# PORTOFOLIO "CRADLE" DEVELOPMENT IN CLT IN ENGLISH CLASS FOR NURSING STUDENTS

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## Abstract

An assessment that can be used to replace traditional items test lower-order skills and as one alternative assessment in CLT is portfolios. In portfolios, students collect assignments with specific goals that demonstrate the efforts, progress, and achievements in a particular area (e.g. mastery of English in nursing). "CRADLE" is acronym portfolios designed into 6 parts, namely Collecting, Reflecting, Assessing, Documenting, Linking, and Evaluating focusing procedures and documentation achievement in teaching English in nursing. This R&D aims to develop an assessment tool for learning English in nursing based on CLT using method of Borg and Gall's. The subjects were 2 teachers, 2 nursing experts, and 1 hospital practitioner and 45 students. The results showed that students' understanding was sufficient category with an average score of 26.11 and the maximum score achieved by students was 32 as many as 10 students (22.2%), the majority of respondents were getting a score of 25. After intervention, the level of students' understanding was obtained an average score of 27.22. The data analysis results of Wilcoxon Sign Rank Test was obtained p=0.020 and Z-score = -2,324. Giving intervention increased level of students' understanding of 12 respondents (26.7%), decreasing understanding of 3 respondents (6.7%) and a constant understanding of 30 respondents (66.6%). The minimum score obtained by students after intervention was 19 and the maximum score was 36. In conclusion, it is important to increase the students' understanding of English in nursing by maximizing students' competency in CLT for English in nursing through alternative assessment of portfolios CRADLE so a comprehensive picture of what students' achievement can be built.

***Keywords:*** *Portfolio, CLT, English for Nursing*

## INTRODUCTION

Today, condition for globalization demands nurses with English-language competencies, they are needed to fill many opportunities to work in international

hospitals and opportunities abroad. It requires competence in the field of English nursing. In fact, there are many nurses are lack of competence  in communicating in English in carrying out nursing duties. It has been many attempts to send nurses to work abroad, however, they have failed because of poor mastery of their English.

This identifies that the existing nursing English program is not optimal and has not been able to meet the demands in the world of work so it still needs to be optimized so that it can truly meet the required nursing competency standards. To meet these needs, a nursing work standard in English competency is needed. It can be used as a reference in assessing the competence of a nurse in the field of English nursing. (Decree of *Menteri Tenaga Kerja dan Transmigrasi* No.123/Men/VII/2010).

In teaching English in nursing, learning assessment tools compiled based on communication competencies are seen as alternative assessments in achieving goals in process of teaching and learning. This assessment used framework of CLT by using portfolios development.

**Portfolios**

In portfolio, students collect assignments with specific goals that demonstrate the efforts, progress, and achievements in a particular area (e.g. mastery of English in nursing). Nowadays, all fields of study and learners of all ages are benefiting from the hands-on nature and tangible with portfolio development. Gottieb (1995) in Brown (2004) stated that the development based on actual (natural) goals of the portfolio, the use of "CRADLE" acronym can be designed into 6 parts, namely Collect, Reflect, Assess, Document, Link, and Evaluation.

1) **To collect,** in portfolios it means students' lives and identities need to be expressed. The students choose what to include appropriately, freedom should be respected, but it needs to be clearly specified at the same time to achieve the purposes.

2) **To reflect**, reflections consists self-assessment checklist and journals, these practice is an important successful portfolio ingredient.

3) **To assess**, both student and teacher in assessment need to take the role seriously to evaluate quality and development over time.

4) **To document**, portfolio is an important document to be recognized in demonstrating students' achievement, and not only to tests and grades an insignificantly adjunct and evaluate other more traditional items.

5) **To link**, a portfolio is an important link that can be served between student and teacher, parent, community, and peers; the pride identifies a student's uniqueness create a tangible product.

6) **To evaluate**, portfolio's evaluation finally requires a time-consuming to fulfill the process of generating accountability.

