score Range</td>
<td>50-83</td>
</tr>
<tr>
<td>Highest Score</td>
<td>83</td>
</tr>
<tr>
<td>Lowest Score</td>
<td>50</td>
</tr>
<tr>
<td>Total Score</td>
<td>2071</td>
</tr>
<tr>
<td>Mean</td>
<td>64.72</td>
</tr>
</tbody>
</table>

Table of Comparison based on T-Test Calculation

<table>
<thead>
<tr>
<th>Description</th>
<th>Sum of Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Deviation</td>
<td>4.71</td>
</tr>
<tr>
<td>T-Test Calculation</td>
<td>6.62</td>
</tr>
<tr>
<td>Degree of Freedom with significant level of 5 %</td>
<td>2.052</td>
</tr>
</tbody>
</table>

This research proves that the techniques in the use of art gallery give a significant improvement on the student’s score in speaking. This improvement can also be calculated in the percentage of comparing the post-test score as of the following.

\[ P = \frac{M2 - M1}{M1 + M2} \times 100\% \]

\[ = \frac{64.72 - 59.09}{59.09 + 64.72} \times 100\% \]

\[ = 4.55\% \]

Thus, there is a significant improvement of 4.55% by the technique and material given.

Questionnaire of the 32 student’s selected randomly to involve the research, the 32 students are invited to give a response on the questionnaire given. When the students are questioned of when you started learning English, there are 7% answering since kindergarten, 16% since primary school and 77% since junior high school. Related to the course they have ever taken, 31% students stated that they took an English course and 69 stated they never take an English course. On the students who have ever taken an English course of 10 person, the level varies. 50% of students took a beginner English course for 6 months, 10% of students reached a level of elementary for 1 year, and 40% of students took an English course just for 3 months, but forgot to mention the level.

When questioned related to the importance of English for their profession, 28% answer important or yes, while other 4% of students answer no. From the respond of reason they said that they would never want to work overseas. Related to the language element they like, 35% of students said they like speaking, 3% like listening, and 56% like speaking.

Related to the material of teaching, 85% of students has an interest to the material, 30 says no interest, and 12% states as usual. When questioned whether learning gallery method give them any interest of learning English, 93% of students answer yes, 7% of students answer as usual. Related to the said question, of the 5 students who answer no interest and as usual, 20% or 1 student answers no mood, and 80% or 4 students answer cannot speak English. When questioned, Do you feel enjoy with the classroom of an art gallery? 82% students answer yes, 2% states they feel afraid and 12% of

**Conclusion**

Based on the data of observation result, it can be concluded that the technique and material offered by the researcher to the students of Bina Insan School of Nursing at Semester II give them a pleasing atmosphere in which they can express their English freely in spite of on the contrary for some students say they cannot speak English.
On the calculation of arithmetic shows that T-test is greater than T-Table, the null hypothesis, therefore, is rejected. Accordingly, the statement which says that Ho (null hypothesis) which says there is no significant influence on the use of art gallery on the student Nurses’ speaking acquisition shall be rejected. It proves that T-Table with N= 31 is 2.042, while T-test shows the result of 6.62. It means that T-Table < T-test or 2.042 <6.62.

Further, there is also a significant improvement from the data analysed it derives 4.55% of improvement from the pre test. Accordingly, the technique and material given for the students proves to affect the student’s speaking competence.

Speaking is an other way to express our feeling, emotion or opinion to others. Thus, speaking is the most important key to have communication with. This research aim at improving student nurses’ speaking competence proves give a good result for the students of Bina Insan School of Nursing at semester II. The research was conducted from February to April 2016. It proves to give a significant improvement for the student’s score. There are 32 students who are involved in this research. The total students of semester II are 62. The students are then divided into two randomly. The 32 students selected then will be involved in the research. Before the class begin, the students are given a pre test of speaking using rubric assessment in which the score ranging from 20 to 90. The next an hour is used to explain of the material and the classroom action, including the material the students selected.

After the students completed the pre test, the next two hours are used to displayed and observe the gallery the students used. The gallery of picture the students display shall be about of some diseases or other related health problems. The students then will discuss with their partner in which one picture of art gallery will be watched by two students. Those two students will be responsible to answer and explain the questions form other students who comes in group or individually.

After completing the class, the students are then given a post test on the next day. The post test will be around the picture the students display. From the observation and the test calculation it proves that the techniques and material selected for the students gave a better result. Further, there is also a significant improvement from the data analized it derives 4.55% of improvement from the pre test. Accordingly, the technique and material given for the students proves to affect the student nurses’ speaking competence.

The techniques as offered and tested by the researcher, and conducted by the collaborator teacher has opened a new vehicle among techniques used by some researchers to improve the student’s score. In The educational world, technique of teaching and material selected will give an important role to boost student’s participation and interest of subject related in the class. Therefore, various techniques and materials of teaching shall be tried to treat the students who have different characters and different knowledge.

Accordingly, this research would like to give suggestion to:

Lecturers of ESP, English for Specific Purposes, will experience various problems and obstacle in treating the student’s whose background is not English. The problem is not only on the student’s competence, but also an option of material selected and techniques used during the teaching. Therefore, lecturers of ESP must be very creative and innovative in giving lecturing and providing the techniques of teaching and material selected to the students.

Students should improve their learning or English by reading and practicing of speaking. Reading will enrich the student’s vocabulary, while speaking will make them practice the vocabulary they get from reading. Accordingly, they will be able to rehearse the vocabulary and express orally. To boost the student’s interest, it is advised for students to read books, scientific or fictitious publication, or other books related to their field. By doing as such, it is believed that students are able to improve their speaking competence.

Based on the research finding, the academy or institution where the researcher works shall provide more opportunity for
teachers to improve the teaching techniques. The teacher’s teaching techniques will never get increased without any support from the institution. Further, the academy must provide more sources of learning, especially related to language books which are very limited or even not available at the library.

This will make the researcher find difficult to do a research due to the shortage of reading sources in spite of the nursing books. In the end, the researcher would be very thankful to the related parties who are involved and expect from the readers who are engrossed in improving the student’s English speaking competence, especially the student nurses, to give constructive criticism to make the next research better.

References