



SNAP TO READ

DEVELOPING ENGLISH READING MATERIAL FOR NURSING STUDENTS

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Abstract:

Developing English reading material for nursing is seen really urgent as the biggest chance for the nursing department graduates to get a job is to go abroad to support the material, the theory of the CTL (Contextual Teaching and Learning) by Johnson (2002) who argues that the learners interwove learning the language and the contents is applied. The development of the reading material adopted from Dick & Carry (1990) which cover 10 steps and modified become 7 steps. The result of developing English reading material for nursing students covers 1) the picture and word power and reading passage, 2) The exercise of detailed comprehension consists of four kinds of questions. The questions are (a) literal comprehension question, (b) Reorganization which requires the students to analyzed or organize information, involving both summary and paraphrase, (c) inferential comprehension questions, (d) evaluation which requires the students to compare information and ideas in a text with materials presented by the instructor.

Keyword: *Reading Material, Nursing Student, CLT*

The overflow of the population in Indonesia demands a lot of services. One of the most important services is health service. This is accordance with the government program of Long Term Development of Health Sector

2005-2025. From those government programs it is estimated that the need of health care career such as the nurse will rise along with the program of the government.

That program above stimulates the development of nursing school in Indonesia. The higher the development of nursing school will automatically demand the higher job opportunities however most of the flourish growth of nursing school in Malang has not been standardized by contextual teaching material.

Teaching material can be any material used in the English classroom excluding specific course books for specific department. It usually includes not only textbook and workbook but also recordings and other material (Woodward 2001:145). Moreover, Harmer (2001:151) argues with an additional term for alternative teaching material: 'homegrown materials'. Primarily this is material made by teachers themselves for the purpose of teaching English for specific purpose such as English for nurse, for example reading text or reading module

Learning English for specific purpose is different from that of learning general English. Basturkmen (2006: 18) denotes that, the role of ESP is to help language learners to build up the needed abilities in order to use them in a specific field of inquiry, occupation, or workplace. Hutchinson and Waters (1987,p.19) define ESP as an approach to language learning based on learner's need. What they mean is that ESP involves a particular kind of language, teaching material or methodology. They suggest that the foundation of ESP involves the learners, the language required and the learning context, which are based on the primacy of need in ESP.

To complete nursing student with the English for specific purpose such as reading text for nursing is absolutely essential for those who run the nursing department, as in the high competition of global market, nursing students will compete not only with local competitors (local university graduates) but also with job seeker from foreign countries in which English as the first or second language in their daily lives. Beside that the local need of nurse in

Indonesia is getting less to be compared with the number of nursing graduates.

Based on the data from Head of National Agency for Placement and Protection of Indonesian Migrant Workers Nusron Wachid, the number of nurse graduate every year are as many as 43.150 (forty three thousand and a hundred fifty) and in Indonesia in 2017 , the number of nurse graduate who have not got jobs reached 422 thousands. This is really controversy if it is compared with the provided vacancy in overseas. For example, the USA has offered an unlimited number of positions for s1 and D3 graduates from nursing academies in Indonesia. Saudi Arabia has also made known its need for 3000 nurses to work there .This data is given by BNP2TKI (Badan Nasional Penempatan dan Perlindungan Tenaga Kerja Indonesia/ The National Board of Placement and Protection of Indonesian Migrant Workers) through the statement of Saudi Arabia ambassador, Abdul Rahman Mohammed.

The development of this teaching material is also strengthened by the preliminary study result as follow: The questionnaires were distributed 60 (sixty) nursing students in one campus. The answers of nursing students for question 1 show that it is important to improve their reading ability focused on English for nurse (80.8 % said very important and 19.02% said important). The answers for question 2 show that most (79.5%) said they had uninteresting English reading materials. The answers for question 3 show that the English reading material needs improvement, (79.5% said improvement is really needed and 20.5% said it is needed). The answers for question 4 show that most (75%) of the students said English reading material needs to focus on the capability of understanding nursing term. The answers for question 5 about the reading activities show that 84.8% of students liked focusing reading on specific purpose or English for nurse, 15.2% liked reading on general purposes.

The answers to question 1 from 50 alumni of nursing department working in 4 different hospitals show that most of them (89%) handled foreign patients. From the answers to question 2 it is found that English learned in

campus can support their job. From the answers to question 3 it is found that reading focused on specific topic of nursing must be taught dominantly. For question 4 different answers were found; 33.3% learnt reading in campus, 13.3% learnt speaking, 53.3% learnt grammar and vocabulary and nobody said that they learnt listening. From the answers to question 5 it was found that English in nursing department needs to be matched with their occupation.

From the general practitioners selected as the respondents several answers were found; (1) the mastery of English for nursing is needed by nursing to help their job every day, (2) the mastery of English helps them practice independently, (3) active use of English could help their job maximally, (4) sometimes their patient had foreign patients speaking English, (5) most nursing are not really capable of handling the foreigner patients speaking English.

