THE CORRELATION BETWEEN THE MASTERY OF SENTENCE STRESS, GRAMMAR AND THE ORAL PRESENTATION OF MEDICAL RECORD IN ENGLISH BY STUDENTS OF NGUDI WALUYO NURSING ACADEMY, UNGARAN

THESIS

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in English Language Education

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APPROVAL

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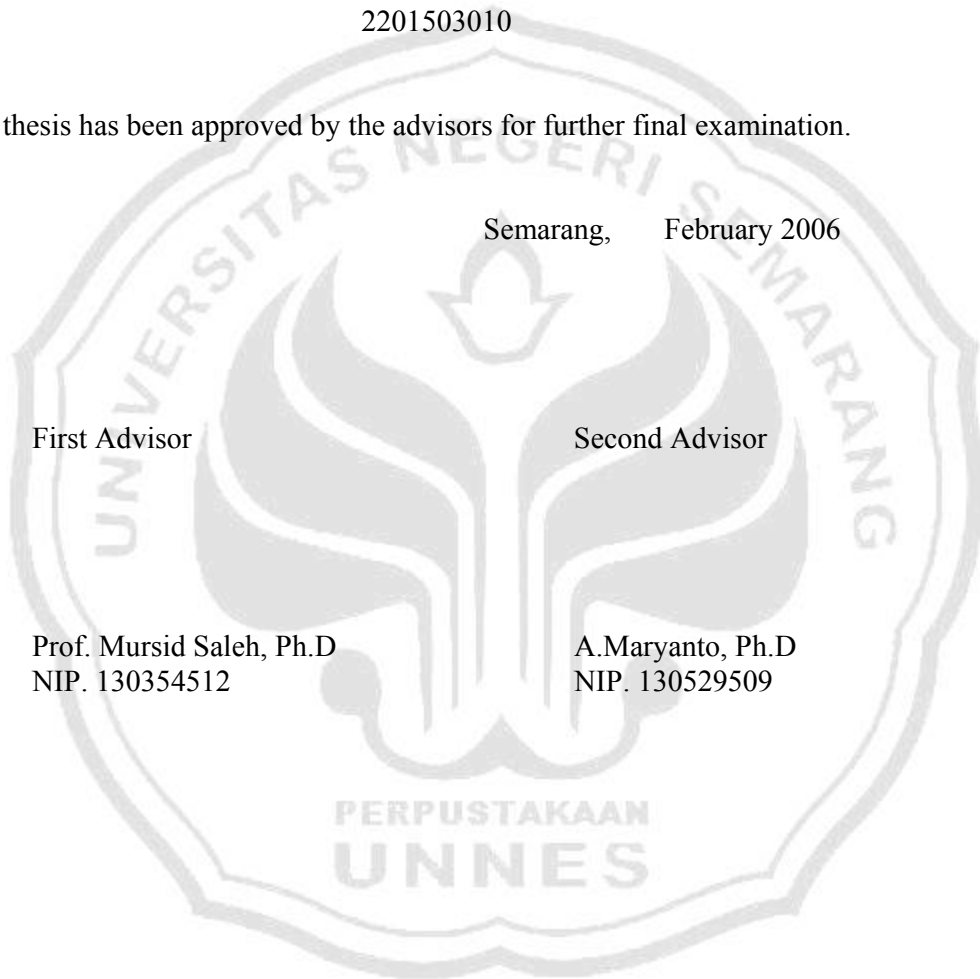This thesis has been approved by the advisors for further final examination.

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MOTTO AND DEDICATION

If I am not clear, my entire world crumbles to nothing

This thesis dedicated to:

My teachers
My beloved parents and brothers

ABSTRACT

Farur Rozi.2006. *The Correlation between the Mastery of Sentence Stress and Grammar and the Oral Presentation of Medical Record in English by Students of Ngudi Waluyo Nursing Academy, Ungaran.* Thesis. English Studies, Post Graduate Program, State University of Semarang. Advisors: I. Prof. Mursid Saleh, Ph.D., II. A.Maryanto,Ph.D.

Key words: Sentence stress, grammar, and oral presentation.

Nowadays, professions around the world demand people who are able to use a foreign language effectively as an essential tool for establishing meaningful communication. Absolutely, medical team, especially nurses should speak English well while they are caring patient and communicating to other people. Then, they should report and present medical record in English accurately in order to avoid misunderstanding.

The objective of the research is to examine the correlation between the mastery of sentence stress and grammar and the oral presentation of medical record in English by nursing students.

The total number of the students of Ngudi Waluyo Nursing Academy, Ungaran was 92 students. Forty-six students were as the sample of the research. They were given grammar test and reading aloud test for getting the data. Then, the oral presentation data was got from their test in National Comprehensive Examination. Nursing lecturers and English lecturers were as the evaluators in this research. The data analysis of this research used inferential statistic: multiple regression and correlation analysis.

The research findings show that the mastery of sentence stress has positive effect on the oral presentation of medical record in English as seen from the significant correlation (the correlation coefficient of sentence stress is 0.871 at 0.05 significant level). The mastery of grammar also has positive effect on the oral presentation of medical record in English as seen from the significant correlation (the correlation coefficient of grammar is 0.854 at 0.05 significant level). Then, the mastery of sentence stress and grammar have positive effect or high influence on the oral presentation of medical record in English as seen from R square that is 0.815 (coefficient correlation square is 0.903. The F value is 94,853 and significant value is 0.000. F value is more than F table 3, 20.

Based on the result of the research, the mastery of sentence stress and grammar must be focused in teaching English for nursing students because they have positive effect on the oral presentation of medical record in English by nursing students. However, for future research it is probably worth finding out whether other aspects of English language such as wording contribute on the oral presentation of medical record in English by nursing students.

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CHAPTER I

INTRODUCTION

1.1 Background of the Research

The purpose of School of Nursing is to prepare professional nurses for beginning practice in a variety of health care settings. The student's education in nursing will enable the graduate to contribute for improving the quality of life for self, patients and community. It also provides a conducive environment and atmosphere to the pursuit, discovery, and dissemination of knowledge. Then, it serves the region as well as the broader national and international communities with the development of human and material resources.

WHO in Creswell (1980:242) explains that the aim of health education is:

"To help people achieve health by their own action and efforts. Health education, therefore, begins with the interests of people in improving their condition living . . . in developing a sense of responsibility for their own health betterment and for . . . the health of their family and government".

Nowadays, professions around the world demand people who are able to use a foreign language effectively as an essential tool for establishing meaningful communication. The essential condition is to be able to work in today's global context. For a long time, many people in Indonesia have disregarded the relevance of learning a foreign language, a fact that denied them the possibility of entering present-day global era. However, over the last decade, together with the shifting political situation in Indonesia, foreign language education, especially the teaching and learning of English as a foreign language (EFL), had given ever

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increasing importance. Absolutely, medical team, especially nurses is faced the global context. America, England, Germany, Australia, France, Canada and other countries are developed countries to advance the developing countries including Indonesia. The developed countries are the main source countries on replacement for medical worker. Consequently, they give chance to nurses from Indonesia to work in a variety of health care settings. Therefore, nurses and health professionals have great chance to get it. However, they work in the countries that use English as a second or foreign language. Nevertheless, the problem is many nurses and health professionals from developing countries such as Indonesia cannot communicate in other languages well. As a result, the information they convey to other people is still confusing, for example, if they report information about patients' medical record ungrammatically and speak with bad pronunciation; the patients or the other people do not understand what they informed, what information they give. Therefore, they must realize that it is important to study how to pronounce English words, have good intonation and use grammar in English well.

According to Sumarto (1978) Indonesian and English differ considerably in their phonological and structural system. Then, the differences may come from a variety of causes, such as locality, early influences, social surroundings and there are often individual peculiarities for which it is difficult or impossible to account (Jones 1966:3). In addition, Ramelan (1985:23) notes that English is a language that has its own structure and should be learned in terms of its own.

English also has its own system consisting of segmental and supra-segmental system.

The process of learning another language allows one's mind to work differently, to understand that a concept and its symbol are not identical. At the very least, just trying to learn another language makes us far more patient with someone who does not speak ours. Some say that we cannot ever really understand someone's worldview without knowing something of his or her language. Without knowing the language, we cannot really understand the way behind the cultural preferences or traditions, and speak the language well. Because of that, anyone, especially nurses and health professionals in Indonesia who wants to master the sound system of English has to learn it attentively because only few of its elements may be similar to those found in Indonesian language.

Nurses and health professionals use a variety of language that is very different from that used by teachers or bankers, and any other professionals. The language patterns they use will be significantly different from those of other groups because different social groups use different language varieties; they use more medical terms in communication. The school health field has attained that level of maturity where it has its own terminology, expression, picturesque passage, and even shibboleths (Creswell, 1980). Language is the means of communication used among the members of the community.

A well-known sociolinguist, Trudgill (1987: 13) states that:

"Language is a means for conveying information as well as for conducting relationship with other people. Language is not simply a means of communicating information about the weather or any other subject. It is also very important means of establishing and maintaining relationships with other people. In order to catch the messages in the communication process between the speaker (message sender) and the hearer (message receiver), the two parties should know properly the language used by them".

Actually, if every nurse and health professional can speak English well, hospitals will be better off. Care will be friendlier and more accessible, and the health services will undoubtedly be better because the nurses can communicate to patients well and they will be professional medical team. As we think about what kind of education nursing students will need in the 21st century, we should not neglect the question of requiring education in foreign language, i.e. English.

The Royal College of Nursing in Britain's National Health Service reported that there are more than 42,000 foreign nurses working in Britain. However, 7 out of 10 have problems with the English language. According to the report, the nurses had difficulty in writing, speaking or comprehending English, or could not understand local accents or colloquialisms. In other word, they are having communication problems (http://www.business-english-training.com/doctor.html). In fact, however, the communication process sometimes could not work properly because of some factors or sources. According to Panggabean (1981) there are three things that can influence the process of communication among people; words, message senders, and message receivers. The three sources can be differentiated but they are inseparable from each other.

In considering the effects of the globalization era, nursing students must be prepared to face the global context. The English language is very important for them because they should compete with other nurses who are from other countries in getting a job in today's global context. They must have skill in communication while they are applying nursing skills in hospital. In fact, they inform some information needed by community in the hospital such as information for patients and patients' family. The information of all about patients found in medical record must be recorded and reported accurately in order to avoid misinformation and misunderstanding for healing the patients. The problem often met at the hospital is that nurses sometimes are not accurate in giving the information or report about patient progress; it is caused by difficulty in pronouncing and giving good intonation English words and using correct sentences. Therefore, researcher will investigate whether or not the nursing students can be understood fully in reporting patients' medical record in English.

1.2 Formulation of the Problems

The formulations of the problem in this research are as the following:

a. Is there any significant correlation between the mastery of sentence stress and the oral presentation of medical record in English by nursing students?

b. Is there any significant correlation between the mastery of grammar and the oral presentation of medical record in English by nursing students?

c. Is there any significant correlation between the mastery of sentence stress and grammar and the oral presentation of medical record in English by nursing students?

1.3 Purpose of the Research

The study is carried out to give the answer to the problem of the research above.

a. To examine the significant correlation between the mastery of sentence stress and the oral presentation of medical record in English by nursing students?

b. To examine the significant correlation between the mastery of grammar and the oral presentation of medical record in English by nursing students?

c. To examine the significant correlation between the mastery of sentence stress and grammar and the oral presentation of medical record in English by nursing students?