This *alternative assessment* strongly provides a link between teaching and assessing through feedback that teachers provide by monitoring. They may use portfolio assessment, self-assessment, learner-centered assessment, project and presentation as some common forms of alternative assessment. They have appeared in reaction to unsatisfactory results of traditional assessment and separation of assessment and teaching. Applying portfolio as an assessment method is considered as one of the most famous alternatives in assessment.

**Self and Peer Assessment**

In recent years, forms of assessment become interested in the use of nontraditional directs a change from old methods to new ones like focusing on meaning rather than form, emphasizing on process rather than product, leaving teacher-centered and following learner-centered approach. According to Farr & Tone (1994), among the alternative assessments, portfolios combine assessment instruction and follow self-reflection and self-evaluation. It involves collecting samples to show the improvement through keeping record of documents and teachers and peers conferencing. The students can assess their success and change to be a better learner by reflecting on their language learning strategies, what they are learning and how they are learning it. It enables students to be independent learners who have great motivation for progress.

In self-assessment, the students are challenging, learning how to cooperate,

sharing ideas, and asking for help if it is necessary with other students. They need to feel the ownership of their learning process and then go through it by making meaning, revising their understanding, and sharing meaning with others. Through peer-assessment, learners can develop learning skills in environment and give students the chance of being responsible for monitoring, analyzing and evaluating their text in both sides of product and process views. It also helps the students to think more cognitively, be more self-centered, active and flexible learners toward a deep approach, and be social students who can make relationship with group members easily.

**Conferencing in Portfolio**

In portfolio assessment strategy, conferencing is being considered as an effective way of sharing and developing assessment. It takes the form of collaborative discussion between the students and the teacher in classroom may clarify the real aim of writing process to students and remove learning obstacles. Conferencing can be applied in several forms such as: individual or one by one student, several students in groups, or even the whole class.

According to Farr and Tone (1998), the portfolio conferences give the best chance to both students and teacher to sit down one-to-one and talk about the students' textual mistakes and show them how to write it in a better way. Conferencing enables students to share their portfolio. It gives time to students and the teacher to exchange their thoughts when the teacher examines the text's content in order to assess the students' improvement. An autonomy is a real step toward learner that gives students' involvement in learning and ownership in assessment process while in traditional assessment, teacher's responsibility is to be the owner of work. It can be done on a regular basis through a semester. Since the writing process is the main focus of conferencing, it is required to consider both what the students are going to say and how they are doing that. Conferencing enables the teacher to know their students better to predict the strategies and approaches that the students use in their writing text and language task in order to promote their writing ability. Recording comments of conferencing is an efficient way since it helps the student recognize their

strengths and weaknesses. Moreover, students can experience making real life decisions by conferencing and keeping a portfolio as ownership of their work.

## Advantages of using portfolio assessment

Portfolio is the most effective system of assessment since learners are free to select their works the pieces to be included in portfolios, they free to write, but within this requirement, they may select a topic, responders, audience, in the class, revision, strategies, etc. (Gallehr, 1993; as cited in Penaflorida, 2002). It increases students' motivation and to give them learning by their selves. It also gives students' writing ability become comprehensive student's portrait than an essay composed under circumstances and limited (Hedge, 2000). Moreover, providing an ongoing feedback helps teachers to give information in learning and teaching (Dysthe, 2008).

According to Brown (2004), in portfolios, if objectives are not clear, it can fail, these need guidelines given to students, systematic review periodicaly and feedback. Sometimes, the student developing a portfolio is a daunting challenge, especially, new teachers and those who have never created their portfolio own. Development of portfolio is successfull will depend on following guidelines and steps:

1) Stating objectives clearly.
2) Giving guidelines on what materials to include.
3) Communicating assessment criteria to students.
4) Designating time within the curriculum for portfolio development.
5) Establishing periodic schedule for review and conferencing. By doing so, you will prevent students from throwing everything together at the end of a term.
6) Designating an accessible place to keep portfolios.
7) Providing positive wash back-giving final assessments.

