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AN ANALYSIS OF ENGLISH FOR PROFESSIONAL NURSES TEXTBOOK IN STIKES PEMKAB JOMBANG

I'in Noviana¹
Shanti Rosmaharani²
Ari Susilowati³

¹ Nursing Bachelor program of STIKES Pemkab Jombang

² Nursing Bachelor program of STIKES Pemkab Jombang

³ Nursing Bachelor program of STIKES Pemkab Jombang

iinnoviana22@gmail.com¹

shantirosmaharani@gmail.com²

arisusi75@gmail.com³

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Abstract

An English textbook has an important role in teaching and learning process, to support the learning process in the classroom. The purpose of this study is to identify and analyze the English for Specific Purposes of Nursing bachelor program and diploma program. This study was conducted by using qualitative approach and analyses in descriptive method. The samples were 92 respondents and was divided from 62 students of 3rd grade of nursing bachelor program and 30 students of 3rd from diploma of nursing of STIKES Pemkab Jombang who are getting the English subject in this semester and the sampling technique used total sampling. The instrument of this study used questionnaire and the interview guideline in form of closed – ended question. The data analysis was descriptive analysis in the form of number. The result of this study revealed that the English for Nursing Textbook was well designed and encouraged the students' ability to improve the skills in Nursing English language. English subject help the students to communicate in English to support their career in field of nursing Education. Although this english textbook is good enough, there are some evaluations, such as provided the listening comprehension for listening activity, so the lecturers have to open a youtube to improve the students' ability in listening and speaking.

Keywords: *English for Nursing, English Subject, English for Nursing textbook*



Abstrak

Buku teks bahasa Inggris memiliki peran penting dalam proses belajar mengajar, untuk mendukung proses belajar mengajar di kelas. Tujuan dari penelitian ini adalah untuk mengidentifikasi dan menganalisis program sarjana dan diploma Bahasa Inggris untuk Tujuan Khusus Keperawatan. Penelitian ini dilakukan dengan menggunakan pendekatan kualitatif dan analisis dengan metode deskriptif. Sampel berjumlah 92 responden yang dibagi dari 62 siswa kelas III Program Studi S1 Keperawatan dan 30 siswa kelas III Program Studi S1 Keperawatan STIKES Pemkab Jombang yang sedang menempuh mata kuliah Bahasa Inggris pada semester ini dan teknik pengambilan sampel menggunakan total sampling. Instrumen penelitian ini menggunakan kuesioner dan pedoman wawancara berupa pertanyaan tertutup. Analisis data yang digunakan adalah analisis deskriptif berupa angka. Hasil penelitian menunjukkan bahwa Buku Ajar Bahasa Inggris Keperawatan dirancang dengan baik dan mendorong kemampuan siswa untuk meningkatkan keterampilan berbahasa Inggris Keperawatan. Mata pelajaran bahasa Inggris membantu siswa untuk berkomunikasi dalam bahasa Inggris untuk mendukung karir mereka di bidang Pendidikan Keperawatan. Walaupun buku teks bahasa Inggris ini sudah cukup baik namun ada beberapa evaluasi diantaranya memberikan pemahaman tentang listening untuk kegiatan listening, sehingga dosen harus membuka youtube untuk meningkatkan kemampuan mahasiswa dalam listening dan speaking.

Kata Kunci: *Bahasa Inggris Keperawatan, Mata Pelajaran Bahasa Inggris, Bahasa Inggris untuk Buku teks Keperawatan*

Introduction

English subject is a general subjects that the students have to follow in nursing bachelor department and nursing diploma department. This subject have 5 credits in Nursing bachelor departments and 4 credits in nursing diploma departments. It is focused on the improvement of English communication skills, the skills are speaking, listening, reading, and writing. English subject in Nursing Bachelor Department was divided into 2, they are English 1 and English language content or "Muatan Lokal Bahasa Inggris" (curriculum, 2016). In English 1, the Students are given the basic English and English for nursing material. Whereas for learning English 2 (Muatan Lokal Bahasa Inggris) material is given in English for TOEFL preparation and obtaining a TOEFL certificate output. The use of a

handbook which is used by students makes researchers interested in developing nursing English textbooks that can be used to help the learning process, both internally and nationally. While, the English in Nursing Diploma was divided into 2 semesters and each of it have 2 credits (they are english 1 and English 2).