From five lecturers involved in answering the questionnaire it is found that (1) 80% of the lecturers said the existing material was not good enough, (2) the objectives of the available material to achieve the language skills was not clear, (3) the available material did not have a good topic order in every unit, (4) the students find it difficult to understand the available material, (5) the teaching material which is focused more on specific language skill such as reading is needed, (6) the material that focuses on reading skill could make the students learn well and useful for their future.

The findings from the needs analysis were used as the basis to develop this material as the teaching English sources with contextual situation especially for the students of nursing prepared to involve working with foreign general practitioners. For Indonesian Migrant Worker Recruitment Services responsible for sending employees to foreign countries, this teaching material can be used as a reference of training for their employees.

To cope with the current condition of the high number of unemployed nurses in Indonesia, the university in which the nurse study must empower their students with high proficiency of English. English is becoming one of absolute requirements for working in overseas. This can be seen in the

fact that Indonesian nurse still cannot compete with the nurses from other countries such as Filipina and India, the first factors of that problem is English as medium of communication in the designated countries. English is measure by using International standard test such as IELTS with minimum score 6.5. The demand of English mastery is not only for the lecture and the materials of teaching but also for the students.

Considering the critical condition of nurse graduates in Indonesia, it is necessary for the writer to develop English Reading Material for Nursing Student. The development of the reading material adopted the CTL approach. Johnson (2002, p. 25) defines Contextual Teaching and Learning (CTL) as an educational process that aims to help students see meaning in the academic material. The students are studying by connecting academic subject with the context of their daily lives; this is, in the context of their education, work, and culture circumstances.

The development of the reading material adopted from dick & carry (1990) which cover 10 steps and modified become 7 steps as follows; 1) need analysis, 2) selecting and organizing contents, 3) constructing draft material, 4) tryout, 5) revision, 6) reconstruct of material, 7) final product of teaching material.

To support the developing of English reading materials for nursing school of Maharani College of Health Science used as the guided material for improving the student's capability of mastering English medical term used in every course of all semesters, the researcher did preliminary study by involving some related part such as students of nursing school, the alumnus of nursing school, English lectures teaching in nursing school and general practitioner to fill the questionnaires to get valid data

The Content of Teaching Material

The development of this teaching material is based on the learning principles of second language learning to make this teaching easy to understand. Its design is adapted with the students' background knowledge and set in chronological order based on the knowledge needed of the nurse.

The final product of this study is English reading material for nursing students to enhance student understanding of medical term to support their works latter.

The contents of English reading material cover; 1) the picture and word power, those part in the teaching material are presented to stimulate student prior knowledge or schemata to help the students to comprehend the text easily. This also supported by Piaget, (1980) who argued that cognitive framework or concept that helps organize and interpret information. a learning theory in constructivism, in which the teachers assist the students to acquire their own understanding of the content (Bauersfeld, 1995). 2) exercise, the exercise presented in this teaching material contains 5 kinds namely, a) lexical comprehension to understand the key vocabulary in the text, b) literal exercise to assist the students to answer Wh question such as who, what, when, and where with information found directly in the texts , c) interpretative comprehension to help the student to interpret the picture and main idea of the text and answers the questions such as who, what, when, and where with information found directly in the text”, d) related comprehension to relate the student prior knowledge and the text contents, e) Inferential Comprehension to express what is implicit within the text. Make inferences, interpretations, and reflections supported by evidence: text-to-text, text-to-self, and text-to-world connections. (Brian Kissman, 2015)

METHOD

To develop the English reading material for nursing the researcher applied R&D by Borg and Gall (1983:772) and the model of development adopts from Dick & Carry (1990) which covered 10; (1) Assessing Needs to Identify Goals, (2) Conducting Instructional Analysis, (3) Analyzing Learners and Contexts, (4) Writing Performance Objectives, (5) Developing Assessment Instruments, (6) Developing Instructional Strategy, (7) Developing and Selecting Instructional Materials, (8) Designing and Conducting Formative Evaluation of Instruction, (9) Designing and Conducting Summative Evaluation, and (10) Revising Instruction. Those

steps were modified to become 7 steps as follows; 1) need analysis, 2) selecting and organizing contents, 3) constructing draft material, 4) tryout, 5) revision and expert validity, 6) reconstruct of material, 7) final product of teaching material. The simplification of the model is done due to three factors; 1) time constraint, 2) academic rule constraint and research need, and 3) financial constraints.

Need Analysis

The purpose of needs analysis is to get the needs of the materials for nursing students. This activity was done by distributing questionnaire to students of nursing, nursing alumni, general practitioner and English lecturers teaching at nursing departments. After getting complete data, the data were processed by using frequency distribution to convince whether the reading material for nursing was really needed or not.