## CLT (Communicative Language Teaching)

According to Richard (2006) Communicative language teaching (CLT) is set of principles about language teaching goals, how students learn a language, kinds

of activities in classroom as best facilitate learning, and teachers roles and also learners in the classroom. CLT sets its goal based on competence in teaching of communication. The following aspects are communicative competence includes of language knowledge:

1) To know how to use language in different purposes and functions.
2) To know how to vary our use of language according to the setting and the participants (e.g. knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication).
3) To know how to produce and understand different types of texts (narratives, reports, interviews, conversations).
4) To know how to maintain communication despite having limitations in one's language knowledge (e.g. through using different kinds of communication strategies).

Language learning has been viewed from a very different perspective in recent years. It is seen as resulting from processes such as:

1) To make interaction between the learner and users of the language,
2) To make collaborative creation of meaning,
3) To create meaningful and purposeful interaction through language,
4) To negotiate of meaning as the learner and his or her interlocutor arrive at understanding,
5) To learn through attending to the feedback learners get when they use the language,
6) To pay attention to the language one hears (the input) and trying to incorporate new forms into one's developing communicative competence, and
7) To try out and experimenting with different ways of saying things.

Through controlled activities such as memorization of dialogs and drills, and toward the use of pair work activities, role-plays, group work activities and project work. These kinds of classroom activities that best facilitate learning with CLT began a movement away from traditional lesson formats where the focus was on mastery of different items of grammar and practice.

The goal of CLT method is to guide students have English skills better to achieve communicative competence. Its designed-competence can be implemented used of student-centered approach. This student-centered learning is shown through task-based language teaching (Task-Based Language Teaching-TBLT) as the core of CLT communicative approach. The important approach concept is to engage students' communication in real world through communicative duties with the balance between fluency and accuracy (Harmer, 2007). Here, the teachers provide communicative tasks to achieve student competence on nursing. In current communication, it may use oral-communication and written-communication, such as e-mail and text messages. In communication, it consists 4 skills, receptive skills are reading and listening as well as productive skills are speaking and writing, in other words communication competencies need to be improved. For nursing students, mastery of language skills should be appropriate with nursing competencies, because the challenges of the world of work in MEA (Asean Economic Society) require nurses to have the skills and competencies to communicate in carrying out nursing duties.

**Nursing Competencies**

Based on the decree of Menteri Tenaga Kerja dan Transmigrasi No.123/Men/VII/2010, The Indonesian National Work Competency Standards that have been prepared and have received recognition by stakeholders will be felt useful if they have been implemented consistently. The mastery of competencies according to established standards, a nursing staff has the following English language skills: Doing a task or work in relation to excellent service; Organizing activities so that service work as nursing staff can be carried out well and professionally; Determine what steps should be taken when something different happens with the nursing English management plan; and Use the abilities they have to solve problems or carry out excellent service tasks as nursing staff.

This assessment guide is used to assist teachers in conducting assessments/tests on nursing competency including:

1) Explanation of the things needed in the assessment include: procedures, tools, materials and place of assessment and mastery of certain competency units,

and competency units that must be mastered before as the initial requirements needed to continue mastering the competency units being assessed and their relevance to the unit other competencies.

2) Test conditions are a condition that affects the achievement of work competencies, where, what and how and the scope of the assessment which should be done, for example testing is done by written test methods, interviews, demonstrations, practice at work and using a simulator.

3) Knowledge needed, is knowledge information needed to support the achievement of performance criteria in certain competency units.

4) The skills needed are information skills needed to support the achievement of performance criteria in certain competency units.

5) Critical aspects are aspects or conditions that must be owned by someone to identify work attitudes to support the achievement of performance criteria in certain competency units.

Key competency is a capability requirement that must be possessed by someone to achieve the performance required in the implementation of tasks in certain competency units distributed in 7 (seven) key competency criteria including:

1) To collect, analyze and organize information;

2) To communicate ideas and information

3) To plan and organize activities;

4) To cooperate with other people and groups;

5) To use ideas mathematically and technically;