1.4 Significance of the Research

The research is conducted to make nursing students aware that they should report and present medical record in grammatical sentences and good pronunciation because reporting and presenting will not be good if the students do not have the mastery of sentence stress and grammar. Then, doctors, patients and patients' family can not comprehend the information given and they will confuse

the information if the students make many mistakes in making sentences. The findings of the research enable the students to be more accurate in reporting medical record in English avoiding mistake and misunderstanding. It also encourages the English lecturer to focus teaching on the mastery of sentence stress and grammar. In addition, it is also intended to give wider view of health profession, especially nurses about the importance of learning English in today.

1.5 Definition of terms

In order to avoid various interpretations, some definitions of terms that are often used and necessary to understand are given as follows:

a. Sentence stress means the manner of giving appropriate degrees of stress to words in sentences (Jones, 1966:143).

b. Grammar means a theory of language, of how language is put together and how it works (Gerot and Wignel, 1994:2).

c. Oral presentation means something presented by using spoken not written (Hornby, A S. 1974: 600).

d. Students are persons who have been studying in Nursing Academy.

e. Medical record means a systematic documentation of a patient's medical history and care (McKinley Health Center, http://www.mckinley.uiuc.edu).

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter we are going to discuss about the theories of English language aspects, namely; word stress, sentence stress, intonation, and grammar. As we know, students still have some difficulties in understanding English, especially the spoken one, even if "understanding the spoken language is taught before oral production, and is indeed a first step toward production" (Sudjoko 1990:30). The capability they are expected to have in the production is that they should be able to speak well. According to Ramelan (1992:3), students who have studied English for three or four years with the duration of three to four hours a week are not able to speak and write the language well. Probably, many lecturers in college have applied methods and strategies in teaching speaking in order to get good result in communication, but the students still have difficulties.

One of the ways in teaching English is by presenting some topics and other cases in front of class because the method will improve the student skill in speaking. In giving accurate information by presenting some topics and cases, students must have the accuracy of pronunciation and grammar. Hughes (1989:102) said that "Pronunciation accuracy is pronunciation still obviously influenced by first language though clearly intelligible. Grammatical/lexical accuracy is generally high, though some errors which do not destroy communication are acceptable". Furthermore, Richards, Platt, and Weber

(1985:108) state that accuracy refers to the ability to produce grammatically correct sentences. Then, the accuracy relates to the quality of a result of the information or message conveyed. Accurate information will also confirm the truth and the addressees can receive the message well. The terms 'accuracy' is originally more concerned with communicative teaching methodological specifications common in all skills. The accuracy itself is the degree which information matches true or accepted values. There is awareness that all information must be presented accurately. Furthermore, accuracy is achieved to some extent by allowing students to focus the elements of phonology, grammar and discourse in their speaking. (http://www.eslmag.com/accuracyvsfluency.html)

In Indonesia, students obviously meet all kinds of learning problem. The difficulty in learning a second language is caused by different components between their own language and the target one. They face problems in learning English pronunciation when they find sounds that do not exist in their native language. Siswandi in his research (2004) found that native language influenced the pronunciation of the second year students of SLTP 3 Kendal in reading English text. Their pronunciation of English borrowed from Indonesia has caused the problem for them. They tend to pronounce them by using their own system as they hear from adults or their environment.

Some students who speak English to native speakers without knowing the pronunciation precisely, they find it is difficult to understand native speakers especially who speak fast. One of the ways to solve the pronunciation problem is by learning phonology. It is the branch of linguistics, which investigates the way

in which sounds are used systematically in different languages to form words and utterances. In order to understand phonology, one must have a grasp of the basic concept of phonetics, the study of the inventory of all speech sounds which human are capable of producing. Then, when learning phonology in the effort of improving the English pronunciation skill, the students will face problems when they find speech sounds, which Indonesian does not have. By studying both the phonetics and phonology of English, make easily for us to understand the use of sound in English language (Roach, 1991:3). In addition, in order to communicate successfully in a spoken language, the speaker must have a subconscious understanding of the phonetic and phonemic rules of the language. In second language acquisition (SLA) theoretical knowledge of phonetic and phonemic rules translates them into the concrete tasks of understanding the target language sounds and developing a comprehensible pronunciation of them. Once learners acquire the basic sound system of a second language, they can use the language in practical and meaningful communication.

Moreover, every language has its own structure and should be analyzed in terminology of its own. Every language has also its sounds system, including its segmental and supra-segmental system. The segmental sound is divided into vowels, diphthongs and consonants. Vowels are sounds produced by moving some parts of the tongue to a certain height but still there is no obstruction of the air stream. The vowel always forms the center of a syllable. On the other hands, consonants are sounds produced obstructing the stream of air coming out from lungs by organ of speech some where in the mouth or nose. Then, a diphthong is a

sound made by gliding the position of the tongue from one vowel to another without a break at all in between (Syafei, 1994:17).

Then, the supra-segmental feature is related to stress, pitch, length, and intonation. That is why anyone who wants to learn English must make sure understanding both segmental and supra-segmental system. Then, English language has stress and intonation patterns, which are characteristics of English. The patterns are different from Indonesian stress and intonation pattern. Stress is primarily a matter of greater auditory prominence. It is essentially a perceptual phenomenon, with ill-defined articulatory correlates. An element that is stressed is highlighted so that it becomes auditorily more salient than the rest of the elements in the string of which it is a part (Katamba. 1989, 221). Then, stress is the key to the pronunciation of English words and the location of the stress should be learned with the word. If we stress the wrong syllable, there is a possibility that no one understands what we say. It will be also regarded as mispronunciation. Gramley and Patzold (1992:110) note that stress has two further important functions: a) it differentiates lexical pairs; b) it marks (in connection with intonation) the word that carries the syntactic or sentence stress.

From a phonological angle, several different kinds of stress can be recognized.

2.2 Word stress

Loudness given to a syllable is called stress. Word stress is the stress within a word. Katamba (1989:221) argues that in English, for instance, every

lexical item is entered in dictionary with word stress. A particular syllable of a word is pronounced in a way that makes it more prominent than the rest. However, Syafei (1988:24) comments, "There is no exact rule for determining which syllable of a word should be stressed, and which should be unstressed". What we need is a dictionary. Hurford and Heasley (1983) point out that dictionary is a central part of the description of any language. A good dictionary typically gives (at least) three kinds of information about words, phonological information about how the word is pronounced, grammatical (syntactical and morphological) information about its part of speech (e.g., noun, verb) and inflection about the words' meaning. Then, Syafei et.all (1994:81) claim that in pronunciation of English words, there are three degrees of stress: primary, secondary, and tertiary stress. The primary stress is marked " ´ " and secondary stress " ` "; while tertiary is left unmarked "∨"

Roach (1991:88) suggests the following information to decide the stress placement:

a. Whether a word is morphologically simple, or whether it is complex as a result of either containing one or more affixes (that is, prefixes or suffixes) or of being a compound word.

b. The grammatical category to which the word belongs to (noun, verb, adjective, adverb, etc).

c. The number of syllables in the word.

d. The phonological structure of those syllables.

2.3 Sentence Stress

Sentence stress is often used to make a syllable in the lexical word containing new information. Then, Jones (1966:143) points out, "The manner of giving appropriate degrees of stress to words in sentences is called sentence stress". In most sentences, some words are more important than others. We indicate this by stressing or not stressing them. A sentence can be stressed in different ways according to the degrees of emphasis one wishes to give to particular words. There are nearly always some words in a sentence, which are of greater importance than others are. Ramelan (1999:28) stated that" The placement of sentence depending on the intention of the speaker, i.e. which of the word in the sentence is most emphasized in the mind of the speaker". In addition, special stressing is needed to make the meaning clear or to give emphasis for intensity or for contrast (Jones, 1966:144). Words can be emphasized either for intensity or for contrast or for both in combination. Emphasis for intensity is applicable when there can be different degrees of the meaning of a word. On the other hands, emphasis for contrast mainly conveyed by special intonations, but in addition, the emphatic word generally has a stronger stress than neighboring words that are important enough ordinarily to have strong stresses. In normal English sentences, certain words are stressed and certain words are unstressed. In general, content words in a sentence are stressed and function words are left unstressed. Content words are the key words of a sentence. They are the important words that carry the meaning or sense. Function or structure words are small, simple words that make the sentence correct grammatically. They give the sentence its correct form

or structure. Therefore, sentence stress is golden key for speaking and understanding English. Syafei et.al. (1994:115) divides both the content and function words. Content words include nouns, verbs, adjectives, adverbs, demonstratives, and interrogatives. Function words include personal pronouns, possessive adjectives, determinatives, prepositions, relative pronouns, connective, frequency words, intensifiers, and auxiliaries.
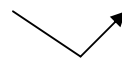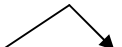
As we know that one of the most important functions performed by nurses is documentation. Documentation includes the process of communication. The process is both written (recording) and oral (reporting). The documentation can occur in the medical record. The record is accessed prior to, during, and following the delivery of care. Then, nurses also apply some nursing procedure to patients in order to care and promote the patients. Nursing procedure is an action done by nurses to patients. When nurses report about medical record of patients, there are some words that should be stressed in their utterance in order to emphasize what they do and to whom they do, for example, "I assembled infusion to the patient this morning". Stressed words here are assembled, infusion, patient, and this morning. Assembled is an action that is a verb. Infusion and patient are nouns, and this morning is an adverb of time. When nurses emphasize these words, doctor and the members of health care team understand fully what the nurses have done, to whom the action occurs and the time of the action applied. Besides, nurses sometime inform patient and patient's family about the condition of the patients while the nurses are checking them. The information includes the progress of the patient at the moment and the nursing procedures that have done to

them and the intervention will be done, for example, "Excuse me sir, your blood pressure is increase, so you must drink medicine". Therefore, in the utterance, nurses must emphasize some words in giving the information. They are blood pressure as a noun; increase as adjective; drink as a verb. That is why content words in sentences have greater importance than other words because they relate the meaning of the utterance and emphasize the speaker intention.

2.4 Intonation

Word stress interacts with intonation. A word in a sentence has a syllable that stands out above the rest. Intonation is normally used to indicate new information as opposed to given information (which is known or assumed to be already known to addressee). One of the words conveys new information is highlighted by making one of its syllables and tonic syllable (Katamba, 1989:248-249). According to Gramley and Patzold (1992:111) the final major area of phonology is intonation; the use of changes in the pitch of the voice.

English employs five basic intonational contours, which are referred to as tone. They are:

1. Fall
2. Rise
3. Level
4. Fall-rise
5. Rise-fall

The basic function of intonation is probably very similar to most varieties. Intonation has an affective, a grammatical, and a discourse function. Intonation can also be used grammatically to signal whether a particular sequence of words is to be understood as a statement or a question, as a list of single feature or as a combination of common characteristics. Halliday's analysis and interpretation of the intonation of English (1973:124) in Gramley and Patzold (1992:112) comes to the conclusion; "Tone marks the kind of activity involved, by a complex pattern built out of a simple opposition between certain and uncertain…if…certain, the pitch of the tonic fall, if uncertain it rises."

Based on the opinions above, the fact that intonation and stress are of central importance, they contribute to the expression of speaker attitude and speaker intention and to the information structure of the sentence. The messages that speakers convey to one another depend just as much on *how* they say something as on *what* it is that they actually say. However, it is possible to use the same words to convey a huge variety of meanings, moods or intentions. In the study of intonation, pitch, loudness and length are the most important factors. They work together to give certain syllables prominently over the others. The concepts of intonation are very closely related to those in stress, the difference being that stress is concerned with individual words, whereas intonation extends over a phrase or utterance. In this research, however, I only focus on stress, i.e. sentence stress.

