

How To Make Indonesian Nursing Students Write An English Essay

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Abstract: Rendering Indonesian nursing students master English language has become a big dream of nursing schools in Indonesia. The clear proof of it is the presence of English subjects across the curricula of the major programs. Otherwise, English writing still becomes the first problematic skills of all due to the belief that it is the last skill to teach after listening, speaking, and reading. This experimental study aimed at cracking the strategies to enhance the nursing students' writing performance. The first step taken on is embedding the real context of nursing into the writing. Therefore, nursing care is brought out onto the writing process for both the topic idea and the writing structure, as nursing care is reported into phases: assessment, diagnosing, nursing planning, implementation, and evaluation. This design employed quasi-experimental research with pre- and post-test design. The sample of the study was 56 fourth-semester students of Nursing Science Study Program of Musi Charitas Catholic University. They were divided into two groups: experimental and control. For data collection, the test was used to measure the students' writing improvement. For the result, the paired-sample t-test in the experimental group found out that the students showed a significant difference on the writing skill after the treatment. It was derived from the data showing the significant level $P < 0.05$. Comparing the post-test scores between the groups, the independent t-Test determined the significant level $P < 0.05$. Hence, it was concluded that there was a significant difference in writing between the groups.

Keywords: experimental, nursing care, nursing essay writing

Introduction

1. Research Background

Rendering Indonesian nursing students master English language has become a big dream of nursing schools in Indonesia. The clear proof of it is the presence of English subjects across the curricula of the major programs. However, designing English activities for nursing students is not straightforward. The teachers as the one who takes responsibility in giving the students experience of learning should consider English as not only the foreign language but also learning process in specific purposes. As the consequence, all planning and class activities should be comprehended along with English teaching-learning for nursing purposes.

In order to getting well prepared with ESP program, English teachers should see the specific needs of the English program for the students (MacKay & Mountford, 1978; Hutchinson & Waters, 1987). The program here should be designed

carefully to meet the students' particular needs in the context of nursing for the students' nursing profession. The designing process is becoming more crucial where the students are not regarded as the native English speakers. It gives the challenge to nursing English teachers as well to provide learning activities, which are meaningful for their professional and able to gain their interest where English is their foreign language.

Hutchinson and Waters (1987) identify three key reasons to the importance of all ESP, which are "the demands of a Brave New World, a revolution in linguistics, and focus on the learner" (p.3). ESP has been developed and learned widely by many learners entire the world as English has reached the status of a global language and is often referred to as the lingua franca. Additionally, Polinsky (2013) who conducted a case study on the linguistic development and content knowledge acquisition found that there are 375 million bilingual second language speakers of English (L2) and 750 million

speakers who are learning English for different purposes (EFL).

In addition to English as a foreign language and English for specific purposes, English language teaching should also be understood in the good perspective of language as a means for communication. In relation to teaching, that principle is put in the effective process of teaching and learning. English, as one language to teach and learn, should be placed in three major language usages and domains, i.e. English as a mother tongue, English as a foreign language, and English as a second language. It means that English is learned as foreign language, parallel to other foreign languages such as Mandarin, Japanese, and Arabic.

By referring to more specific than English for Medical Studies, some medical institutions through their English teaching staff are trying to adapt the existence of English by making their own program of English which meets their students' needs. Health Science Faculty of Musi Charitas Catholic University, in accordance with the numbers of study program, carries out some names of English learning purposes, or branches: English for Nursing, English for Midwifery, and English for Health Analysts. For additional information, Health Science Faculty of Musi Charitas Catholic University is located at Burlian Street, KM 7, Palembang. The English subjects might be the same in general, but might also be different in some specific terminologies. Some health educational institutions may have different needs and different names of English, for example English for pharmacy, English for medical record, and so on and so forth.

English for Nursing in S1 Nursing Science Study Program of Health Science Faculty is designed based on the need of the students toward English. This is considered as the policy and regulated in the Nursing Education Curriculum. TIM KBK AIPNI, or AIPNI team for Competence Based Curriculum (2010) states that English is the required subject in the Nursing Science Study Program; AIPNI stands for *Asosiasi Institusi Pendidikan Ners Indonesia*, or Association of Indonesian Nurse Education Center. Thereupon, Health Science Faculty has regulated the importance of English in academic guidelines book as the main additional competences (Universitas Katolik Musi Charitas, 2017).