6) To solve the problem; and
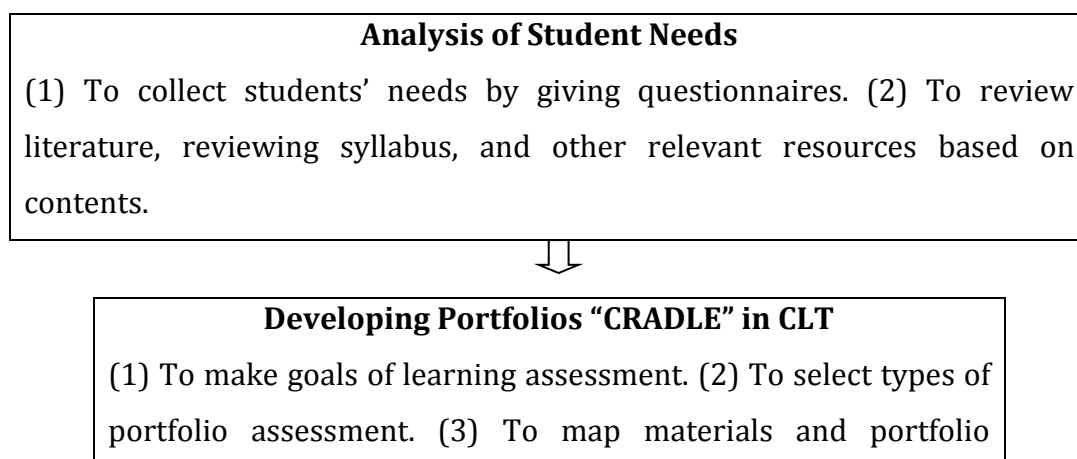
7) To use technology.

Teachers prepare learning assessment tools based on communication competencies as a learning evaluation tool for students is a challenge. In teaching English Nursing, learning assessment tools compiled based on communication competencies are seen as the main evaluations in achieving goals in process of learning and teaching. The alternative learning assessment tool in the form of a portfolio plays an important role in the evaluation of teaching. The benefits of

utilizing the development of portfolio assessments to students include: (1) increasing self-motivation, responsibility and sense of belonging; (2) increasing student-teacher interaction where the instructor is a facilitator; (3) improve independent learning and reflect the uniqueness of each student; (4) provide authentic evidence of the results of student assignments; (5) facilitating critical thinking, independent assessment, and the revision process; (6) provide opportunities for collaboration between students; and (7) provide opportunities for multi-dimensional language learning assessment.

The reason above, the researcher made this R&D purpose to develop portofolio "CRADLE" in CLT in English class for nursing students.

**MATERIAL AND METHOD**

Research design was R&D. Latief (2013:171) stated that educational research and development is a research design aimed at developing educational products, like … assessment instrument, etc". This R&D aims to develop an assessment tool for learning English in nursing based on CLT. The researcher used Borg and Gall's model as development method. The subjects involved 45 students, 2 teachers, 2 nursing experts, and 1 hospital practitioner. Data collections were quantitative and qualitative data. The quantitative data was presented in distribution frequency. The data analysis used Wilcoxon Sign Rank Test. It achieved communicative competence in order to develop assessment by maximizing students' competency in CLT for English in nursing through alternative assessment of portfolio CRADLE. A model of framework is follows.

| **Analysis of Student Needs** |
| --- |
| (1) To collect students' needs by giving questionnaires. (2) To review literature, reviewing syllabus, and other relevant resources based on contents. |

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| **Developing Portfolios "CRADLE" in CLT** |
| --- |
| (1) To make goals of learning assessment. (2) To select types of portfolio assessment. (3) To map materials and portfolio |

assessment through FGD. (4) To search for relevant resources.

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**Expert Validation**

(1) To give draft product of portfolio assessment to the experts. (2) Collecting of data (revision) from experts.

⇩

**Revision**

To revise draft product of portfolio assessment from the experts.