2.5 Grammar

Using appropriate and accurate grammar is viewed as a prerequisite to being able to complete sentences in reporting information. Grammar is the way in which words change themselves and group together to make sentence. It is argued that a basic knowledge of grammar underlines the ability to use the language, to express meaning. Sullivan in Craven (2000: 228) points out, ". . . health professional must be clearly identified as such, correct spelling and use of medical term are important. Check the spelling or words and grammar used to reduce errors". Moreover, Gerot and Wignel (1994:2) write, "Grammar is a theory of language, of how language is put together and how it works. More particularly, it is the study of wording. Wordings are characterized such that they are able to explain meaning". A theory of grammar or language will help us understand how texts work. Theories of language or grammar are not inherently good or bad, right or wrong, true or false. Rather, grammars are validated by their usefulness in describing and explaining the phenomenon called language. In addition, Leech and Svartvik (1973:21) feel that "to use a language properly, we of course have to know the grammatical structure of the language and its meanings.

Gerot and Wignel (1994:4-6) describe that there are three grammars, which have a major influence on school in the world. They are as the following:

a. Traditional Grammar

Traditional grammar describes the grammar of Standard English. Students learn the names of parts of speech (nouns, verbs, prepositions, adverbs, and adjectives). Traditional grammar focuses on rules for

producing correct sentences. In so doing, it has two main weaknesses. Firstly, the rules it prescribes are based on the language of a very small group of middle-class English speakers. Thus, it can be used to discriminate against the language of working class. Secondly, the rules deal only with the most superficial aspects of writing. Following the rules in no way guarantees that written communication will be effective, for the rules say nothing about purpose or intended audience for writing.

b. Formal Grammar

Formal grammar describes the structure of individual sentences. Such grammar views language as a set of rules that allow or disallow certain sentence structures. Knowledge of these rules is seen as being carried around inside the mind. The central question formal grammars attempt to address is: "How is this sentence structured?" Meaning is typically shunted off into the too-hard box.

c. Functional Grammar

Functional grammar views language as a resource for making meaning. These grammars attempt to describe language in actual use and focus on texts and their contexts. They are concerned with not only the structures but also with how those structures construct meaning. Functional grammars start with the question," How are the meanings of this text realized?" Functional grammar labels elements of the clause in terms of the function each is playing in that clause rather than by word class.

In this research, nursing students are expected to develop an awareness of the correlation of grammar to meaning through extensive exposure meaningful contextualized language; the information in the medical record. Development of this awareness may serve as the first step in ability to produce correct language grammatically. If the students cannot produce correct language grammatically, it will be a big problem, especially in reporting the patients' medical record. Inaccuracy reporting will influence the result achieving in promoting patients, for examples, "the nurse applies the assessing of catheterization to the patient". The utterance is ambiguous because the receivers of the message do not know exactly when the nurse has done the procedure. The correct one is "the nurse applied the assessing of catheterization to the patient three hours ago". Therefore, students must be aware about the structural or grammatical features of the target language, be able to associate those features to their functional usage, and have the ability to use both forms and functions properly for establishing meaningful communication. Then, besides the comprehensible input, students must have opportunities to produce the language if they are to become fluent speakers. For students really use the language, they must attend to both the meaning of what they say and the form of how they say it. Adams (1977) has clearly stated that comprehension is the act of understanding or capacity to understand. In this case, the students are able to have the ability to produce correct sentences grammatically and contribute to the expression of attitude and intention and to the information structure of the sentences. Therefore, health team, patient and patients' family can understand what the students informed. As informed before,

the purpose of this research is to know the correlation between the mastery of sentence stress and grammar and the oral presentation of medical record in English by nursing students. What is the medical record?

2.6 Medical Record

Effective communication among health professionals is vital to the quality of patient care. Generally, health personnel communicate through discussion, reports, and records. A discussion is an informal oral consideration of a subject by two or more health care personnel to identify a problem or establish strategies to resolve a problem. A report is oral, written, or computer based communication intended to convey information to others. For instance, nurses always report on patients at the end of a hospital work shift. A record is written or computer based. The process of making an entry on patients' record is called recording, charting, or documenting (Kozier, 2004:329). A clinical record, also called a chart or patient record is a formal, legal document that provides evidence of a patient's care. Although health care organizations use different systems and forms for documentation, all patient records have similar information. Each health care organization has policies about recording and reporting patient data, and each nurse is accountable for practicing according to these standards. The American Nurses Association code of ethics (2001: 12) in Kozier (2004:329) states "... the nurse has a duty to maintain confidentially of all patient information".

Every patient who receives health care services has a medical record; this is consistent with the national standard of medical practice. The medical record is

a systematic documentation of a patient's medical history and care. Entries in the medical record are made by physicians, nurses and other members of the health care team (http://www.mckinley.uiuc.edu)

Information in the medical record is as the following:

- Patients' identification information (e.g., I.D. number, local and permanent address, etc.)

- Patients' health history

- Patients' medical examination findings

Other information may include such as lab test results, medications prescribed, referrals ordered to health care providers, educational materials provided, and what plans there are for further care, including patient instruction for self-care and return visits. Then, medical record provides pertinent data about the patient's medical history, laboratory tests, diagnostic studies, and the physician has proposed treatment plan. The data contained in the medical record are baseline information about the patient's response to illness and information about the effects of later treatment measures (Perry, 1991:100).

The information in the medical record is necessary to provide continuity of care. This means that all the appropriate health care providers who treat patients have access to their health history. It is primary source of providing proof of services, which is necessary piece of maintaining revenues (Doenges, 1993:10). It also serves as a basis for planning patients care; to document communication between their health care provider and any other health

professional contributing to their care; to assist in protecting the legal interest of patients. Therefore, medical record should be documented accurately and in a timely manner. The importance of completing notes on schedule and in a manner that facilitate retrieval of data should be emphasized. Documentation is not only a requirement for accreditation but is a permanent record of what happens with each patient. In general, the goals of the documentation system are facilitating the quality of patient care, ensuring documentation of progress with regard to patient-focused outcomes, facilitating interdisciplinary consistency and the communication of treatment goals and progress. Two recent publications provide the nurse with guideline for documenting the nursing process and support the need for a written plan of care. The standards of care that are provided to all patients of nursing services, and each standard includes a measurement criteria-addressing documentation. According to Doenges (1993:10) that in a nursing focus, documentation provides a record of the use of the nursing process for delivery of individualized patient care. The initial assessment is recorded in the patient history of database. The database consists of all information known about the patient when the patient first enters the health care agency. It includes the nursing assessment, the physician's history, social and family data, and the result of the physical examination and baseline diagnostic tests. Data are constantly updated as the patient's health status change. The diagnosis of patient problems/needs and the planning of patient care are recorded in the plan of care. The plan of care is made with reference to the active problems. Care plans are generated by the person who lists the problems. Physicians write physician's

order or medical care plans; nurses write nursing orders or nursing care plans. The written plan in the record is listed under each problem in the progress notes and is not isolated as a separate list of orders. The implementation of the plan is recorded in nursing notes and/ or flow sheets. The evaluation of care is documented in the progress notes. A progress note is a chart entry made by all health professionals involved in a patient's care; they all use the same type of sheet for notes. Progress note is numbered to correspond to the problems on the problem list and may be lettered for the type of data. According to Kozier (2004:332) that SOAP format is frequently used. SOAP is an acronym for subjective data, objective data, assessment, and planning. Subjective data consist of information obtained from what patient says. It describes the patient's perceptions of and experience with the problem. When possible the nurses quote the patient's words: otherwise, they are summarized. Objective data consist of information that is measured or observed by use of the senses e.g., vital signs, laboratory and x-ray result. Assessment is the interpretation or conclusions drawn about the subjective and objective data. Plan is the plan of care designed to resolve the stated problem. In this research, I concerned to documenting nursing activities. Regardless of the records system used in a hospital, nurses document evidence of the nursing process on a variety of forms throughout the clinical record. According to Smith and Dougherty (2001) in Kozier (2004:338) the clinical record includes evidence of patient assessments, nursing diagnoses/or patient needs, nursing interventions, patient outcomes, and evidence of a current nursing care plan.

2.7 Hypothesis

Based on the theories above, the hypotheses of this research are as the following:

1. There is any significant correlation between the mastery of sentence stress and the oral presentation of medical record in English by nursing students?

2. There is any significant correlation between the mastery of grammar and the oral presentation of medical record in English by nursing students?

3. There is any significant correlation between the mastery of sentence stress and grammar and the oral presentation of medical record in English by nursing students?
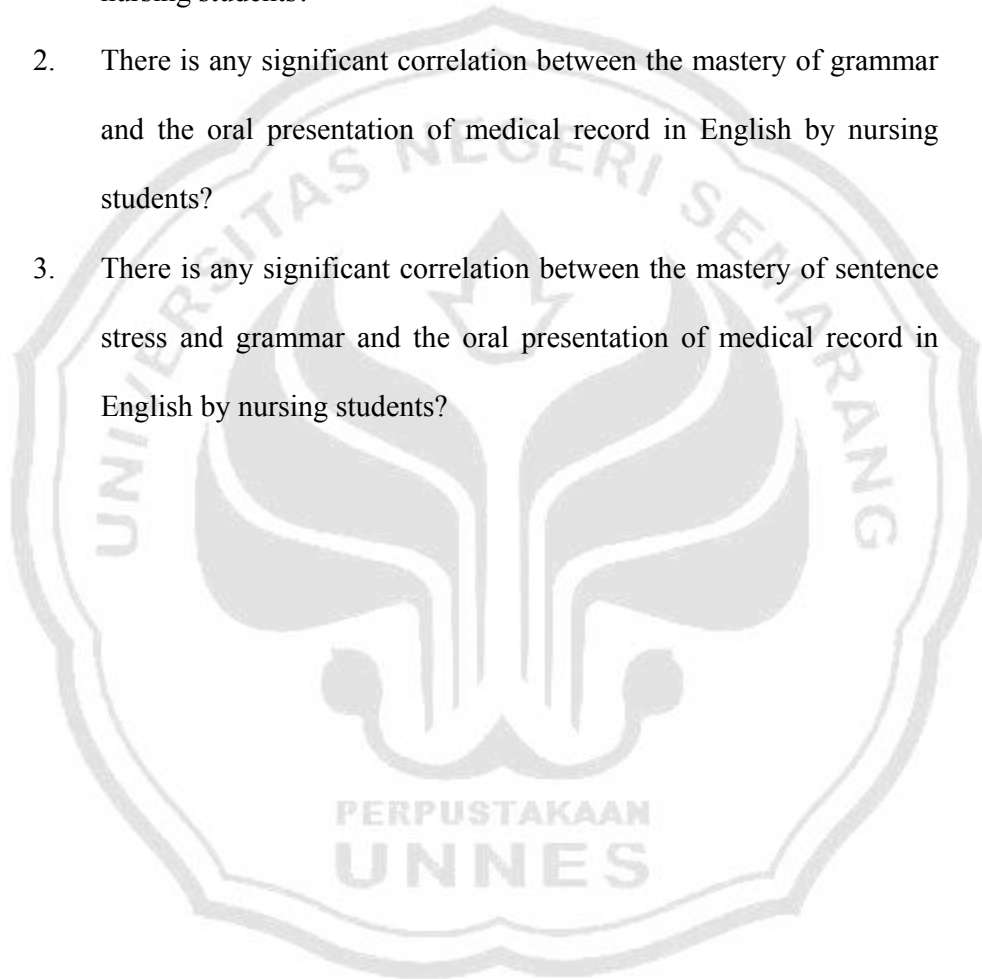
CHAPTER III

METHOD OF THE RESEARCH

This research method used the quantitative method; it means the data that were collected, have the shape of numerable then analyzed by using statistics. This research is classified as correlation research, since the research analyzed the effects of the mastery of sentence stress and grammar on the oral presentation of medical record in English by nursing students. This research is classified as multiple regression and correlation.