English for nursing is different with English in general, because many medical terms are difficult to know by students. English for Nursing is more complex than general English, the medical vocabularies are not easy to apply when students in the working area. English for Specific Purposes (ESP) is a learner approach to teaching English as an additional language, which focuses on developing communicative competence in a specific discipline. It focuses on the learning approach to reach the learning outcome effective and efficient (Febriyanti, 2017).

English for Specific Purposes (ESP) is one of those areas applied linguistics which is developing in the field education and use of language English according to need certain fields of science and professions, as well as the use of language English in Science, Technology, and nursing. ESP was designed and developed based on the concept of needs analysis. This concept is connected what the learners need both in academics and profession. So, ESP is more emphasize the learners on higher education level and at professional or workplace level. Supporting the English for nursing classroom, the lecturer need a handbook which is called English for Nursing Textbook.

A textbook is a comprehensive compilation of content in English for medical purposes. It has become an important component of teaching and learning process in English for Nursing classroom. It described the material of grammar, text and task in English for Nursing, it is used to explore the students' knowledge and skills. It also helped the students to understand the curriculum which is described in textbook. Textbook served as the critical instrument in exploring the knowledge, attitudes, and principles of the learners (Nooreen& Arshad, 2014).

Designing the textbook, we have to know the students' need, the knowledge of students and the ability of them to communicate in English. After that, the students will be able to encourage the skills in workplace and able to apply optimally. From the observation, the learning material of students in Nursing Bachelor is not appropriate with the concept of nursing profession in workplace. The material is all about basic English grammar or general English which is not appropriate in English competency of Nursing students. Learning activity is an activity carried out by the students who needs both physically and spiritually in the classroom (sriyono: 2011).

Research Method

This study refers to the Borg and Gall (Borg and Gall, 2003) development model, this development design is divided into 3 stages, namely:

- 1) Planning, including a preliminary study (a theme to be included in the subsection of Nursing English textbooks) and needs analysis;
- 2) Development, including the development of learning plan (RPS), lesson plan, learning media and teaching materials;
- 3) Assessment, including summative and formative assessments.

The stages of study using Borg and Gall development model is divided into several stages, they are:

1. *Research and information collecting*. Research information obtained from the phenomenon of students in the process of improving English language skills.
2. *Planning*, planning the process of making English textbooks.
3. *Develop primary form of product*, These basic products are syllabus and English for Nursing of teaching materials.
4. *Preliminary Field*, prepare field conditions (i.e. classroom situations) before conducting a study
5. *Main product revision*, make updates or revisions to teaching materials if errors are found.
6. *Main Field Testing*, giving material with English nursing textbook guidelines
7. *Operational Product Revision*, second product revision after the first field trial
8. *Operational Field Testing*, a second field trial conducted in an English classroom
9. *Final Product Revision*, the final stage of product revision (textbook) after several field trials.
10. *Dissemination And Implementation*, at this stage the textbook is ready to be given and implemented as material for improving English learning

Data analysis technique which was used descriptive analysis in number and percentage, while data collection technique was taken by questionnaire and interview about English For nurses textbook.

Finding and Discussion

Findings

The researcher conducted the three data collection used Speaking test, questionnaires and interview.

The first data collection was speaking test, speaking test resulted After the textbook is revised, the textbook can be tested to find out the effectiveness of nursing textbooks. To find out this, given a pre-test and post test. The results of the pre-test, obtained an average score of 67.5 with a maximum score of 100. The results of this pre-test will be used in selecting students to be given in the small group trial and determining how to use textbooks

Conclusion

Based on the finding and discussion, it can be concluded that, there is an influence of online mobile game "Clash of King" in teaching English vocabulary mastery at the seventh grade of MTs Al Fattah Banyuurip Ujungpangkah Gresik. It is proved by hypothesis result that showed that the significant of t-test is 0.000 while t-table is 0.05 which means that H_a is accepted. The documentation showed the students are active, enthusiastic, and joyful during the lesson and they are fun to learning and unconsciously enriched their English vocabulary.

NIM	NAME	BEFORE			AFTER		
		Speaking	Reading	Average	Speaking	Reading	Average
181301001	AFW	85	68	76,5	88	90	89
181301002	ACS	76	90	83	78	74	76
181301008	CLN	78	90	84	80	77	78,5
181301023	FPA	78	90	84	82	75	78,5
181301028	INS	78	74	76	82	77	79,5
181301033	MYL	78	77	77,5	84	77	80,5
181301036	MTC	74	75	74,5	85	70	77,5
181301053	SA	76	77	76,5	88	90	89
181301054	SDN	77	77	77	87	88	87,5
181301062	WF	77	70	73,5	86	90	88
	Average			70,5			82,4

Small group trials involving 10 students in 5th semester bachelor of nursing students were randomly selected. For 10 students, the mean score was 70.5, while the average post-test score was 82.4. Based on the average pre-test and

post-test scores, it was concluded that after studying the textbooks provided by the lecturers, there was an increase in the value of 12.1 from the 10 students tested.

