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## DEVELOPING LEARNING MATERIAL OF ENGLISH FOR NURSING IN STIKES MUHAMMADIYAH KUDUS

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**Abstract.** This research aims to develop the learning material of english for nursing based on AIPNI curriculum, empirical study and need analysis. This research used research and development (R&D). The location of this research is in STIKES Muhammadiyah Kudus and the nursing students of sixth semester as the subject of this research. The result of this research are 1) the previous learning material is not covered all of the AIPNI curriculum and students need analysis, developing learning material develops not only the language skill competences but also the nursing medical skill. 2) From 10 aspects in learning material in AIPNI curriculum, there are only 50% that is covered in the learning material. 3) The result of post test is a significant different between the control and experimental group. 4) Based on the analysis of evaluation rubric given to the experimental group, there is a significance different between before and after using prototype of learning material english for nursing.

### INTRODUCTION

In education field, especially in medical, english is one of the important subject for students. It becomes the current issues because the government have declared Economic ASEAN Community (EAC) in 2017. Moreover, based on BP2TK data, the second largest placement of workers who are working abroad is caregiver sector, especially nurse. In that sector the total required is 45 thousand people spread over 133 countries. This is a great opportunity that must be caught by educators, both lecturers and students. Therefore, teaching English at the level of Higher Education (university) is needed to support the needs of graduates to be able to work and able to apply their knowledge not only local and regional but also international.

With those condition, english must be learned 2 sks for the nursing students ad some colleges have more than 2 sks. In STIKES Muhammadiyah Kudus, english is taught for 10 sks in undergraduate nursing department. This aims to prepare the students to have competence not only in local and regional hospital but also international. Sismiati and Latief (2012) explains that one of the requiemment to be

able to work in international hospital is the nurse must speak English.

English for nursing belongs to ESP (English for Specific Purposes) only focuses on grammar but captures needs analysis. A lecturer should teach English material not only grammar but based on the analysis of needs from aspects of nursing.

The need of profesionalism is important because the purpose of students is to work and practice in hospital. STIKES Muhammadiyah Kudus prepares the students not only to work but also to join students exchange program in foreign hospital or in caregiver field.

Sismiati and Latief (2012) also explain that one of the nurse requirements in international hospital is be able to speak in English. To reach the goal, the lecturer and students need learning material that can support the students when they work or practice in international hospital. Moreover, based on the geographical stuation, Kudus is the smallest district in Central Java province. With this condition, finding english for nursing material based on the curriculum in book store is very difficult. Most of the

learning material focuses on reading and grammar.

To fulfill the need of learning material, especially English for nursing, lecturers and students use internet as the reference in learning material. But using internet as the reference in teaching and learning is not the solution because finding the appropriate based on the curriculum is not easy. Sismiati and Latief (2012) also explain that learning material in English for nursing usually comes from native and it is very difficult for nursing students. Because of that, developing the learning material based on curriculum and need analysis is important. Therefore, this research aims to develop the learning material of English for nursing based on AIPNI curriculum, empirical study and need analysis.

## METHOD

This research method is research and development (R&D) that is explained by the concept. The population of this research is the sixth semester of nursing students in STIKES Muhammadiyah Kudus. The sample is all of the sixth semester of nursing students in STIKES Muhammadiyah Kudus, and total sampling is the sampling technique. The instruments of the research are document analysis, observation, interview and validation sheet from the expert judgement. The result of the research is analyzed by using SPSS.

## RESULT AND DISCUSSION

There are three steps in this research, such as preliminary study, development and evaluation. In preliminary study, the researcher analyzes the informant (lecturer and students) responses about the learning material, the need of learning material according to the students, English lecturer and nursing lecturer, analyzing the learning material that ever used by the lecturer, and describing the need analysis.

There are five learning materials (books) that usually used in teaching and learning process, such as (1) "English for Professional Nurses" by Leo.A.Paramudya. (2) "English in Nursing-Midwifery Science and Technology". (3) "English in Health for Nurses and Midwives" by Hasbullah, Kartini dan Imas Yoyoh (4) "English for Nursing practical English conversation for Professional Nurses" by Haira Rizka dan

Maulidya Windha Intanti., (5) "Everyday English for Nursing" by Tony Grice, (6) and also online learning material.

There are four aspects that asked to the informants. The four aspects are content, language, look and layout. Based on the analysis of students and lecturers questionnaire about the previous learning material, the book havenot meet the need of students and alumnus. The all of previous learning material based on the curriculum cannot find in the book. Based on the language, some of the previous learning materials are difficult for the nursing students because some of the come from the native speaker and the discussion is too high for the nursing students in STIKES Muhammadiyah Kudus. For the other aspects, are enough. Therefore, developing learning material based on curriculum and need analysis is important.

While the result of what the lecturer, students and alumnus needs are learning material based on the curriculum, learning material based on the need analysis, upgrading the material based on the development medical knowledge, assessment to make the students become active in the class, and the learning material that is easy to be understood by the students.

There are several characteristics that must be full fill in developing the learning material, such as learning material based on curriculum, developing English and nursing competence, developing syllabus and lesson plan based on the curriculum and need analysis, and deciding the appropriate text in the learning material, creating the learning material that easy to be understood by the students.