3.1 Population

Population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalized (Gay, 1987). Then, the population is that group about which the researcher is interested in gaining information and drawing conclusion (Tuckman, 1978:227). For the sake of this research, the population of the research I selected was the third year students of Ngudi Waluyo Nursing Academy, Ungaran, the academic year 2004/2005. The total number of the students was 92 students. The number of female students was more than male students. The choice of the third year students because they were prepared to face the National Comprehensive Examination. I conducted the research of Nursing Academy students because I would like to know the ability of them to communicate in English, especially when they inform or report medical record. As we know that they are also expected to work abroad.

3.2 Sample and Sampling Technique

The reduction and the generalization of the population are the bases in scientific research. By doing so, I did not investigate all the population members. I took some students as sample in this research. Sample is representative group from population to serve as respondents (Tuckman, 1978:226). Then, sample is the smallest group of the population (Nunan: 1992). A good sample then is one that is representative of the population from which it is selected (Guy, 1987:103). Therefore, the way of choosing the representative of the sample determines the generality of the result. One way to insure that this sample will be representative of the larger population is to draw a random sample because random selection lilmits the probability that we choose a biased sample. Therefore, random sampling technique was used in this research since it is the tecnhnique of choosing sample in which individuals are choosen in such a way that each choices is independent of other choices.

Vochell (1983: 107) states that:

" Random sampling is generally the best way to draw a sample from population, with random sampling every member of pupolation has an equal oppurtunity to be in the sample, and pure chance is the only factor that determines who actually goes into the sample. Random sampling has an advantage over other technique with regard to the generalization on which one base the result that it should be used as often as possible".

The population was the third year students of Ngudi Waluyo Nursing Academy Ungaran but randomly I took 50% of population as sample. Mursid Saleh (2001:34) states that research may take 30% up to 50% out of the population if it consists of 101 up to 500 students. So, 46 the third grade students

as the sample in this research. The way I got the sample was far from human judgement. I chose a procedure called the lottery method that was easy to apply. I gave number to the name of the population and wrote down each of the students' number on small pieces of paper. The pieces were then rolled and put into a glass. I shook the glass and let 46 come out of the glass. The 46 rolled-up pieces of paper were used as sample.

3.3 Variables

Variable is something that may vary or differ (Brown,1993:3). In order to assess the correlation between the variables, they must be identified. In this research, there are three variables identified: one dependent variable and two independent variables.

3.3.1 Independent Variable

Independent variable is refer to as activity or characteristic that is believed to make differrence. Independent variable is that factor which is measured, manipulated, or selected by the experimenter to determine its relationship to an observed phenomenon (Tuckman, 1978:58). In this research, there are two independent variables. The mastery of sentence stress is the first independent variable (X_1) and the mastery of grammar achievement is the second independent variable (X_2).

3.3.2 Dependent Variable

Dependent variable is a response variable or output. It is that factor which is observed and measured to determine the effect of the independent variable, that is, that factor appears, disappears, or varies as the experimenter introduces, removes, or varies the independent variable (Tuckman, 1978:59). In this research, dependent variable is the oral presentation of medical record in English by nursing students (Y). The relationship between the variables in this research can be described as the following:
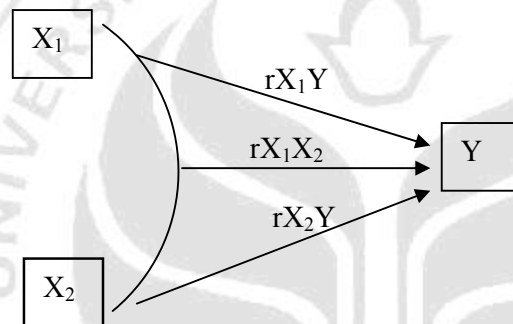
Where

$X_1 =$ The mastery of sentence stress (Independent variable)

$X_2 =$ The mastery of grammar achievement (Independent variable)

Y = The oral presentation of the nursing students (dependent variable)

3.4 Research Instrument

Research instrument is needed to collect data from the sample in an investigation. It is considered a very important tool of collecting data. A

researcher will find trustable data if he constructs, prepares and administers the instrument perfectly. The data will prove whether or not the hypothesis is true. Instrument is a means of collecting data and it can be in the form of the observation sheet, questionnaire, interview, and test. In order to know the correlation between the mastery of stress and grammar and the oral presentation medical record in English by the nursing students, I used a test and oral presentation checklist as the media for collecting data in this research. A test is a device administered to obtain individual population performance in respect to the variables measured. I concerned with a useful test that enables me to assess the things accurately. The test has to be valid, reliable, practical and beneficial. A test is valid when it measures what it purposes to measure. A test is reliable if it is consistent whatever it measures. A test is practical if it is easily administered, analyzed, and given clear instruction. And a test is beneficial when it does not need high cost, a lot of people involved, and much time consumed.

3.5 The technique of collecting data

In this research, the data were gained by using reading aloud test and grammar achievement test. Then, the data were also got from the result of oral presentation in reporting the medical record in English so addressees can achieve the information reported by the students. The addressees are doctors and nursing lecturers.

3.5.1   The instruments for collecting data of the mastery of sentence stress and grammar achievement

Collecting the data of grammar achievement consists of 70 items (see appendix 1). The constructing of grammar test was based on The Nursing Academy English Course Syllabi. The questions were in the form of multiple-choice items, error recognition items and completion items with four alternative answers. The scoring method used to analyze the obtain score of the grammar test. The grammar test was designed to measure students' proficiency in matters ranging from inflection to syntax. Syntax involves tense and the relationship of words in sentences, including matters such as, word order, the negatives, question forms, and connectives. Before I administered the test in the research data, I had the test through a try out program. The try out used to collect information about the test usefulness in order to make revision to the test itself and the procedure for administering them. Then, the try out was prepared to set the test well in relation with validity and reliability. The frame of items test given is as follows:

Table 3.1
Frame of items test

NO	TOPICS	SUM	ITEMS
1	Tenses:		
	a. Simple Present	4	1, 5, 28 ,30
	b. Simple Past	5	2, 6, 39,41, 42
	c. Present Progressive	3	3 , 13, 72
	d. Past Progressive	3	4 , 16 , 69
	e. Simple Future	5	8, 10, 61, 71, 74
	f. Present Perfect	4	12, 22 , 29, 70
2	Pronouns	6	7, 9, 48, 52, 53, 64
3	Passive Voice	4	14, 18, 25, 26
4	Wh- Questions	5	17, 19, 62, 63, 66
5	Gerund and infinitive	5	11, 15, 57, 58, 65
6	Modal Auxiliary	4	23, 24, 67, 68
7	Relative Clause	4	20, 21, 45, 47
8	Adjective and Adverb	5	27, 31, 32, 49,50
9	The Compound Sentence (Conjunction)	3	35, 43, 44,
10	Conditional Sentences	3	33, 34, 59
11	Noun Clause	2	37, 55
12	Parallel Structure	3	36, 54, 77
13	Preposition	5	51, 56, 60, 75, 76
14	Verb Be	3	46, 78, 80
15	Comparative	2	73, 79
16	Negative Agreement	2	38, 40
	Total	80	

On the other hands, the test for collecting the data of the mastery of sentence stress used reading aloud test (see appendix 2). Reading aloud is a completely different activity. Students read and conversed in different ways by using different intonation pattern. Certain hesitation features and occurrence of grammatical repatterning are peculiar to impromptu speech. Test involving reading aloud is generally used when it is desired to assess pronunciation as distinct from the total speaking skills. In order to construct suitable tests of reading aloud, it is helpful to imagine actual situation in real life in which the testees may require to read aloud. The purpose of it is not just to understand a text but also to give information to someone else. This test is administered by selecting a paragraph in nursing text. The scoring is relatively easy because all of the students' oral production is controlled and recorded. Reading aloud may actually be a surprisingly strong indicator of overall oral production ability (Brown, 2004:148-149). Checklist was used as instrument for collecting the data of the sentence stress.

The format of checklist and its score system are as the following:

Name   :

Students Number   :

☐   Frequent phonemic errors and foreign stress and intonation pattern that cause the student to be unintelligible

☐   Frequent phonemic errors and foreign stress and intonation pattern that cause the student to be occasionally unintelligible

☐   Some consistent phonemic errors and foreign stress and intonation patterns but the student is intelligible.

Occasional non-native pronunciation errors, but the student is always intelligible.

Table 3.2
The scoring of the mastery of sentence stress

Score	Category
3	Excellent
2	Good
1	Fair
0	Poor

Brown (2004:148)

3.5.2 The instruments for collecting data of the oral presentation of medical record in English by nursing students

Checklist was also used as instrument for collecting the data of oral presentation of medical record by nursing students. It aims to know the addressees could achieve the information reported by the students. The data were taken while the nursing students got National Comprehensive Examination. They reported their cases that they found in hospital for one hour in the examination (see appendix 3). Fifteen minutes were for presentation and forty-five minutes were for answering some questions from examiners. For oral presentation, a checklist or grid is a common means of scoring. Holistic scores are tempting to use for their apparent practicality, but they may obscure the variability of performance across

several subcategories, especially the two major components of content and
delivery (Brown, 2004:179).

The format of checklist and its score system are as the following:

Name   :

Students Number   :

Content:

| | The purpose or objective of the presentation is accomplished |

| | The introduction is lively and gets my attention |

| | The main idea or point is clearly stated toward the beginning. |

| | The supporting points are:
- Clearly expressed
- Supporting well by fact, argument |

| | The conclusion restates the main idea or purpose. |

Delivery:

| | The student uses gestures and body language well |

| | The student maintains eye contact with the audience. |

| | The student's language is natural and fluent |

| | The student's volume of speech is appropriate. |

| | The student's rate of speech is appropriate. |

| | The student's pronunciation is clear and comprehensible |

| | The student's grammar is correct and does not prevent understanding. |

| | The student showed enthusiasm and interest. |

| | The students use effectively the visual aids, transparency, etc. |

| | The student responds to examiners questions well |

Table 3.3
The scoring of oral presentation

Score	Category
3	Excellent
2	Good
1	Fair
0	Poor

Brown (2004:180)

3.6 Validity and Reliability

Having the objectives of the data collected and the quality of the instrument, the instrument must be tested by using the validity and reliability test.

3.6.1 Test Validity

Before the instrument of the test was used to get the data in this research, it was tried out for the students. This was done to find the validity of the items of the test. The validity of a test represents the extent to which a test measures what it purposes to measure. In simple words, does the test really measure the characteristic that is being used to measure? (Tuckman 1978:163). Then, every test, whether it is a short, informal classroom or formal classroom test should be as valid as the constructor can make it. The test must aim to provide a true measure of the particular skill, which is intended to measure: to the extent that it measures external knowledge and other skills at the same time, it will not be a valid test (Heaton 1975: 153). I used two types of validity test for grammar test; they are content validity and construct validity. I analyze

the instrument statistically. The content validity test depends on a careful analysis of the language being tested and of the particular course objective. According to Heaton (1975: 154) that the content validity test should be so constructed as to contain a representative sample of course, the relationship between the test items and the course objectives always are apparent. There is a strong tendency, especially in multiple choices testing, to test only those areas of the language, which lend themselves readily to testing. Moreover, if a test has construct validity, it is capable of measuring certain specific characteristics in accordance with a theory of language behavior and learning (Heaton 1975: 154). This type of validity assumes the existence of certain learning theories or constructs underlying the acquisition of abilities and skills. To find the validity of the grammar test, the correlation each item score with the total score of the test must be found first. The formula to count the validity is Biserial correlation given as follows:

$$P_{bis} = \frac{(\mu_+ - \mu_x)}{\alpha_x} \sqrt{p/q}$$

Where μ_+ = Average score for correct answer

μ_x = the total average score

p = Proportion of correct answer

q = 1 - p

Sentence stress data were also taken by using a test. The type of the test used is reading aloud test. To avoid bias in collecting the data of sentence stress, the technique of collecting data was recording the students when they were reading a text given and using checklist. The evaluators in taking the data were English lecturers and me. Then, the result of each evaluator was compared in order to get final score. The test situation or the technique used is always an important factor in determining the overall validity of any test.