Results of large group 2nd trials

The large group trial was carried out after the small group trial was carried out and it was successful. The result of the pre test for the larger trial was 70.5 and the post test result was 82.4. The test results can be seen in the table below:

SCORING TRIAL TEST 2
Nursing Bachelor Department and Nursing Diploma Department

NO	NIM	BEFORE			AFTER		
		Speaking	Reading	Average	Speaking	Reading	Average
1	181301001	68	68	68	88	90	89
2	181301002	76	67	71,5	78	74	76
3	181301003	78	68	73	80	77	78,5
4	181301004	78	90	84	82	75	78,5
5	181301005	78	74	76	82	77	79,5
6	181301006	78	77	77,5	84	77	80,5
7	181301007	74	75	74,5	85	70	77,5
8	181301008	67	77	72	88	90	89
9	181301009	77	77	77	87	88	87,5
10	181301010	77	70	73,5	86	90	88
11	181301011	78	76	77	88	88	88
12	181301012	78	77	77,5	78	78	78
13	181301013	74	77	75,5	80	80	80
14	181301014	76	78	77	82	82	82
15	181301015	77	78	77,5	82	82	82
16	181301016	77	74	75,5	84	84	84
17	181301017	75	76	75,5	85	85	85
18	181301018	76	77	76,5	88	88	88
19	181301019	78	77	77,5	87	87	87
20	181301020	78	74	76	86	86	86
21	181301021	78	76	77	78	78	78
22	181301022	78	77	77,5	74	88	81
23	181301023	74	77	75,5	76	78	77
24	181301024	76	78	77	85	80	82,5

25	181301025	77	78	77,5	80	82	81
26	181301026	77	74	75,5	88	82	85
28	181301028	78	76	77	80	84	82
29	181301029	78	77	77,5	82	85	83,5
30	181301030	74	77	75,5	87	88	87,5
31	181301031	76	85	80,5	80	87	83,5
33	181301033	77	76	76,5	80	86	83
34	181301034	77	78	77,5	84	74	79
35	181301035	75	78	76,5	82	80	81
36	181301036	76	78	77	80	88	84
37	181301037	78	78	78	87	78	82,5
38	181301038	78	74	76	85	80	82,5
39	181301039	68	76	72	80	82	81
40	181301040	65	77	71	80	82	81
41	181301041	74	78	76	78	84	81
42	181301042	76	78	77	78	85	81,5
43	181301043	77	74	75,5	78	88	83
44	181301044	77	76	76,5	74	87	80,5
45	181301045	78	77	77,5	76	86	81
46	181301046	78	77	77,5	80	84	82
47	181301047	74	78	76	78	78	78
48	181301048	76	78	77	78	74	76
49	181301049	77	74	75,5	74	76	75
50	181301050	77	76	76,5	88	90	89
51	181301051	74	77	75,5	87	80	83,5
52	181301052	76	77	76,5	85	76	80,5
53	181301053	77	85	81	78	80	79
54	181301054	77	76	76,5	78	80	79
55	181301055	78	78	78	80	78	79
56	181301056	78	78	78	82	80	81
57	181301057	74	78	76	80	84	82
58	181301058	76	78	77	80	80	80
59	181301059	77	74	75,5	85	88	86,5
60	181301060	77	76	76,5	80	78	79
61	181301061	70	77	73,5	78	80	79
62	181301062	76	76	76	80	82	81