S1 Nursing Science Study Program, meanwhile, conducts English subjects as one of local contents for three semesters, Nursing English I in Semester II, Nursing English II in Semester III, and Nursing English III in Semester IV. However, due to the revitalization program towards the

curriculum, the program changes, and as the result, the English subject is administered only in one semester. By the names of English subject, it must clearly be derived from the importance of English for the students. Each subject has one meeting in a week, and 100 minutes (2X50 minutes) in one meeting.

In order to see the students' English competence, the researcher, as the English teaching staff of the class at this institution always will give a quiz before the students start their English course in each semester. The small quiz consists of two parts, reading-writing and listening-speaking. This quiz will be done based on the Phillips and Hartley's (1990) who divide language skills to learn into four categories: reading, listening, speaking, and writing. As the indicator of the success of learning a certain language, they say that to succeed in language learning, the students must be proficient to use those four skills in written or spoken form of communication.

The reading test is delivered through questions based on a reading passage and the writing test is conducted through a reflective question, "what are your expectations during this semester and what are you efforts to meet your expectations?". Listening and speaking assessment will be in the following meeting through sharing what they have already written in the writing. Afterward, the text about "importance of English for medical students" is distributed. Those activities will be held before the syllabus of English course is distributed to them.

Other studies tried to prove the effectiveness of some English teaching strategies done by English teachers to enhance the nursing students' writing abilities. Before teachers determine the teaching strategies, the students need to understand the importance of using the most suitable strategies and should be extensively trained in how to use them. One strategy was presented by Memmer and Worth (1991), the mastery of academic words (Abduh & Rosmaladewi, 2017) and factors affecting the implementation of the strategy (Abduh, 2018). They recommended that students participate in a conversation laboratory where they can practice the language. The writing ability, in the research, is improved when the students prepare their script of the speaking.

Another clear strategy to help the students' writing improvement is to give the students appropriate and "touchable" writing learning activities. As Harmer (2004) and Muschla (2006) suggest and prove that giving the students learning experiences, which are closely related to their major,

context, and situation, is more effective in teaching rather than giving them experiences in doing something that students rarely get deal with. They seem to give suggestions for any teacher, especially English teachers, to give the students relevant learning experiences to their need. Therefore, in this study, the writer intentionally related the English writing material and activities with other subject the students learn.

More specific, the nursing students are not well acquainted with academic field. The curriculum implemented tends to have the students to practice in hospital and spend much time to work with nursing practices in hospital. However, the students as academic learners should also retain the academic and scientific particulars. One of the academic entities is by the familiarity of the academic essay writing. Bialey (2003) defines academic essay writing as a special genre of writing that prescribes its own set of rules and practices. The term academic also refers to scientific proses of the writing, so the practices should be taken into main consideration.

2. Research Problems

By this research, there are two questions to answer: is the usage of nursing care reporting are two questions to answer:

1. Was there a significant difference in the writing skill between before and after the students were taught by using nursing care reporting in contextual learning?
2. Was there a significant difference in writing skill between students who were taught by using nursing care reporting in contextual learning and those who were not taught by using the nursing care reporting?

3. Research Objectives

This research is mainly to find out the answers against the formulated problems. Therefore, this research is to find out:

1. whether or not there was a significant difference in the writing skill between before and after the students were taught by using nursing care reporting in contextual learning, and
2. whether or not there was any significant difference in writing skill between students who were taught by using nursing care reporting in contextual learning and those who were not.

Method

1. Research Design

- a) Experimental Research, Between-Group Design, Quasi-Experimental Research Design, Pre- and Post-test Design

Experimental Research is implemented when cause and effect between independent and dependent variables are tried to find out (Creswell, 2012). This study was considered as Between-Group Design since “the researcher compares two or more groups” (Creswell, 2005, p. 295). Then, Quasi-Experimental Research Design was suitable when researcher could not artificially create groups for the treatment (Creswell, 2005). Pre- and Post-test Design were implemented in the research.

- b) Group of experiment (with treatment) and control (without treatment)

In the experimental group, the students were given pre-test, treatments, and post-test. While in the control group, the students were given pre-test and post-test with no specific treatment in the learning process (McMillan, 1992).