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**Try-out the Product**

(1) To try out the product in classroom. (2) To collect data from students to determine the acceptability of the product.
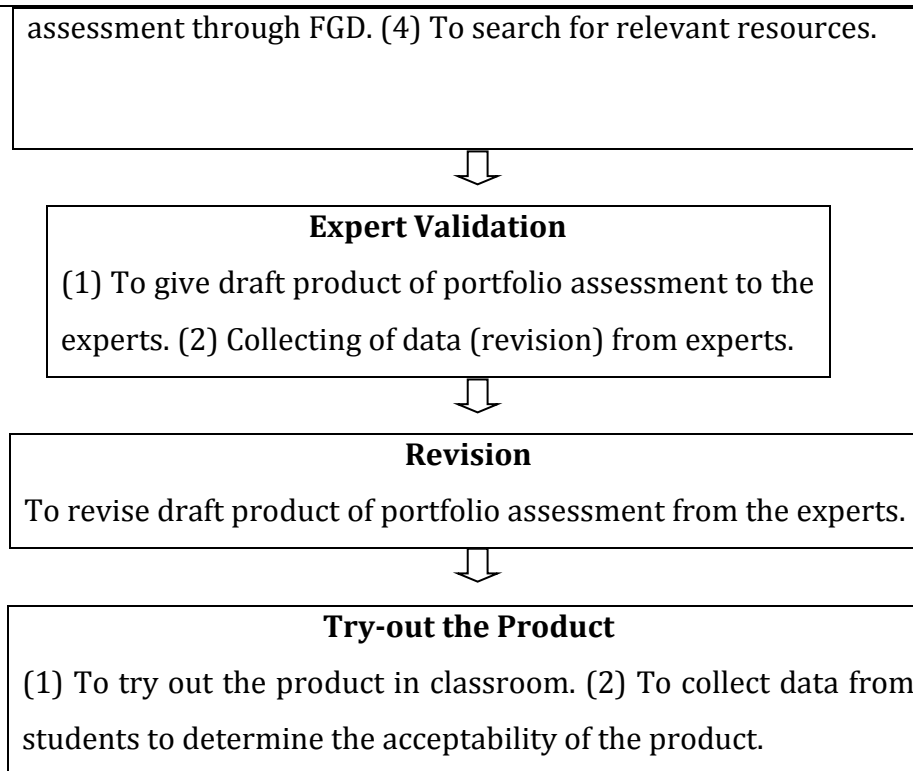
Figure 1. Assessment R&D Model adapted from Borg and Gall (1986).

**FINDINGS AND DISCUSSION**

**Obtaining Information**

The researcher gave questionnaires for in this step before assessment of portfolio to 45 students at May 18, 2019 who take English for Nursing in sixth semester. These 10 questions related to the students' prior knowledge for English in nursing. In this question, the researcher asked to the students related to prior knowledge about: (1) there are balanced and integrated language skills (listening, speaking, reading and writing) in each unit. (2) There is an opportunity for differentiation in students in goal setting. (3) There is a consistent level of language, developing at the right pace, all units. (4) There are adequate activities, as well as useful for both lecturers and students. (5) There is a vocabulary presented in a functional context. (6) There are sections related to grammar contextually embedded in the text. (7) There are activities that attract the interest of students. (8) There are critical thinking skills that are promoted or embedded in activities. (9) There is an organization and text layout that is easy to follow. (10) There is a visual layout of the text appealing to nursing students and support

instructions. The students were asked to give score (number 4 - strongly agree, 3 - agree, 2 - disagree, 1 - strongly disagree) on each question. The result for this question was presented in a table with its interpretation.

Table 1. Frequency Distribution Before Assessment Of Portfolio

|  |  | Frequency | Percent | Valid Percent |
|---|---|---|---|---|
| Valid | Sufficient | 41 | 91,1 | 91,1 |
|  | Good | 4 | 8,9 | 8,9 |
|  | Total | 45 | 100,0 | 100,0 |
| Mean |  |  |  | 26,11 |
| Minimum |  |  |  | 20,00 |
| Maximum |  |  |  | 32,00 |

Based on Table 1, it showed that majority knowledge of English in nursing with sufficient 41 students (91.1%) and 4 students (8.9%) with good category. The average score 26.11.

From the result, it means that most of they already had previously about English knowledge. The researcher assumed that listening, speaking, reading, writing skills they learned and practiced as skills priority to support their profession as nurse. For nurses, skill of listening was part of nurse's duty because nurses listen health complains of patients and orders or advises as collaboration activities from other health profession. The next priority was speaking and writing; speaking was important for their field and future carrier as a nurse. They wanted to get knowledge to improve their communication; they believed that their background knowledge was useful for them to develop their speaking skill.