Selecting and Organizing Content

The selecting and organizing the content were done by the writer to match the content of teaching material with the background knowledge of the nursing students. It is known that English for nursing is different from that of general English. The researcher avoided the content using general English therefore the contents were organized based on the nursing science from curriculum of Maharani College of Health Science.

Constructing Draft of Material

The draft of teaching material was designed by considering the aspects of topic discussed in in the daily course of nursing then the researcher follows some steps. The first step of constructing the draft of the teaching material is to determine the topic arrangement and the numbers of unit. The topic in each unit was set related to nursing science which is generally used in hospital circumstances. The second step was determining the language difficulty level used in every unit. The third step was setting the kinds of exercise for reading comprehension involved in every unit of the teaching material. The five kinds of reading comprehension exercise - literal comprehension,

lexical comprehension, interpretative comprehension, related comprehension and inferential comprehension – are involved in every unit of the teaching material. The forth step was inserting the approach and learning model in teaching material used in every unit. The approach used in this teaching material is CTL (contextual teaching and learning). This approach is chosen as the approach in the material for the nursing students by considering the following aspect; the students are made to be accustomed to used nursing term or jargon in the context of learning English, in this respect the topics to be learnt for learning English must be contextualized with the nursing works. The learning model applied in this teaching material is the constructivism model by Piage and Bauersfeld, (1990) who argue that learning should not be begun from zero yet the teachers are supposed to respect the student prior knowledge . by activating the students 'schemata , learning will not be monotone , learning will become autonomous though.

Try Out

The purpose of tryout in constructing this teaching material was to get feedback before the teaching material being disseminated. The try out was done in the sixth semester of Maharani College of Health Science by involving 40 students. The units used in the tryout class were 5 units from 10 units. During the tryout the researcher observed the students 'response, the applicability of the teaching material and the teachers' attitude toward the teaching material. The result of the observation was used to improve the weaknesses of the teaching material.

Revision and Expert Validation

After the tryout was over, the results of observation were used to revise the teaching material. The process of revising also involved the expert to validate the teaching material to make the teaching material perfect. The validation process encompassed some experts; 1) the expert of reading comprehension. This expert validated everything dealing with languages such as grammar, vocabulary use, diction and text or discourse. 2) The expert of nursing. This expert gave input or validated the contents of reading text

beginning from unit 1-10. 3) Expert of ESP book, this expert worked for managing the content of the book dealing with specific language use.

Reconstruct of The material

After the teaching material got input from some experts and being revised based on the standard required by the college where the research was done in which English must be able to support the reading power of nursing students, the researcher reconstructed the teaching material covering 10 units of nursing reading text and their exercises.

Final product of the material

The final product of the teaching material was done by completing the full colored design, the preface, acknowledgement, table of content and references of the teaching material.

THE RESULT

The Result of Reading Expert Validation

Based on the reading comprehension expert validity, the language work on the texts can introduce language items such as: grammar and vocabulary. The material also contains the focus for the development vocabulary. This focus is more specified on reading strategy as the book does not teach the strategy of the reading for the students and this book is specified only for reading comprehension and does not covers others skills. This is essentially done by the writer to help the students improved their understanding on the text book and this book is prepared for guiding the students of understanding medical for nursing texts book since in the beginning of the course and the text length provided for the students has been adapted by the level of the students. So that it can encourage the students to read intensively in the form of intensive reading and the text can also be used for the extensive reading.

The authenticity of the texts has been provided and the subject matter has been appropriate; interesting; challenging; culturally acceptable and up to date. The texts in this book is design completely and have a good

design such as setting, the scene, background, information and pre-reading questions to support the comprehension of the book. The writer completes the questions after the texts in the form of literal and inferential questions to evaluate the understanding of the students. This book can also guide the students to understand the nursing case not only in local country but also in foreign country. At the end of every text is complete by post reading activities in the form of questions summarizing and retell.

The result of nursing expert validation

Based on the nursing expert validity, It is stated that the topic for authentic nursing has not been enough provided and it has been revised on page 4 (Unit 2), page 6, page 17, page 32, page 38, page 42, this is said authentic is not a matter of the content but the matter of picture illustrations, however, the topic of this book are varied and can contribute experience and widen the English knowledge of nursing students. The unit order are not put in the chronological order, this need to be revised and it has been revised on unit VI page 25, Unit VII page 32, Unit VIII page 34, The topic and language provided in the book match with students capability and all unit deal with nursing language.

The result of ESP expert validation

The expert stated that some vocabularies used in the book are not contextual especially in unit III urinary system page 9 and unit XI Pregnancy page 42, they are not for nursing yet for midwifery. However, all the content of units has been revised to be adapted for the need of nursing. It can be seen on page 14 Unit III, Unit IX page 42. Even to support the understanding of the students, the writer precedes all the texts with the picture, by seeing the picture the students will understand easily of the texts. As the exercise only paraphrasing what is provided in the text, they need to be revised and they have been revised to be more challenging it can be seen on page 1 to 52. As this book is designed to support the students while and after studying at nursing, the term and terminology are adopted based on the need of the nurse while and after studying especially when they work in international hospital.