3.6.2 Test Reliability

Besides the test of validity, the item of the test must be examined whether the test reliable or not. Reliability is the degree to which a test consistently measures whatever it measures. Then, reliability is of primary importance in the use of classroom test. According to Heaton (1975: 155) that reliability is a necessary characteristic of any good test: for it to be valid at all, a test must first be reliable as measuring instrument. If the test is administered to the same candidates on different occasions, then, to the extent that it produces differing results, it is not reliable. Then, reliability denotes the extent to which the same marks or grades are awarded if the same test papers are marked by two or more different examiners or the same examiners on different occasion. In short, in order to be reliable, a test must be consistent in its measurements. In addition, there are some factors affecting the reliability of a test; (a) the extent of the sample of

material selected for testing, (b) the administration of the test, (c) test instruction, (d) personal factors such as motivation and illness, and (e) scoring the test (Heaton 1975: 155-156). The method of measuring the reliability of grammar test is Kuder Richardson -20 methods (KR-20), the formula given is as follows:

$$r = \left[\frac{k}{k-1} \right] \left[\frac{s^2 - \sum pq}{s^2} \right]$$

Where

r = Internal reliability coefficient of all items

p = Correct answer

q = Incorrect answer

$\sum pq$ = sum of p multiply q

k = Items

s = Standard deviation of test

3.7 Data Analysis

The data analysis of this research used inferential statistics. It is widely used by most researchers in collecting, listing and analyzing research data in the form of numeral. The data that were gathered for the variables were numeral. Because of this evidence, I was able to assume that a statistical program of SPSS was suitable for analyzing research data that met its objectivity and

accountability. The data analysis is meant to reach the objectives of the research. The objectives are as the following:

1. Know the level of oral presentation of medical record in English by nursing students.

2. Examine whether there is any significant correlation between the mastery of sentence stress and the oral presentation of medical record in English by nursing students.

3. Examine whether there is correlation the mastery of between grammar and the oral presentation of medical record in English by nursing students.

4. Examine whether there is a significant correlation between sentence stress and grammar and the oral presentation of medical record in English by nursing students

    Multiple regression and correlation analyses were used to provide answer to the research questions.

1. **Descriptive percentage**

    To find the nursing students' oral presentation level used the following formula:

    $$\% = \frac{N}{n} \times 100$$

    Where   N = the sum of subject certain level

    n = the sum of subject

    Ali, Mohammad (1993:186)

Table 3.4
The criteria of the nursing students' oral presentation level

NO	SCORE	CATEGORY
1	102 – 135	Excellent
2	68 - 101	Good
3	34 - 67	Fair
4	0 - 33	Poor
	$\sum$ (SUM)	

2. **Multiple Regressions**

The general formula for the regression is:

$Ý = a + b_1X_1 + b_2X_2$

Where   a = Y intercept

b_1 = slope of the line formed by the interaction of the regression

plane and the plane formed by X_1 and Y

b_2 = slope of the line formed by the interaction of the regression

plane and the plane formed by X_2 and Y

To reach the above objectives, the researcher used the SPSS program of version 11.5 for computing the data of each variable. The linearity and regression significant were presented by the F value.

CHAPTER IV

FINDINGS

4.1 Research Description

Research description explains the result of research that includes instrument test, statistical analysis, and test hypothesis. Researcher used descriptive percentage and inferential analysis: multiple regressions and correlation. Descriptive percentage was used to find the level of the nursing students' oral presentation. Inferential analysis was used to know significant correlation between the mastery of sentence stress(X_1), the mastery of grammar(X_2) and the oral presentation of medical record in English by the nursing students (Y).

4.1.1 Test Validity

Before the instrument of test was used to get the data for this research, it was tried out to students. The number of students used in the try out was 15 out of the sample. This was done to find the validity of the items test. Finding the validity of the test is correlating each items score with the total score of the test. The formula to count the validity is Biserial Correlation.

$$P_{bis} = \frac{(\mu_+ - \mu_x)}{\alpha_x} \sqrt{p/q}$$

Where μ_+ = Average score for correct answer

μ_x = the total average score

p = Proportion of correct answer

q = 1 - p

Then, in finding the validity of the test, the data of the test were calculated in the Microsoft Excel. The result of the validity test shows that there are ten items, which are not valid. Those are item 18, 25, 46,48,50,55,59,63,67 and 72. Therefore, these test items were dropped (See appendix 4) because the result of those items is less than t-table value that is 0,641. It means that they are not valid, and the other numbers of the items were used as a set of test 70 items or it means that they are valid.

4.1.2   Test Reliability

Besides the test of validity, the items of the test must be examined whether the test reliable or not. There are many ways of determining the reliability of a certain test.   To know the test is reliable or not the researcher used the formula KR-20 Cronbach Reliability Coefficient. The result is 0, 97> 0,641 so the test items are reliable (see appendix 5).

4.2   Test of Statistical Analysis

4.2.1 Test of Normality

Normality test was used to show if the data of population were a normal distribution. The test of normality was conducted by using Liliefors test before analyzing the data.

Normality test of the mastery of sentence stress used Kolmogorov-Smirnov (see table 4.5) and Q-Q plot (see appendix 6). The result of the test uses Kolmogorov-Smirnov and Q-Q plot shows that the variable (X1) has the significant value more than 0.05.

Table 4. 5
Test of normality the mastery of sentence stress to the oral presentation of medical record in English by nursing students

S Stress		Statistic	df	Sig.
		Kolmogorov-Smirnov(a)		
Oral	12.00	.260	2	.
Presentation	13.00	.258	9	.086
	14.00	.243	8	.183
	15.00	.260	2	.
	18.00	.216	4	.
	20.00	.178	12	.200(*)
	21.00	.260	2	.
	23.00	.267	4	.

* This is a lower bound of the true significance.

a . Lilliefors Significance Correction

b. Oral presentation is constant when sentence stress = 16.00. It has been omitted.

c. Oral presentation is constant when sentence stress = 19.00. It has been omitted.

d. Oral presentation is constant when sentence stress = 24.00. It has been omitted.

Furthermore, normality test of the mastery of grammar also used Kolmogorov-Smirnov (see table 4.6) and Q-Q plot (see appendix 6). The result of the test uses Kolmogorov-Smirnov and Q-Q plot shows that the variable (X2) has the significant value more than 0.05.

Table 4.6

Tests of normality of the mastery of grammar to the oral presentation of medical record in English by nursing students

Grammar		Kolmogorov-Smirnov(a)		
		Statistic	df	Sig.
Oral Presentation	60.00	.252	4	.
	61.00	.260	2	.
	64.00	.260	2	.
	65.00	.260	2	.
	67.00	.260	2	.
	68.00	.389	4	.
	70.00	.146	8	.200(*)
	71.00	.260	2	.
	72.00	.260	5	.200(*)
	74.00	.385	3	.
	77.00	.260	2	.
	82.00	.260	2	.

* This is a lower bound of the true significance.

a. Lilliefors Significance Correction

b. Oral presentation is constant when grammar = 57.00. It has been omitted

c. Oral presentation is constant when grammar = 73.00. It has been omitted.

d. Oral presentation is constant when grammar = 75.00. It has been omitted.

e. Oral presentation is constant when grammar = 80.00. It has been omitted.

f. Oral presentation is constant when grammar = 81.00. It has been omitted.

g. Oral presentation is constant when of grammar = 84.00. It has been omitted.

h. Oral presentation is constant when grammar = 85.00. It has been omitted.

i . Oral presentation is constant when grammar = 87.00. It has been omitted.

Based on the result of the tables and figures of Q-Q plot, the three variables are normal. Then, the test using Q-Q plot indicates that all the variables have the dots, which are not quite far from the diagonal line. Therefore, it can be concluded that the normality of the data for the correlation test can be fulfilled by those data.

4.2.2 Test of Linearity

The second requirement for the regression analysis is linearity. The test of linearity is used to show that the average from the three or more groups of data sample is on the same straight line. In regression analysis, the regression for each group is based on dependent variable and will tend to the straight line. The test of linearity was conducted by calculating the deviation from linearity. The significant level is 0.05. Compare significant level with the significant value with result in the table – significant. If the significant value is more than significant level, there is no linearity, but if the significant value in the table is less than significant level, there is linearity. The result of the mastery of grammar significance in the table is 0,000 < 0,05, so the linearity is fulfilled (see the table 4.7 below).

Table 4.7
ANOVA

			Sum of Squares	df	Mean Square	F	Sig
Oral * Grammar	Between Groups	(Combined)	7926,818	19	417,201	8,248	,000
		Linearity	6747,618	1	6747,618	133,401	,000
		Deviation from Linearity	1179,201	18	65,511	1,295	,268
		Within Groups	1315,117	26	50,581		
		Total	9241,935	45			

Then, the linearity of the mastery of sentence stress test can also fulfill the significant level that is 0,000 < 0, 05. This result can be seen in the in table 4.8 below. The table shows that the significant value is 0,000 < 0, 05. It means the linearity is also fulfilled for the mastery of sentence stress.

Table 4.8
ANOVA

			Sum of Squares	df	Mean Square	F	Sig.
Oral* S.Stress	Between Groups	(Combined)	7690,060	10	769,006	17,344	,000
		Linearity	7004,703	1	7004,703	157,980	,000
		Deviation from Linearity	685,357	9	76,151	1,717	,122
		Within Groups	1551,875	35	44,339		
		Total	9241,935	45			

4.3 Testing Hypothesis

4.3.1 Descriptive percentage

The analysis of the nursing students' oral presentation level uses the following formula:

$$\% \quad = \quad \frac{N}{n} \ X \ 100$$

Where   N = the sum of subject certain level

n = the sum of   subject

Table 4.9
The result of oral presentation level

NO	SCORE	CATEGORY	∑ (SUM)	PERCENTAGE (%)
1	102 – 135	Excellent	6	13,04
2	68 - 101	Good	33	71,74
3	34 - 67	Fair	7	15,22
4	0 - 33	Poor	0	0
	∑ (SUM)		46	100

The table above shows the oral presentation level of medical record in English by nursing students. The students who are on the first level or excellent category are 6 students or 13, 04 %. The students who are on the second level or good are 33 students or 71, 74 %. In addition, the students who are on the third level or fair are 7 students or 15, 22%.

4.3.2 The correlations between the mastery of sentence stress and the oral presentation of medical record in English by nursing students

The result of the hypothesis test by using SPSS program shown in the following finding:

The correlation between the mastery of sentence stress and the oral presentation of medical record in English by the nursing students shows the value of correlation coefficient r = 0. 871 > r – table (0.291) n = 46 (see table 4.10). It means that there is high correlation between the mastery of sentence stress and the oral presentation of medical record by nursing students.

Table 4.10
Correlations between the mastery of sentence stress, grammar and the oral presentation of medical record in English by nursing students

		Oral	Sentence stress	Grammar
Pearson Correlation	Oral presentation	1.000	.871	.854
	Sentence stress	.871	1.000	.827
	Grammar	.854	.827	1.000
Sig. (1-tailed)	Oral presentation	.	.000	.000
	Sentence stress	.000	.	.000
	Grammar	.000	.000	.
N	Oral presentation	46	46	46
	Sentence stress	46	46	46
	Grammar	46	46	46

** Correlation is significant at the 0.01 level (1-tailed).

4.3.3 The correlations between the mastery of grammar and the oral presentation of medical record in English by nursing students

The correlation between the mastery of grammar and the oral presentation shows the value of correlation coefficient r = 0.854 > r – table (0.291)n = 46 (see table 4.10). It means that there is high correlation between the mastery of grammar and oral presentation of medical record in English by nursing students.