63	181301063	78	77	77,5	78	82	80	
64	181301064	78	77	77,5	82	84	83	
65	181301065	78	78	78	84	85	84,5	
66	182002001	78	78	78	80	88	84	
67	182002002	74	74	74	85	87	86	
68	182002003	76	76	76	88	86	87	
69	182002004	77	77	77	78	88	83	
70	182002006	78	77	77,5	80	78	79	
71	182002007	78	74	76	82	80	81	
72	182002008	74	76	75	82	82	82	
73	182002009	76	77	76,5	84	82	83	
74	182002010	77	77	77	85	84	84,5	
75	182002011	77	78	77,5	88	85	86,5	
76	182002012	78	78	78	87	88	87,5	
77	182002013	78	74	76	86	87	86,5	
78	182002014	74	76	75	82	86	84	
79	182002015	76	77	76,5	84	78	81	
80	182002016	77	77	77	80	74	77	
81	182002017	77	85	81	82	80	81	
82	182002018	75	76	75,5	85	90	87,5	
83	182002019	76	78	77	84	84	84	
84	182002020	78	78	78	82	84	83	
85	182002021	78	78	78	83	80	81,5	
86	182002022	78	78	78	80	88	84	
87	182002023	78	74	76	82	82	82	
88	182002025	74	76	75	84	85	84,5	
89	182002026	76	77	76,5	85	90	87,5	
90	182002027	77	78	77,5	80	88	84	
							74,72222	80,6

The second of collecting the data was Questionnaire analysis results. After testing small groups and larger groups, reviewing processes and expert assessments, textbooks can be given to nursing students. After being given and used for classroom learning guidelines during the English learning process, students are given a questionnaire to use as a basic for improvement.

Table 2 English Textbooks make it easier to understand the material

No	The material of English textbook	Jumlah %
1	The advantage of English for Nursing Textbook	49%
2	Textbook make the classroom more active and creative	47%

From the data above, from the 90 respondents/ students said that 49% agreed with the advantage and the use of English for Nursing Textbooks become active and creative as many as 47%.

Table 3 the English textbook as the learning reference

No	English Textbook	Jumlah %
1	Textbook as a Learning Reference for Nursing Students	47%
2	English Textbooks as a tool in learning activities	48%

Based on the table above, it can be concluded that of the 90 students who became respondents, as many as 47% of students stated that they strongly agreed with the use of textbooks and 46% stated that textbooks is a tool in learning activities.

Table 4 The English textbooks role

No	English Textbook as lecturer	Jumlah %
1	Lecturers carry out learning in accordance with active learning steps	50%
2	The lecturer always provides the final conclusion of the teaching and learning process	48%

The data above, 50% of respondents agreed that lecturers bring an active learning and 48% respondents agreed that the lecturer provides final conclusion in teaching and learning process.

The last of data collection was interview, the interview technique used open-ended questions by 10 students from Nursing bachelor department. This interview is aimed to collect the evaluation of English for nursing textbook. The researcher asked about the content of book, grammatical point, methodology of assignment and scoring. The first question asked about the content of this textbook, is it appropriate or not in the classroom situation. Most of students said that the book covered all materials which is needed in the classroom, the material was appropriate with the nursing curriculum (nursing association). The content of book consisted of not only material but also the syllabus of teaching learning process, the basic grammar also explained clearly in this book. A good textbook should have covered all good materials, and bring a grading system of textbook.

The second question raised about the vocabularies in every chapter. General English had general vocabularies, and medical English used medical vocabularies also. Most of students answered that the vocabularies in medical English is difficult to understand than general English. The textbook had covered the medical vocabularies, so the students can learn from this textbook.

The last question raised about the method of assignment, in the textbook contained of assignment in every chapter. Most of students answered that the assignment is suitable with the topic which is discussed in the chapter, some students answered that in this assignment was not giving listening comprehension test. One of the weakness of this textbook was not found the listening comprehension task.

Discussion

English textbook is used in providing nursing English material for bachelor of nursing students and nursing diploma students. This textbook is used as a reference source for teachers and students. There is no learning book for students before, so researchers make a textbook to improve the quality of learning in class. The data was collected by giving questionnaires and interviews.

The questionnaire was made by the researcher and given after learning with textbook reference sources, after receiving responses from students, the textbook was revised and used for the learning process in class. From the results of the questionnaire, it was concluded that textbooks were very effective in helping students improve the quality of learning English. Interviews were given to 10 students, and it was concluded that the students were satisfied and agree with the use of nursing English textbooks

From the result of study above, the English for Nursing textbook is well-designed and motivate students to learn and use English language in their daily life. The benefit of this book which covered all of the four skills in language, the listening skill can be used by youtube or film or dialogue which is played by lecturer. This textbook explained the general English and also the medical terms of English, it also covered the dialogue and vocabularies.

Data of this study can be used to create a syllabus or lesson plan of English for Nurses (EFN) and medical English. It is not only an initial process of EFN development, but also as an evaluation of the development process. Research regarding that problem faced by lecturers in carry out learning English for Nurses is also important to be done in order English learning can provide benefits.

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