For writing skill, the students learned and practiced written communicative skill without leaving learning grammar based on this condition. In this case, nurses had duty to make patient's documentation during nursing care. This strategy was similar with what Brown (2007) stated that writing to display one's knowledge is a fact of life in the classroom, and can help the students get succeed in further academic pursuits. Meanwhile in reading skill, as a new subject, sometimes reading material helped the students to know some

procedures in nursing field. Reading comprehension could be significantly enhance if they got easily understanding especially in nursing care.

Students' motivation was high, they had motivation to learn English because they had opportunity to practice, they were interested, they had self-motivation by developing communication with classmates or close friends needed to support each other. The students had positive motivation because the students had sufficient knowledge of English in nursing. Based on students' need, the researchers planned to develop assessment by maximizing students' competency in CLT for English in nursing through alternative assessment of portfolio CRADLE. The researcher developed various activities to arise students' motivation such as brainstorming, work in pairs, small group discussion, and discover learning, role play/performance and presentation to develop. Some practice communication and assessment consisted of procedures in nursing, which had correlation to their field, and the things related to their future job in assessment of portfolio.

**Reviewing of Related Literature and Mapping Assessment of Portfolio**

Here, the researchers review literature and recheck the existing syllabus contents and relevant document such as new curriculum. The institutional curriculum of Bachelor nursing program for Mata Kuliah Pengembangan dan Kepribadian (MPK) consist of 4 credits that were distributed in semester 6, English I (MPK 1205) for 2 credits; semester VII, English II (MPK 2206) for 2 credits. Those stated that the learning outcomes were: (1) Read and explain medical records and/or health teams regarding patient medical records in English; (2) Identify pioneers/instructions in English conversation in class or simulation with health service settings; (3) Write/document in English the nursing care activities given to patients; (4) English communication is active in classroom learning and in health service simulations.

It seemed that English in Nursing was appropriate for preparing students' language competency as bachelor nurses. Particularly, in English in Nursing I, the competency to achieve understanding speaking in nursing, reporting nursing and presentation of nursing activity and its situation related to nursing. The teacher might have different interpretation one to another according to these

competencies. Based on this concept, the researchers proposed CLT approach based on nursing process (assessment, nursing diagnosis, planning, implementation, and evaluation) by developing portfolio which had correlation to nursing field in the instructional materials. Reviewing previous syllabus done to check relevant and appropriate materials taught in sixth semester. The researchers found that the students had received theory of nursing process. According to researchers, the subject was appropriately placed in this semester.

CLT paradigm shift outlined has led to eight major changes in approaches to language teaching. One of them changes is alternative assessment: new forms of assessment are needed to replace traditional multiple-choice and other items that test lower-order skills. Multiple forms of assessment (e.g., observation, interviews, journals, portfolios) can be used to build a comprehensive picture of what students can do in second language. (Jacobs and Farrell, cited in Richards (2006).

Developing alternative assessment of portfolio CRADLE in CLT for English in nursing that the researcher would plan and propose (optional) some core competencies as follows:

1) Systematic nursing and health assessment.
2) Delivering nursing care plans.
3) Delivering education health.
4) Providing the patient's comfort needs.
5) Improving the patient's ability to maintain body position.
6) Providing the patient's oxygen needs.
7) Providing nutritional needs through NGT.
8) Providing the needs of urine elimination through a catheter.
9) Providing the needs of faecal elimination.
10) Delivering drugs safely and precisely.
11) Providing fluid and electrolyte needs through IV.
12) Giving blood and blood products.
13) Performing wound care.
14) Preparing patients to go home.

The researchers also propose key gradation of level key nursing competency to assess the portfolio in a table with its interpretation.