The Result of Tryout

As stated before the reading materials were developed to the point where one may expect to accomplish its objectives. Therefore, they were tested to the nursing students of Maharani College of Health Science with the academic years 2015/2016. The try out went on smoothly even though without interaction with their lecturer. The result of the try out acquired was narrated as follows; Based on the students opinion the reading material made by writer was good enough as this material was easy to understand and to learn, They also said that reading comprehension was really needed to be learned in a class as all the text book of nursing are written in English at least when reading comprehension was taught correctly and effectively it will help much to the students.

The exercise designed by the writer helped them to improve their vocabulary of nursing and other medical terminology. They did not feel difficult in doing the exercise. The picture displayed on a book is also as instrument to help the students to improve the vocabulary, since the picture was more interesting and easy to remember than a word

The Result of the Development

Based on the results of the need analysis, the reading materials are developed with more reading exercises for students according to the theories and techniques of reading and content more exercises in reading skill. Besides, it is expected that those materials could enrich student's knowledge in their field of study especially for nursing. The objectives were formulated. After formulating the objectives, the researcher selected the content of the materials. The materials were taken from a variety of publications both British and American which are available Indonesia and supported by Indonesia nursing curriculum.

After selecting the content, the researcher organized the language activities and made decisions about the evaluation. The materials were organized from the easy level to more difficult one based on the readability level of the materials. The text writer began by introducing a selected set of

the most general concepts from the domain of knowledge.

The materials were developed as an individualized instruction that consists of picture, reading passages and exercises. The materials are designed for one semester within 16 sessions. Each unit is designed for 1 session within 90 minutes. The unit is divided into three sections: picture (key word), reading passages, and exercise. The exercise of detailed comprehension consists of four kinds of questions. The questions are (1) literal comprehension question which requires the students to focus on ideas or information explicitly stated in the text for instance:

1. Left blood – purifying organ is called
 - a. Left kidney
 - b. Urethras
 - c. Ureter
 - d. Cortex
2. Vein connecting the left kidney and the inferior vena cava is called
 - a. Left renal vein
 - b. right renal vein
 - c. Right kidney
 - d. bladder
3. Small tube through which a human being expels liquid waste is
 - a. Right kidney
 - b. Urethras
 - c. Ureter
 - d. Cortex

(2) Reorganization which requires the students to analyzed or organize information, involving both summary and paraphrase, (3) inferential comprehension questions, the ideas or information implicitly stated in the text for instance: Tell briefly the main point of the above text (page 4 Unit II), what are the chemical produced by the rest of the food after being process? What is urea? What are some information functions of the kidney?, (4) evaluation which requires the students to compare information and ideas in a text with materials presented by the instructor or students' own knowledge and experience in order to form judgment of various kinds.

DISCUSSION

This study deals with developing a set of Reading Comprehension materials that can be effectively and efficiently used to improve the reading ability in English of the students at the nursing departments of Maharani College of Health Science. The materials that can improve the reading ability in English are the materials which based on the student's need. The material

consists of many exercises in reading ability such as literal comprehension, lexical comprehension interpretative comprehension, related comprehension and referential

Most English books provided in some universities having nursing department used to try out this book are only focused on general reading and grammatical function while the need of the students while and after studying is to understand their English skill of their own department (nursing). Even the books sold in bookstore and provided in internet do not focus fully on reading for nursing but they are only providing nursing terminology without being integrated with reading texts of nursing.

The design of this book is put in chronological order based on the course on nursing assessment. So, the students will be easy to understand beginning from unit I to the next unit. The related unit provided in this book is to make the students have completed understanding the case on how to handle the patients.

This book can be used by the novice teacher or the experience teacher, both of the teachers will not experience trouble in teaching, as every units in this book is provided by picture dealing with the content of the book and exercise that can support the understanding of the texts and at the end of every units is completed by post reading activity such as retelling and summarizing the content of the texts.

In spite of that strength, however, there are some weaknesses of the materials. Having been revised, the materials are not tried out anymore. This consideration is taken as most of the experts have judged that this teaching material is ready to used.

It might be necessary for other researchers who are doing the a similar study in the future to revise the materials periodically to suit the latest development in education, since we know that education always changes. To be ideal, enrichment for more able students and remedial tasks for less able students should also be developed to accompany the materials. Therefore, it is also suggested to other researchers who are doing a similar study in the

future to develop the enrichment for more able students and remedial tasks such as detailed comprehension and vocabulary work for less able students because individuals differ in their grasp of meaning.

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