- c) Basic scheme

The basic schema of the study is explained as follows:

E =	O1	X	O2
C =	O3	--	O4

Where :

- E = Experiment Group
- C = Control Group
- O1 = Pre-test for Experimental Group
- O2 = Post-test for Experimental Group
- O3 = Pre-test for Control Group
- O4 = Post-test for Control Group
- X = Treatment for Experimental Group
- = No treatment

2. Population and Sample

Population is the group of interest to the researcher, or the group to which the researcher would like to generalize the results of the study. Creswell (2012), talking the criteria, says the population should meet the criteria of having the same characteristic. The population of the research is the nursing students from both nursing science study program and nursing study program.

In order to select the sample, the purposive sampling technique will be implemented. It considers previous knowledge of a population and the specific purpose of the study. The sample of the study was the students of Nursing

Science Study Program. Those students were selected due to the difference on the graduates' competences; Diploma III Nursing Study Program focuses on the vocational nursing competences and has a paper for final paper, while Nursing Science Study Program (Strata I) focused on academic nursing competences where thesis is as the final project. In addition, Strata I Nursing Science purposely carried out the role of being a researcher based on the nursing disciplines. This role was supposed to be different from the role from Diploma III.

3. Technique and Procedure of Teaching and Learning

There were at least three main teaching-learning procedures.

- a) The students brought their Indonesian nursing care that they had written and submitted to their supervisors.

The Indonesian written nursing care was summarized in five points (five phases of nursing care), i.e. assessment, diagnosing, planning, intervening/implementing (giving intervention), and evaluation. The complete points were stated in the nursing care form, Appendix II. The details of those five stages are summarized as below.

Table 1 The Detail Points of Five Stages

The Five Phase	Points
Assessment Phase	The patient's identification General condition of the patient Medical data, subjective and objective
Diagnosing Phase	The results of the medical check-up The most problem of the patient
Planning Phase	The preparation of the medical treatment The medicine that will be given The goal of each planning item based on the diagnose
Intervening/Implementing Phase	The time schedule of the treatment The treatment given each day
Evaluating Phase	S = Subjective data after the intervention O = Objective data after the intervention A = Last Assessment P = planning (before patient leaves)

- b) The writing process was based on the theory of scaffold writing (Palincsar, 1998). Those theories underlined the similarity that writing should have preparation, for a matter of readiness of the students.
- c) The writing products were assessed through the rubric of writing. The rubric was based on holistic scoring, where the entire written response was taken into account to assign an overall score for the performance (White, 1985).

Becker (2010) argues, acts as a useful guide for evaluating the quality of students' written responses. In order to have a good writing rubric, numerous factors need to be considered. Brown and Hudson (2002) explain that it is sometimes challenging to ensure that the criteria used to describe examinee performance are clearly related to the goals and objectives of a given course. In addition, the scoring rubric should represent the features that are part of the intended construct (Weigle, 2002)

4. Technique of Collecting Data

Creswell (2012) explains the importance of the instrument in quantitative research as the "tool for measuring, observing, or documenting quantitative data" (p. 14). There will be a single instrument to collect the data – writing test rubric.

In this study, the scoring rubric is developed based on the writing rubric developed by White (1985). This rubric focuses on the type of writing typically found among students. This rubric has six levels. The criteria of rating are assigned fall along five dimensions, they are meaning, organization, use of transitions, vocabulary, and grammatical/mechanical usage.

Writing rubric was implemented in order to see the students' abilities in writing. A scoring rubric, as

There are some advantages of applying the rubric. The most widely recognized advantage of the

scoring rubric is its practicality (White, 1985). The following is the rubric which is developed by White.

Table 2 Writing Assessment Rubric(White, 1985)