**Table 2. Key Gradation of Level Key Nursing Competency**

| Key Nursing Competency | LEVEL 1 "Doing Activities" | LEVEL 2 "Managing Activities" | LEVEL 3 "Evaluating and Modifying Processes" |
|---|---|---|---|
| 1) Collect, analyze and organize information | Following existing guidelines and recording from one source of information | Access and record more than one source of information | Research and filter more than one source and evaluate the quality of information |
| 2) Communicate information and ideas | Applying form communication for anticipate communication context according to type and style communicate | Applying information ideas by choosing the style that is most suitable | Choose the appropriate model and shape and improve and evaluate the types of communication in various types and styles of ways communicate. |
| 3) Plan and organize activities | Work under supervision or supervision | Coordinate and regulate work processes and establish work priorities | Combine strategies, plans, arrangements, goals and priorities of work |
| 4) Working together with other | Carry out activities already understood/ | Carry out activities and help formulate goals | Cooperate for complete complex activities |

| Key Nursing Competency | LEVEL 1 "Doing Activities" | LEVEL 2 "Managing Activities" | LEVEL 3 "Evaluating and Modifying Processes" |
|---|---|---|---|
| people & groups | activity routinely | | |
| 5) Using mathematic and technical ideas | Carry out simple and predetermined tasks | Choosing the right ideas and techniques to complete complex tasks | Collaborating in complete more complex tasks using techniques and mathematics |
| 6) Solve problems | Solve problems for routine tasks under supervision / supervision | Solve problems for routine tasks independently based on guidelines / guidelines | Solve complex problems using a systematic method approach |
| 7) Using technology | Using technology to make goods and services that are repetitive at the basic level under supervision | Using technology to construct, organize or make products of goods or services based on design | Using technology to make design, combine, modify and develop products or services |

Adapted from the Decre of Menteri Tenaga Kerja dan Transmigrasi
No.123/Men/VII/2010

These changes in thinking have not led to the development of a single model of CLT that can be applied in all settings. Rather, a number of different language teaching approaches have emerged which reflect different responses to the issue identified above. While there is no single syllabus model that has been universally accepted, a language syllabus today needs to include systematic coverage of the many different components of communicative competence,

including language skills, content, grammar, vocabulary, and functions. Different syllabus types within a communicative orientation to language teaching employ different routes to developing communicative competence. (Richards, 2006).

**Expert Validation**

| No | General Element | | | | | | | | | | Total∑ | ∑ | Score | Description |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | | |
| 1 | 3 | 3 | 2 | 4 | 3 | 3 | 3 | 4 | 3 | 2 | 30 | 3 | 3 | It needs layout arrangement and consistent level of vocabulary in each unit |
| 2 | 4 | 3 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 37 | 3,7 | 4 | |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 30 | 3 | 3 | This portfolio is relevant for nursing students |
| 4 | 2 | 3 | 3 | 3 | 4 | 3 | 3 | 2 | 2 | 2 | 27 | 2,7 | 3 | There are words |

| | | | | | | | | | | | | | | that are difficult to interpret |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Σ | 3 | 3 | 3 | 3,5 | 3,75 | 3,75 | 3 | 3,25 | 3 | 2,75 | | **3,0** | **3,25** | |
| Description | | | | | | | | | | | | Good | Very Good | |

**Table 3. Result of Expert Validation about General Element of Asessment Portofolio**.

Table 3, the results of expert validation of the general elements of Portfolio Assessment were found to be very good (with an average of 3.25). As for what was still sufficient in question 10 "The visual layout of the text is interesting for nursing students and support instruction". The expert input was the need for structuring the layout and consistency of vocabulary in each unit and words that were difficult to interpret were still found.

From expert recommendations, researchers revised and added performance items, namely writing the appropriate nursing diagnosis in unit 1. Also, the researcher revised the layout arrangement by distinguishing the sub-unit by writing bold or italic letters, while for vocabulary consistency with words that were difficult to be accompanied by meanings especially in the sub-chapter "vocabulary" according to the evaluation.

The average score of 3.25 meant the draft of portfolio assessment was very good and accepted to be tried out to the real class for nursing students.