The next step is development. Based on the finding, there are six points that must be done, such as analyzing the learning material, designing the prototype, consult for the validation to the expert judgements, revising the design, testing in the small group, revise, and doing experiments.

The last step is evaluation. In evaluation, the researcher discuss about the result of pre-test and post-test in control group and experimental group and also the result of rebric analysis before giving the learning material and after giving learning material. The result of pre-test and post-test in

contro group is the mean of pre-test is 74.0889 with SD 5.16, and the mean of post test is 74.8778 with SD 4.07481. Based on table 2, the Sig. (0.118) > alpha (0.05), there fore H<sub>0</sub> is accepted. It means that there is no differences between pre-test and post test.

**Table 1 The Result of Pretest and Posttest in Control Group**

		Paired Differences	T	df	Sig. (2-tailed)
Pair 1	pre_test_control	-	-	-	-
	post_test_control	-78889	1.595	44	.118

Second, the analysis of pre-test and post-test in the experimental group. The mean of the experimental group is 75.4634, with SD 2.98410. while the mean of post-test is 3.35925. Based on table 3, the result of |t-count| (|-10.264|) > t-table (2.021), therefore H<sub>0</sub> is rejected. It can be concluded that there is significant different between before using learning material and after using learning material.

**Table 2 The Result of Pretest and Posttest in the Experimental Group**

		T	df	Sig. (2-tailed)
Pair 1	pre_test_experimental	-	-	-
	post_test_experimental	10.264	4	.000

To know the differences of the mean in the posttest result of control group and experimental group, the t test independent is done. Based on table 3, the score of Sig. (0.281) > alpha (0.05), therefore H<sub>0</sub> is rejected. It can be concluded that the variance in the both of group are same. While based on Levene test, the result is Sig. (0.000) < alpha (0.05), it means that H<sub>0</sub> is rejected. It can be concluded that there is significant different between the result of posttest in control group and experimental group with the mean of control group is 74.8778 and the mean of experimental group is 79.4944.

**Table 3 The result of Post-test Analysis between Control Group and Experimental Group**

		Levene's Test for Equality of Variances	t-test for Equality of Means		Sig. (2-tailed)	
Skor	Equal variances assumed	1.179	.281	-5.700	84	.000
	Equal variances not assumed			-5.752	83.201	.000

To support the data, the reseacher also used rubric to evaluate the effectiveness of learning material given to the experimental group. The rubric is to analyze before using learning material and after using learning material. In the evaluation rubric, there are four items that must be analyzed, such as expedience, language, performance and graphics. In analyzing the evaluation rubic of using learning material, normality test is used to know the differences before and after using the learning material.

Based on the result of normality test in the expedience aspect, the score of p-value (Sig.) = 0.077 and it is more than alpha 0.05. Therefore, H<sub>0</sub> is accepted. It can be concluded that the data distribution is normal. Based on the result of paired t-test, the score of p-value (Sig.) = 0,000 less than 0.05. Therefore, H<sub>0</sub> is rejected. It can be concluded that there is a significant different before using the learning material and afterusing the learning material.

Second, the result of language aspect, the score of p-value (Sig.) = 0.010 less than alpha 0.05. Therefoe, H<sub>0</sub> is rejected and it can be concluded that H<sub>0</sub> is rejected. Then, the data is analyzed using Wilcoxon. Based on Wilcoxon analysis, the score of p-value (Asymp. Sig Sig.) = 0.000 less than alpha 0.05. Therefore, H<sub>0</sub> is rejected and it can be concluded that there is significant different in languauge aspect before using learning material and after using learning material.

The third aspect is performance of the learning material. Based on the result of normality, the score of p-value (Sig.) = 0.000 is less than alpha 0.05. Therefore,  $H_0$  is rejected and it can be concluded that the data is not distribute normal. And based on wilcoxon test, the score of p-value (Asymp. Sig Sig.) = 0.000 less than alpha 0.05. Therefore,  $H_0$  is rejected and it can be concluded that there is significant different before and after using the learning material

The last aspect is graphics. In this aspect, the result of p-value (Sig.) = 0.000 is less than alpha 0.05. It means that  $H_0$  is rejected and it can be concluded that there is significant different before and after using the learning material.

The last is the analysis of the four aspect before using the learning material and after using the learning material. based on the result of normality test, the score of p-value (Sig.) = 0.077 more than 0.05. It means that  $H_0$  is accepted and the data is distribute normal. Then, the researcher used paired t-test. Based on the result, the score of p-value (Sig.) = 0.000 is less than alpha 0.05. Therefore,  $H_0$  is rejected. And it can be concluded that there is a significant different between before using the learning material and after using the learning material.

## CONCLUSION

Based on the result and discussion, it can be concluded that 1) based on the information from lecturer and students, the learning material need development based on the curriculum and need analysis. 2) there are only 50% of material that can be found in the previous material. 3) developing the prototype not only based on the language skill, but also based on the nursing skill. 4) Based on the result of posttest in control and experimental group, the result is there is significant different between the result of posttest in control group and experimental group. It can be seen from the mean of control group is 74.8778 and the mean of experimental group is 79.4944, 5) the result of the rubric analysis shows that there is a significant differences between before and after using the learning material with p-value (Sig.) = 0.000 less than alpha 0.05. It means that  $H_0$  is rejected.

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