Criteria	4 Excellent	3 Proficient	2 adequate	1 Limited
Content	Engaging and insightful presentation of thoughts and supporting details	Clear and thoughtful presentation of thoughts and supporting details	Straightforward and developing presentation of thoughts and supporting details	Simplistic and emerging presentation of thoughts and supporting details
Organization	Introduction, detail, arrangement, transitions, conclusion and coherence are superior	Introduction, detail arrangement, transitions, conclusions and coherence are very good.	Introduction, detail arrangement, transitions, conclusion and coherence are satisfactory	Introduction, detail arrangement, transitions, conclusion and coherence are limited
Achievement of purpose	Purpose is clearly established and effectively sustained	Purpose is clearly established and generally sustained	Purpose is established but may not be sustained	Purpose is vaguely established and may not be sustained
Use of Language (diction – sentencing)	Precise and sophisticated vocabulary used. Sentences vary in pattern and length	Carefully chosen and complex vocabulary is used. Sentences often vary in pattern and length	Generally precise and straightforward vocabulary is used. Sentences sometimes vary in pattern and length	Vague, imprecise or inappropriate vocabulary is used. Mainly simple sentences, lacking in variety are used
Correct-ness	Great attention has been paid to correctness. Text contains essentially no errors which interfere with clarity of communication	Attention has been paid to correctness. Text contains minor errors, none of which interfere with clarity of communication	Less attention has been paid to correctness. Text contains errors which interfere with clarity of communication	Little attention has been paid to correctness. Text contains many errors which limit the clarity of communication

5. Validity and Reliability of Instrument

Validity refers to the appropriateness, meaningfulness, and usefulness of the specific inferences researcher make based on the data they collect. Meanwhile, reliability refers to the ability of the test which gives similar or consistent result when it is administered to the same subject on two different occasions (Brown, 2004).

As its natural function, the content of test should measure what should be measured. Therefore, Brown (2004) said that someone could measure the content validity if she or he could clearly define the achievement that is going to be measured.

In this study, in order to see the validity and reliability, the writing test rubric will be tested by two raters, which then it is called inter-rater method.

The inter-rater reliability addresses the consistency of the implementation of a rating system. The first rater is the one who have long-time experience, around 15 years, in teaching English for nursing students, while another is one of the lecturers from English language education study program of MCCU.

6. Technique of Analysing Data

The data will be analysed by the use of t-test. The t-Test will be used to compare the results of the writing test, either between pre-test and post-test, or between the control group and the experiment group. Therefore, there will be two kinds of t-Test, i.e. paired sample t-Test and independent sample t-Test. Paired sample t-Test and independent sample t-Test are used since the two groups are not related. Those kinds of t-Test were analysed by using SPSS 22.

Results

1. Findings

The findings cover: (1) the results of the test, (2) the statistical analysis results, and (3) the raters' comments and suggestions.

a) The Results of the Test

The test instrument in this study was used to measure the students' writing skill. There were two

test results; one result was from the control group and another was from experimental group. Since those two groups had pre-test and post-test, there were two results for each group, which were pre-test result and post-test result.

1) Pre-test and Post-test Results of the Students in the Control Group

In order to assess the students' writing, the symbols and range scores were required. In this study, they were already settled by the study program. Those who got above 80 would get an A, which was "very good". While those who got 68 to 80 would get a B, which was "good". A C was given for those who got 56 to 67; C symbolized "fair". Those who got 45 to 55 would get a D that meant "poor". At last, an E, which symbolized "very poor", was given for those who got under 45.

Those range scores along with symbol and the symbol description were given for both control and experimental group. Besides, they were also for pre-test scoring and post-test scoring. Additionally, the writing scoring rubric was used for the scoring for both control and experimental group.

The following table showed the frequencies of the pre-test and post-test score of control group. The frequency indicates the comparison between the students' score before and after the class.

Table 3 The Frequencies of the Pre-test and Post-test Score of the Control Group

Score	Symbol	Description	Pre-Test	Post-Test
			Frequency	Frequency
> 80	A	Very Good	0	12
68 – 80	B	Good	2	10
56 – 67	C	Fair	6	5
45 - 55	D	Poor	9	1
< 45	E	Very Poor	11	0

On the pre-test, there were 11 students of the control group got score under 45, which was very poor score. After the class, or on the post-test, no students got E. It means that there was not student who got score under 45. On the pre-test, 9 students got D, or between 45 to 55. After the class, it decreased into 1 student only. Then, the post-test found that there were 5 students who got C. It decreased if it was compared to the frequency on the pre-test as there were 6 students who got C, or fair score.

On the pre-test, there were only two students got good score or B, while after the class, the frequency improved to 10. The last, from the data of

the pre-test, there was no student who got very good score, or the score above 80. Otherwise, on the post-test, there were 12 students got A, or very good score.

The students in the control group showed better score after the class rather than before the class. The post-test data showed that most students, around 80%, got score above "fair". 43% of the total students in the control group got A. 36% students got B. Meanwhile, the total percentage of those who got C was 18%. Then, 3% of the students got D. The post-test data emphasized that 0% of the total students got E.