The result of the statistical test of correlation between the mastery of sentence stress, grammar and oral presentation shows there is high significant correlation or positive correlation.

4.3.4 Regression Analysis

It used multiple regression analysis for getting the significant correlation of the mastery of sentence stress, grammar and the oral presentation of medical record in English by the nursing students. The formula is as the following:

$$RX_1X_2y = \frac{\sqrt{r^2 X_1 Y + r^2 X_2 Y - 2 (r X_1 Y). (r X_2 Y).(r X_1 X_2)}}{1 - 2r^2 X_1 X_2}$$

Where r X_1 Y   = correlation between criterion (Y) and predictor (X_1)

r X_2 Y = correlation between criterion (Y) and predictor (X_2)

r X_1 X_2= correlation between predictor (X_1) and (X_2)

$$\acute{Y} = a + b_1 \, X_1 + b_2 \, X_2$$

Where a = Y intercept

b_1 = slope of the line formed by the interaction of the regression

plane and the plane formed by X_1 and Y

b_2 = slope of the line formed by the interaction of the regression

plane and the plane formed by X_2 and Y

Table 4.11
Model Summary
The result of multiple correlation analysis X_1 and X_2 to Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.903(a)	.815	.807	6.30198	.815	94.853	2	43	.000

a Predictors: (constant), the mastery of grammar and sentence stress

b. Dependent variable: oral presentation

In proving the hypothesis (Ha) that "There is any significant correlation between the mastery of sentence stress and grammar and the oral presentation of medical record in English by nursing students". The F value is more than F table. Table 4.11 shows there is significant influence of the mastery of sentence stress and grammar on the oral presentation of medical record by nursing students because F value is more than F table. The F table for N = 46 is 3, 20 and F value is 94,853, so it

accepts the hypothesis (Ha) and rejects the (Ho).In other words, all independent variables combined have effect on the dependent variable.

Table 4.12
ANOVA
Significant test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7534,191	2	3767,095	94,853	,000
	Residual	1707,744	43	39,715		
	Total	9241,935	45			

a Predictors: (Constant), The mastery of grammar and sentence stress

b Dependent Variable: Oral presentation

Table 4.13
Multiple regressions analysis X1, and X2 to Y
Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients			Correlations		
		B	Std. Error	Beta	t	Sig.	Zero-order	Partial	Part
1	(Constant)	-10.016	11.083		-.904	.371			
	S.STRESS	2.010	.452	.519	4.450	.000	.871	.562	.292
	GRAMMAR	.855	.234	.426	3.651	.001	.854	.486	.239

a. Dependent Variable: oral performance

Fig 1

Histogram

Dependent Variable: ORAL PRESENTATION

Regression Standardized Residual

Fig 2

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: ORAL

Observed Cum Prob
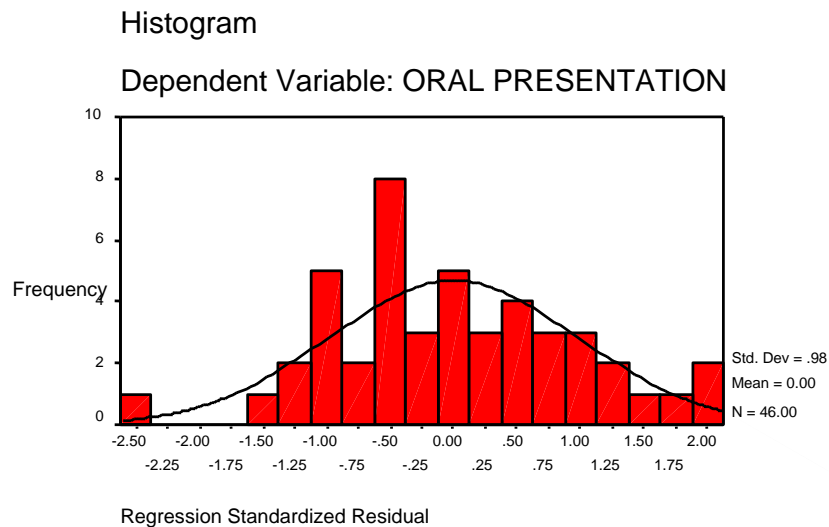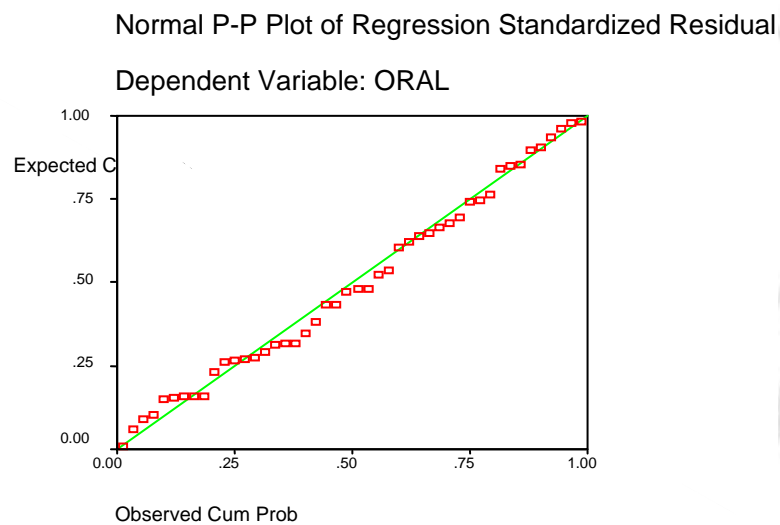
4.4 The Interpretation of Hypothesis Test Result

The interpretation of research analysis result is the interpretation for hypothesis test, although the statistical analysis result itself is a conclusion but it is not considered as a conclusion without related with the formulation of problems. The interpretation and hypothesis test are explained as the following:

4.4.1 The effect of the mastery of sentence stress on the oral presentation of medical record in English by nursing students

Based on table 4.10, the effects of the mastery of sentence stress on the oral presentation of the nursing students by using the correlation coefficient is 0.871 or r = 0.871. It means that there is a significant correlation between the mastery of sentence stress on the oral presentation of medical record in English by nursing students. Then, the significant coefficient correlation 1-tailed output with the probability 0.05 is 0.00 or 0. Therefore, the effect of the mastery of sentence stress on the oral presentation of the nursing students is positive or significant, meaning that the precise in pronouncing some words, the better the oral presentation of medical record in English or the finding implies that emphasizing on content words in sentences will be significantly in oral presentation or speaking.

The result of significant test in table 4.12 or F test, the F value is 94,853 and the significant value is 0.000. The significant value is less than the probability (0.05), the regression can be used to predict the comprehensibility of the nursing students' oral presentation.

Table 4.13 shows that the model of regression forms is as the following:

$$\acute{Y} = a + b_1X_1 \quad = -10,016 + 0.\ 519$$

Where $X_1 =$ The mastery of sentence stress

  $Y =$ Oral presentation of medical record in English by nursing students

Constant is -10,016 means if there is no increase the value of sentence stress (X1), the value of the oral presentation of medical record in English by nursing students (Y) is -10,016. Regression coefficient is 0.519 means the increasing of score or value of the mastery of sentence stress will increase the score or value that is 0. 519.

t- test was used to test constant significance and dependent variable. The criterion of regression coefficients for the mastery of sentence stress on the oral presentation of medical record in English by nursing students given is as follows:

Ha = There is any significant correlation between the mastery of sentence stress and the oral presentation of medical record in English by nursing students.

Ho = There is no any significant correlation between the mastery of sentence stress and the oral presentation of medical record in English by nursing students

Based on table 4.13, t- value for sentence stress (X1) is 4,450 with the t- table that corresponds 1- sided test is 1.684. Then, the significant value in table 4.13 is 0.000 is less than 0.05, so the null hypothesis is rejected. It means that the mastery of sentence stress has positive effect on the oral presentation of medical record in English by nursing students.

4.4.2 The effect of the mastery of grammar on the oral presentation of medical record in English by nursing student

Based on table 4.10, the effect of the mastery of grammar on the oral presentation of the nursing students by using coefficient correlation is 0. 854 or r = 0. 854. It means that there is a significant correlation between the mastery grammar and the oral presentation of the nursing students of medical record in English by nursing students. Then, the significant coefficient correlation 1-tailed output with the probability 0.05 is 0.00 or 0. Therefore, the effect of the mastery of grammar on the oral presentation of medical record in English by nursing students is positive or significant. It means that the less mistake of grammar, the better the oral presentation of medical record in English by nursing students.

The result of significant test in table 4.12 or F test, the F value is 94,853 and the significant value is 0.000. The significant value is less than the probability; the regression can be used to predict the effect of the nursing students' oral presentation.

Table 4.13 shows that the model of regression forms is as the following:

$$\acute{Y} = a + b_1X_2 \quad = -10,016 + 0.426$$

Where X_2 = The mastery of grammar

Y = Oral presentation of medical record in English by nursing students

Constant is -10,016 means if there is no increase the value of grammar (X2), the value of the oral presentation of medical record in

English by nursing students (Y) is 10,016. Regression coefficient is 0. 426 it means the increasing of score or value of grammar will increase the score or value that is 0. 426.

t- test was used to test constant significance and dependent variable. The criterion of regression coefficients for grammar on the oral presentation of medical record in English by nursing students is as follows:

Ha = There is any significant correlation between the mastery of grammar and the oral presentation of medical record in English by nursing students.

Ho = There is no any significant correlation between the mastery of grammar and the oral presentation of medical record in English by nursing students

Based on the table 4.13, t- value for grammar (X2) is 3,651 with the t- table that corresponds 1- sided test is 1.684. Then, the significant value in table 4.12 is 0.001 is less than 0.05, so the null hypothesis is rejected. It means that the mastery of grammar has positive effect on the oral presentation of medical record in English by nursing students.

4.4.3 The effect of sentence stress and grammar on the oral presentation of medical record in English by nursing students

Based on table 4.11, R Square is 0,815 (coefficient correlation square is 0, 903 or 0, 903^2). R Square can be said as coefficient of determination that is 81.5 % the contribution of the mastery of sentence stress and grammar on the oral presentation of medical record in English by nursing students and the rest is 18.5% the distribution of other indicators. The contribution of the mastery of sentence stress and grammar on the oral presentation of medical record in English by nursing students is positive effect or high contribution.

The result of significant test in table 4.12 or F test, the F value is 94,853 and significant value is 0.000. F value is more than F table 3, 20.The probability is 0.05 and significant value is less than the probability, the regression can be used to predict the oral presentation of medical record in English by nursing students. It means the mastery of sentence stress and grammar have positive effect on the oral presentation of medical record in English by nursing students.

CHAPTER V

CONCLUSION AND SUGESSTION

5.1. CONCLUSION

Based on the finding in the previous chapter, I can draw the following conclusion:

2. The mastery of sentence stress has a significant correlation with the oral presentation of medical record in English by nursing students. The value of correlation coefficient r is 0.871. It is assumed that the mastery of sentence stress gives positive effect on the oral presentation of medical record in English by nursing students. The finding of this research clues up the emphasizing on content words in sentences will give positive effect to the nursing students' oral presentation. If the nursing students emphasize certain words in utterance, the other people will understand what they said well.