**Try Out the Product**

After revising the material, the material was tested in this study twice in class. This procedure is carried out to obtain input for teaching materials and know the acceptability or acceptability of teaching materials. The researcher

selects two units to be trialed, namely Unit 1: Systematically Reviewing Nursing and Health Assessment and Unit 2: Delivering a Nursing care plan. Researchers choose these units because according to him the unit is very important to study. The topic is related to the daily activities of nurses. But that does not mean other units are also not important. Researchers conducted trials on June 26 and 28, 2019.

The researcher applied the assessment portfolios "CRADLE" step by step. In the first step (Collecting), the researcher explained the purpose of assignment clearly before the students' work for it. The students choose what to include appropriately freedom should be respected. In second step (Reflecting) the researcher gave self-assessment checklist to the students to see and write their progress through portfolio practice. In third step (Assessing), both student and teacher in assessment need to take the role seriously to evaluate quality and development. The teacher role here to facilitate and guide the students to get better achievement based on the student's side, any progression was appreciated. In forth step (Documenting), this portfolio is an important document to be recognized in demonstrating student achievement, and the students submitted their work as the result of completing the assignment. In fifth step (Linking), a portfolio is an important link can be served between student and teacher, parent, community, and peers; the pride identifies a student's uniqueness create a tangible product. This student's documentation was used if the link needed for clarification. In the last step (Evaluating), portfolio's evaluation finally requires a time-consuming to fulfill the process of generating accountability, in other words, the student's assignment was counted as a part of whole achievement in a semester.

At the end of the trial for Unit 2 Delivering a nursing care plan, the researcher provides a questionnaire to evaluate student understanding / knowledge. The results of the questionnaire filled out are presented in the following table about the knowledge of students' English after being given a portfolio assessment.

Table 4. Frequency Distribution After Assessment of Portfolio

|  |  | Frequency | Percent | Valid Percent |
|---|---|---|---|---|
| Valid | Poor | 1 | 2,2 | 2,2 |
|  | Sufficient | 30 | 66,7 | 68,9 |
|  | Good | 14 | 31,1 | 31,1 |
|  | Total | 45 | 100,0 | 100,0 |
| Mean |  |  |  | 27,22 |
| Minimum |  |  |  | 19,00 |
| Maximum |  |  |  | 36,00 |

Based on Table 4, It showed that more than 50% knowledge of English in nursing with sufficient 30 students (66,7%) and 14 students (8.9%) with good category. The average score 27.22.

Table 5. Influence of Student's Achievement Before and After of Assessment of Portofolio

|  | Student's Achievement After and Before Intervention |
|---|---|
| Z | -2,324$^\alpha$ |
| Asymp. Sig. (2 taled) | ,020 |
| Based on Wilcoxon Signed Rank Test , $\alpha < 0,005$ | |

Based on Table 5, the results showed that students' understanding was sufficient category with an average score of 26.11 and the maximum score achieved by students was 32 as many as 10 students (22.2%), the majority of respondents were getting a score of 25. After intervention (Table 4), the level of students' understanding was obtained an average score of 27.22. Based on Table 5, the data analysis results of Wilcoxon Sign Rank Test was obtained p=0.020 and Z-score = -2,324. Giving intervention increased level of students' understanding of 12 respondents (26.7%), decreasing understanding of 3 respondents (6.7%) and a constant understanding of 30 respondents (66.6%). The minimum score obtained by students after intervention was 19 and the maximum score was 36. In conclusion, the students had increasing understanding of English in nursing in

order to develop assessment by maximizing students' competency in CLT for English in nursing through alternative assessment of portfolios CRADLE. It built comprehensive students' portrait in teaching learning process in a second language.

## CONCLUSION AND RECOMENDATION

In conclusion, the students had increased understanding of English in nursing in order to develop assessment by maximizing students' competency in CLT for English in nursing through alternative assessment of portfolios CRADLE. Based on the findings and discussion, the average score of 3.25 meant the draft of portfolio assessment was very good and accepted to be tried out to the real class for nursing students. The minimum score obtained by students after intervention was 19 and the maximum score was 36. By using technique assessment of portfolio give significant and positive affect to students overall language skills and provide evidence of knowledge, skills, and nursing competencies. In addition, portfolio assessment can offer authentic information about students' progress of and can be used to help students in overcoming their achievement in foreign or second language learning.

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