2) Pre-test and Post-test Results of the Students in the Experimental Group

The following table was the frequency of the pre-test and post-test results of the students in the experimental group. As the study purposed, the experimental group was the group that got the

treatment of the use of nursing care reporting as implemented contextual learning. The table, the scoring system and rubric were just the same as what were used in the control group.

Table 4 The Frequencies of the Pre-test and Post-test Score of the Experimental Group

Score	Symbol	Description	Pre-Test	Post-Test
			Frequency	Frequency
> 80	A	Very Good	0	26
68 – 80	B	Good	1	2
56 – 67	C	Fair	10	0
45 - 55	D	Poor	13	0
< 45	E	Very Poor	4	0

The table showed that 4 students in the experimental group got very poor score, or E, in the pre-test. After the treatment, the percentage of the students who got E was zero. Before the treatment, there were 13 students got D and it became 0 after the treatment. Those who got C before the treatment were 10 students. Otherwise, this changed into zero after the treatment; there was no student got C. for those who got B or “good”, there was only one students before the treatment. What was surprising was most of the students, 26 of 28 students, got A or “very good”.

2. Statistical Analysis Results

This session was purposed to describe the statistical analysis toward the results of the study. It was necessary in order to answering the research problems. As a result, a t-test through SPSS 22 for windows was used. There were two kinds of analysis, i.e. paired sample t-Test and independent sample t-Test analysis.

Paired sample t-Test was used to find out whether or not there was a significant difference after the students in the experimental group were taught by using the nursing care reporting in

contextual learning. Meanwhile, the independent sample t-Test was to find out whether there was a significant difference in writing skills between the students who were taught through nursing care reporting as implemented contextual learning and those who were not.

However, before the t-Test was applied, the normality and homogeneity test were required; Lavene’s test was used for the homogeneity test, while Kolmogorov Smirnov test was used for the normality test.

a. The Descriptive Statistic of Pre-test and Post-test of Writing Skills

This statistical analysis of the writing results began with the descriptive statistic of the pre-test and post-test score of the students in experimental and control group. The following table describes the maximum and minimum score from pre- and post-test of both experimental and control group. Not less importantly, the table would like to simply show the mean of the pre- and post-test of the students in the experimental and control group.

Table 5 The Descriptive Statistic of Pre-Test and Post-Test

Class	Pre-Test			Post-Test		
	Max	Min	Mean	Max	Min	Mean
Experimental	74.5	40	53	96.5	76	90.2
Control	72.5	40	49.2	95.5	49.5	77.7

The table clearly shows that in the experimental group the maximal score of the pre-test was 74.5. This score increased to become 96.5 after the treatment. Meanwhile, the minimum score of the students on the pre-test was 40 and this score increased into 76 after the treatment. In this group, the mean score on the pre-test was 53. This mean increased better after the treatment become 90.2.

In the control group, the mean score of the students on the pre-test was 49.2, or less under the mean of the students in the experimental group. In the pre-test, the maximum score was 72.5 while the minimum score was 40, just the same as the minimum score of the students in the experimental group. After the treatment, the mean score of the students increased into 77.7. The maximum score of the students after the class was 95.5, or higher than the score of the students before the class. Then, the minimum score of the students was 49.5, or 9.5 higher than the score before the class.

b. The Results of Normality and Homogeneity

Before t-Test was done, Lavene's test was required to see the homogeneity. The results of Levene's test showed that the significance value of the writing result was 0.401. Since the significance value was higher than 0.05, it could be concluded that the data had the same variant or homogenous and equal variances assumed.

Besides homogeneity, normality test was also required to see whether the data was normally distributed or not. The normality data were found

through Kolmogorov Smirnov test. The results of the test showed that the data were normally distributed.

c. The Results of t-Test Statistical Analysis

1) The Results of Normality and Homogeneity

Before t-Test was done, Lavene's test was required to see the homogeneity. The results of Levene's test showed that the significance value of the writing result was 0.401. The result could be seen in Appendix XII. Since the significance value was higher than 0.05, it could be concluded that the data had the same variant or homogenous and equal variances assumed.

Besides homogeneity, normality test was also required to see whether the data was normally distributed or not. The normality data were found through Kolmogorov Smirnov test. The results of the test showed that the data were normally distributed. The detail of the data could be seen in the attachment.