3. The mastery of grammar has a significant correlation with the oral presentation of medical record in English by nursing students. The value of correlation coefficient r is 0.854. It is assumed that the mastery of grammar gives good effect on the oral presentation of medical record in English. The finding of this research clues up grammatical sentences will give positive effect to the nursing students' oral presentation. If the nursing students make good sentences in utterance, the other people will understand what they said well.

4. Both the mastery of sentence stress and grammar has a significant correlation with the oral presentation of medical record in English. The value of correlation coefficient R is 0.903. It is assumed that the sentence stress and grammar give positive effect on the oral presentation of medical record in English. The finding of this research clues up giving emphasis on content words in sentences while is speaking and making grammatical sentences will give positive effect to the nursing students' oral presentation.

5.2. SUGESSTION

The finding of this research is supposed to give positive contribution to English teaching and learning especially to the effort of improving the comprehensibility of the nursing students' oral presentation in reporting medical record in English. The nursing students should realize that in giving emphasis certain words in uttering have significant influence or positive effect in reporting. In other words, colleagues, patients and patient's family will understand fully and know exactly what the nurses mean or what the nurses say. Besides that, the nursing students are expected to develop an awareness of the relationship of grammar to meaning through meaningful contextualized language. If they cannot produce correct language grammatically, it will be a big problem, especially in reporting the patients' medical record. Therefore, they must be aware about the structural or grammatical features of English, be able to associate those features their functional usage, and have the ability to use both forms and functions properly for establishing meaningful communication.

The correlation between the mastery of sentence stress and grammar and oral production of medical record in English should be kept tightly in English teachers' mind, and consequently find the best teaching strategy to increase the ability of the nursing students in reporting or speaking. Then, they must teach the students about how to convey message by using grammatical sentences and good pronunciation and intonation. They should teach the students using medical terms in speaking because giving information in health field has medical terms. In addition, wording is also one important thing in reporting.

The finding of this research can be an input for future researchers who want to go deeper than this present research. They may be interested in analyzing the nursing students report in English. I hope that there will be some other findings on the same case, as the effort to improve the English teaching especially for the school of health students.
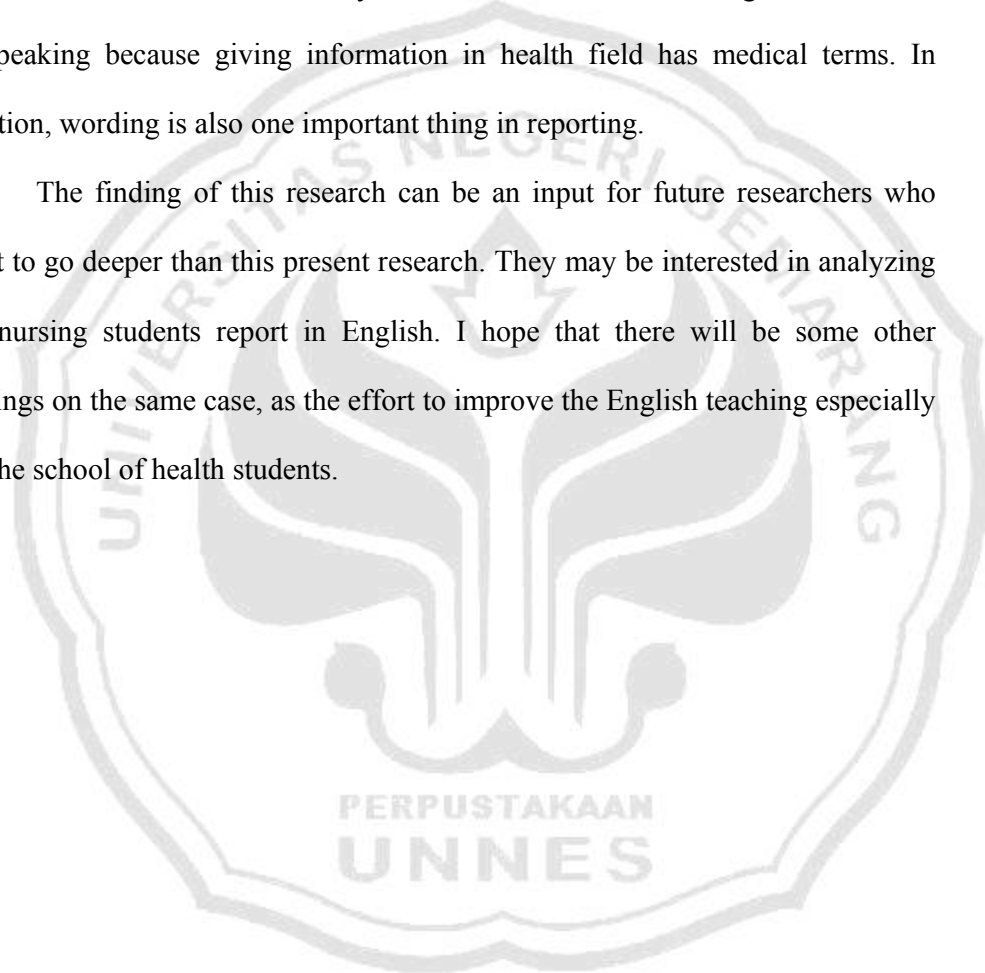
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APPENDICES

Lembar soal
(Grammar test)

Petunjuk umum:
- Soal-soal berikut dibagi dalam 4 (empat) bagian yang terdiri dari 70 items. Kerjakan soal-soal berikut dalam waktu 60 menit.
- Jawablah pertanyaan dengan menggunakan lembar jawab dan lembar kerja yang sudah disediakan.
- Test ini tidak mempengaruhi prestasi akademik atau nilai mata kuliah tertentu. Kesungguhan, kejujuran, dan kebenaran dalam mengerjakan akan sangat berguna dan dihargai dalam penelitian ini.

A. Choose the correct answer by crossing (X) A, B, C, or D

1. Identify the main verb in the following sentence: "Adoptive immunotherapy holds out the possibility of a body wide treatment of cancer."
    a. adoptive
    b. immunotherapy
    c. holds out
    d. body wide

2. Identify the main verb in the following sentence: "Benjamin Franklin, who is known as one of America's Founding Fathers, worked as a printer before he became involved in politics."
    a. is
    b. known
    c. worked
    d. became

3. Identify the sentence that is correct according to the rules of Standard Written English.
    a. Miss Tina is work at maternity ward these days.
    b. Miss Tina is working at maternity ward these days.
    c. Miss Tina working at maternity ward these days.
    d. Miss Tina are working at maternity ward these days.

4. Identify the sentence that is wrong according to the rules of Standard Written English.
    a. The nurse is measuring the patient' blood pressure now.
    b. He was meeting his patient last night.
    c. They will visit the patient tomorrow night.
    d. We were talking with the patient's family now.

5. Identify the sentence that is correct according to the rules of Standard Written English.
    a. The doctor and nurse applies the nursing procedures.
    b. The doctor and nurse checking the patients.
    c. The doctor and nurse does not measure the vital sign of the patients.
    d. The doctor and nurse come here.

6. Identify the sentence that is wrong according to the rules of Standard Written English.
    a. His temperature record helped the doctor a great deal in his diagnosis.
    b. His fever lasted only five hours.
    c. The medical report showed anemic syndrome.
    d. The nurse took him at once to the hospital.

7. Identify the sentence that is correct according to the rules of Standard Written English.
    a. Its a bad idea to judge a book by its cover.
    b. It is a bad idea to judge a book by its cover.
    c. Its a bad idea to judge a book by it's cover.
    d. It's a bad idea to judge a book by it's cover.

8. Identify the sentence that is wrong according to the rules of Standard Written English
    a. She is going to see the doctor next Monday.
    b. Those patients are going to get hepatitis B vaccine.
    c. We are going to see him next week.
    d. They were going to wait for the nurse for hours.

9. Identify the sentence that is correct according to the rules of Standard Written English.
    a. The doctor chose he and I.
    b. The doctor is waiting him and I.
    c. The doctor informed the information to he and me.
    d. The doctor asked him and me.

10. Identify the sentence that is correct according to the rules of Standard Written English.
    a. High doses of antibiotics will curing the infection.
    b. High doses of antibiotics will cure the infection.

    c. High doses of antibiotics will cures the infection.
    d. High doses of antibiotics will be cure the infection.

11. Identify the sentence that is wrong according to the rules of Standard Written English.
    a. The physicians have finished giving physical examinations to the patients.
    b. Please continue jogging in the morning at least fifteen minutes a day, Mr. Klein.
    c. The hospital's primary objectives are increasing the quality of its service and provide employment to the medical personnel.
    d. Her duty is nursing the sick.

12. Identify the sentence that is correct according to the rules of Standard Written English.
    a. The nurse has wiped the equipments.
    b. The nurse have wiped the equipments.
    c. The nurse has wipe the equipments.
    d. The nurse has being wipe the equipments.

13. Identify the sentence that is wrong to the rules of Standard Written English.
    a. The baby is having a bowel movement now.
    b. The patient is breathing very hard now.
    c. The patient is admiring herself in the mirror when the doctor steps into her room.
    d. The doctor is talking to the patient while the nurse is being checking the patient's pulse rate.

14. Identify the sentence that is correct according to the rules of Standard Written English.
    b. Cellular damages have been do.
    c. Cellular damages have been done.
    d. Cellular damages have been did.
    e. Cellular damages have being do.

15. Identify the sentence that is wrong according to the rules of Standard Written English.
    a. You are going out of medicine. Would you like to buy it in drugstore?
    b. I was headache, so Jenny told me to take a bet rest.
    c. The midwife reminded me to control my pregnancy once a month.
    d. The nurse does not neglect her duty of love, to care for the sick.

16. Identify the sentence that is correct according to the rules of Standard Written English.
    a. She was crying hysterically when they took her to the hospital.
    b. She was cries when they took her to the hospital.

c. She is crying hysterically when they took her to the hospital.

d. She was crying hysterically while they are taking her to the hospital.

17. Identify the sentence that is wrong according to the rules of Standard Written English.
    a. How do you link smoking to cancer?
    b. What can you do to hinder the spread of contagious disease?
    c. Why do Indonesians like spicy food?
    d. When is the old lady susceptible to diarrhea?

18. Identify the sentence that is wrong according to the rules of Standard Written English.
    a. What diseases are caused by contamination of the environment by man's excretions?
    b. What is the most important factor in controlling such diseases?
    c. Where do you think food hygiene can be improved?
    d. What measures are usually taken when cholera appears to be endemic in a certain area?

19. Identify the sentence that is correct according to the rules of Standard Written English.
    a. Have you met the woman whom husband is a doctor?
    b. Are those the nurses how you were talking about them?
    c. Was yesterday morning the time where she was tense and very tired?
    d. May they also reveal hidden qualities of leadership which can be beneficial to the hospital?

20. Identify the sentence that is wrong according to the rules of Standard Written English
    a. The 45-year-old lady who was just admitted to the hospital had trouble breathing
    b. The lady whose husband was jobless had to work hard to support a family of four children.
    c. She works in an office what is about 60 km from her home.
    d. With her educational background that is one of the few offices where she can get employment.

21. Identify the sentence that is wrong to the rules of Standard Written English.
    a. Poor nutrition has affected his physical growth since children.
    b. Poor nutrition has not affected his physical growth since children.
    c. Has poor nutrition affected his physical growth since children?
    d. Poor nutrition has had affected his physical growth since children.

22. Identify the sentence that is correct according to the rules of Standard Written English.
    a. They have cook the meat sufficiently.
    b. Children under five years of age mays get medical service from clinic.
    c. They should be eliminate snails and flies in the area.
    d. The researchers can get the drugs from plants and animal tissue.

23. Identify the sentence that is wrong to the rules of Standard Written English.
    a. Last year the experts had to conduct research study on chemical synthesis.
    b. To eliminate bacteria, people must boil their drinking water.
    c. In the old days people had to take baths in rivers or streams.
    d. The traditional healers in the village cans cure such illness as the common colds and fevers.

24. Identify the sentence that is wrong according to the rules of Standard Written English.
    a. His pain was being treated by the rheumatologist with medication.
    b. Rheumatologist was treating his pain with penicillin.
    c. His urine is being tested by the urologist now.
    d. Antibiotics has been inject by the doctor.

25. Identify the sentence that is correct according to the rules of Standard Written English.
    a. I done real good in English grammar.
    b. I done real well in English grammar.
    c. I did really good in English grammar.
    d. I did really well in English grammar

26. Identify the sentence that is correct according to the rules of Standard Written English.
    a. Herbal medicine cures special types of disease.
    b. Herbal medicine cures special types of disease.
    c. The medical report show anemic syndrome.
    d. They eats large dinner now.

27. Identify the sentence that is correct according to the rules of Standard Written English.
    a. Are the penicillin treat the infection?
    b. Do the penicillin treat the infection?
    c. Do the baby swallow the pill?
    d. Has the baby swallowed the pill?

28. Identify the sentence that is wrong according to the rules of Standard Written English.
   a. The symptoms recur every three hours.
   b. The symptoms do not recur every three hours.
   c. Does the symptoms recur every three hours?
   d. Do the symptoms recur every three hours?

B. Each sentence contains four words or phrases underlined, marked A, B, C, and D. You are identifying the one of underlined word or phrase that would not be acceptable in standard written English. Circle the letter of the underlined portion that is not correct.

29. The disease can <u>spread</u>   <u>very fastly</u>   <u>in the village</u>   due to   <u>lack of clean water</u>.
                                    A   B   C   D

30. <u>To Mrs. Ani</u>,   <u>giving birth</u>   is not   <u>pain</u>   because she follows   <u>the doctor's order</u>.
                A   B   C   D

31. The baby <u>might have died</u>   <u>when</u> the umbilical cord <u>had not carried</u>   blood between
              A   B   C   <u>baby and the placenta</u>.
       D

32. The expectant mother <u>will</u> feel <u>a settling down of the child</u>   in her womb <u>in spite of</u>
                                    A   B   C

   the expected time of delivery   <u>arrives</u>.
   D

33. The women <u>should get</u>   an effective vaccine <u>for</u> hepatitis B infection <u>yet</u> she will be
                      A   B   C

   infected <u>by</u> carried of the disease.
              D

34. Lira <u>entered</u> the ward, <u>gave the medicine</u>, <u>and</u> <u>is measuring</u> the patient.
            A   B   C   D

35. <u>The doctor of the hospital</u>   <u>state that</u>   <u>the average calorie intake of an Indonesian</u>
                    A   B   C

   <u>is</u>   2500 calories.
   D

36. Merry did not <u>check</u> her <u>patients</u> <u>this morning</u>, and I <u>did not neither.</u>
             A   B   C   D

37. The students <u>arrived</u> late <u>because</u> there <u>is</u> <u>a traffic jam.</u>
               A   B   C   D

38. <u>She</u> has not <u>injected</u> the patient <u>in Mawar ward</u>, and I <u>has either</u>.
  A   B   C   D

39. . <u>After studying</u> very hard, Geri <u>rose</u> <u>his grades</u> <u>substantially</u>
     A   B   C   D

40. Jimmy <u>hardly</u> <u>studies</u> last night <u>because</u> he <u>heard</u> mysterious voice.
           A   B   C   D

41. <u>She</u> <u>bought</u> the yellow sweater <u>as well</u> <u>the beige skirt.</u>
  A   B   C   D

42. He <u>writes</u> <u>both</u> <u>correct</u> <u>and</u> neatly.
      A   B   C   D

43. Hany, <u>which car</u> <u>was stolen</u> last night, <u>is</u> at <u>the police station.</u>
        A   B   C   D

44. Jim <u>bought</u> a house <u>who</u> <u>cost</u> <u>thirty thousand dollars.</u>
      A   B   C   D

45. Tommy decided <u>to buy</u> <u>in the morning a new car,</u> but <u>in the afternoon</u> he
              A   B   C
<u>changed</u> his mind.
  D

46. <u>Her birthday</u> <u>is celebrated</u> <u>on</u> June and <u>mine</u> is celebrated in October.
      A   B   C   D

47. <u>Here are</u> ten <u>childs</u> playing in the yard near her house, but <u>your child</u> is not
   A   C   <u>among them.</u> D

48. <u>Us students</u> <u>would rather not attend</u> night classes in the summer, but <u>we</u> often <u>have to.</u>
   A   B   C
D

49. The nurse likes   to motivate,   to encourage, and take care   the patient.
         A   B   C   D

50. They will go   to practice   in Monday   next week.
   A   B   C   D

C. Choose the best word by crossing (X) A, B, C, or D

51. Some people join the Healthy Heart Organization where they are urged…regular sports.
    a. took   b. take   c. taking   d. takes

52. …job means helping the unemployed nurses.
    a. create   b. creating   c. creates   d. created

53. Some individuals may be influenced…how they feel and perceive things.
    a. by   b. with   c. through   d. forward

54. Message and shortwave therapy will…psychoneurotic headache.
    a. cure   b. curing   c. cures   d. cured

55. "…are you going?" "To maternity ward."
    a. When   b. Why   c. Where   d. How

56. Mr. Smith's wife was ill, so I call an ambulance to take…to hospital.
    a. she   b. her   c. they   d. their

57. I wanted…the doctor, she did not come to the hospital.
    a. see   b. saw   c. seeing   d. to see

58. "…is the nurse talking to?" "John Green."
    a. Which   b. What   c. Who   d. How

59. I was coughing a lot and I…breathe freely.
    a. can   b. can not be   c. could not   d. could

60. While I…a patient in a ward, my partner asked me to record the patient's history.
    a. was checking   b. is checking   c. checks   d. checked

61. In her whole lifetime, Anna…a patient with AIDS disease.
    a. never care   b. cared   c. has never care   d. has never cared

62. I need to sharpen my nursing skills so I can care my patients well. I…take training in applying nursing procedures.
    a. will   b. am going to   c. am   d. was going to

63. Why are some cells…susceptible to cancer?
    a. more   b. the more   c. most   d. the most

64. The health of my patients…my first consideration.
    a. will is   b. will been   c. will   d. will be

D. Complete each blank by supplying the correct form of the words in brackets.

Individuals and communities who seek to increase their responsibility for personal health and self-care require health education. The trend (65) … (toward, forward, further, behind) health promotion has created the opportunity for nurses to strengthen the profession's influence (66) … (out, on, in, at) health promotion, disseminate information that promotes an educated public, and (67)… (assist, assisting, assisted, assists) individuals and communities to change long-standing health behaviors. A variety programs can (68)… (been, be, being, to be) used for the promotion of health, including information dissemination, health risk appraisal and wellness assessment, lifestyle and behavior change, and environmental control programs. Information is (69) … (the most, the more, most, more) basic type of health promotion program. Health risk appraisal and wellness assessment programs are used to apprise individuals of the risk factors that (70) …. (were, are, is, am) inherent in their lives in order to motivate them to reduce specific risks and develop positive health habits.
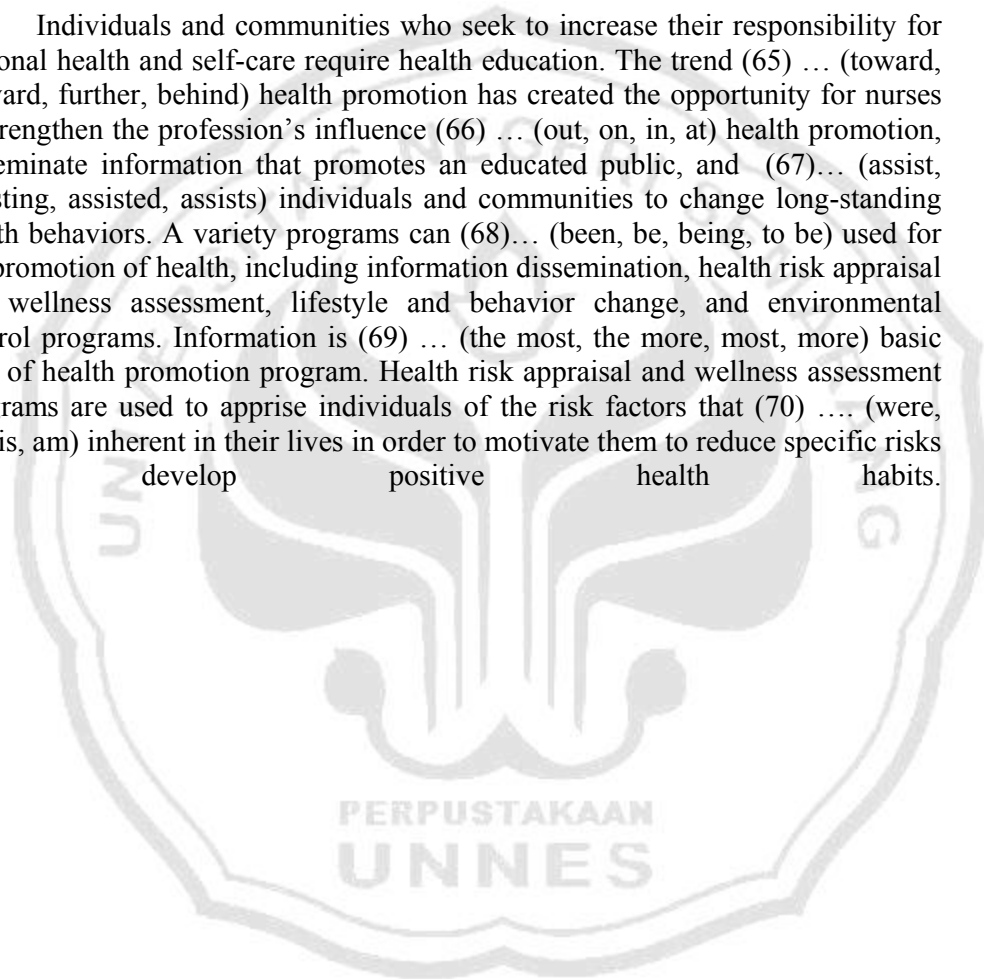
Read the following paragraph loudly and clearly.

Nursing care is a key factor in patient survival and in the maintenance, rehabilitative, and preventive aspects of health care. To this end, the nursing profession has identified a problem-solving process that combines the most desirable elements of the art of nursing with the most relevant elements of systems theory, using the scientific method. When a patient enters the health care system, the nurses, using the steps of the nursing process, collects data, identifies problems/needs, establishes goals, identifies outcomes and chooses nursing interventions to achieve these outcomes and goals. After interventions have been carried out, the nurse evaluates the effectiveness of the plan of care in reaching the desired outcome and goals by determining whether or not the problems have resolved. If some of the identified problems remain unresolved at the time of discharge, plans must be made for further assessment, additional problem identification, alteration of outcomes and goals, and/or change of intervention the home care setting. Although we use the terms assessment, problem identification, planning, implementation, and evaluation as separate, progressive steps, they are reality, interrelated elements. Together, they form a continuous circle of though and action throughout the patient's contact with the healthcare system. The nursing process, combining all of the skills of critical thinking, creates a method of active problem solving that id both dynamic and cyclic. The critical element for providing effective planned nursing care is its relevance as identified in patient assessment. Patient assessment is required in the following areas: physical,

psychological, sociocultural, spiritual, cognitive, functional abilities, developments, economics, and life style.