2) The Results of Paired Sample t-Test

Paired sample t-Test was used to compare the results of pre-test and post-test both in the experimental group and in the control group. The table below asserts the summary of paired sample t-test statistical analysis. The detailed paired sample t-Test could be seen in Appendix XVII.

Table 6 Summary Statistics of Paired Sample t-Test

Variable	Class	df	Sig. (2-tailed)	Mean
Writing Skill	Experimental	27	0.000	37.1250
	Control	27	0.000	28.5000

The results of paired sample t-Test in the experimental class showed that the significant level was 0.000 or $P < 0.05$ in two tailed testing. The data stressed that there was a significant difference in writing skill before and after the experimental group was taught by the use of nursing care reporting as implemented contextual learning.

In the control group, the mean score of the students on the pre-test was 49.2 and the mean score on the post-test was 77.7. Meanwhile, the significance level was $P < 0.05$. Based on the results, there was also significant difference on the pre-test and post-test of the students in the control group.

3) The Results of Independent Sample t-Test

Independent sample t-Test was implemented to compare the score of the students in the experimental class toward the score of those in the control group. Before t-Test was done, Lavene's test was required to see the homogeneity. The table of independent t-Test above showed the Levene's test result. The results of Levene's test showed that the significance of the writing result was 0.001. The result could be seen in Appendix XVII. This significance value was higher than 0.05. It meant equal variances assumed.

Besides homogeneity, normality test was also required to see whether the data was normally distributed or not. The normality data were found

through Kolmogorov Smirnov test. The results of the test showed that the data were normally distributed. The detailed of the data could be seen in Appendix XVIII.

The following was the summary statistics of the independent sample t-Test. The detailed independent t-Test was attached in Appendix XVII.

Table 7 Summary Statistics of Independent Sample t-Test

Variables	df	P < 0.05	Mean Difference
Writing	54	0.000	12.4821

The table of the independent samples t-Test above shows that the mean difference of the post-tests of each group was 12.4821. Meanwhile, the significant level was $P 0.000 < 0.05$ in two tailed testing. As a result, there was a significant difference between those two groups.

These findings above were supported by the mean score of each group. The table of the groups statistical output showed that the mean score of the experimental group on the post-test was 90.161 with the standard deviation of 4.9555. Meanwhile, the mean score of the control group on the post-test was 77.679 with the standard deviation 10.2327.

The elaborated findings above seemed to infer that there was a significant difference between

the students who were taught by the use of nursing care reporting as implemented contextual learning and those who were not. Hereafter, it was concluded that the students in the experimental group made better writing skill than those in the control group.

3. Raters' Comments and Suggestions

There were some important comments and suggestions given by both raters after they did scoring toward the students' writing both in the experimental and in the control group. The following is the comments and the suggestions of them.

Table 8 Comments and Suggestions of Raters

Rater	Comments / Suggestions
Rater I	<ol style="list-style-type: none"> 1. Most students in the experimental group improved well. 2. That was a good idea to bring nursing care in English class. 3. For suggestion, it would be better if the nursing care reporting was implemented for every class. 4. If it were possible, giving a help or guidance to students personally, or one by one, during the writing activities would be more effective as not all students understood the class lecture well.
Rater II	<ol style="list-style-type: none"> 1. Most students improved well both in experimental and in control group. 2. The criteria of the scoring and writing composition were suitable for the students of nursing science. Then, the short suggestion, they should be used in other teaching of other classes. 3. The English teaching staffs or lecturers are supposed to motivate the students more to write since they are already having the good and engaging experience of writing.

Conclusions and Suggestions

1. Conclusions

Since the research questions was meant to see the results of the students' writing skill, it could be summed up that the students' essay writing skill of the experimental group improved after the treatment. This conclusion was taken after the comparison of the test result before and after the treatment.

Divertingly, the students in the control group did not show significant improvement on writing skill compared with the students in the experimental group.

The description based on the experience world be suited to answer the third question, how to design and implement the nursing care reporting as implemented contextual learning which was

purposed to enhance the students' essay writing skill.

As the name mentions, nursing care reporting was considered as the teaching media for the implementation of contextual learning. Five phases of nursing care, which the students also do in their nursing practice at hospitals, widely gave them the experience of systematic thinking that the students are able to adopt for writing in English subject.

In order to set the learning process of writing, the media should be implemented in collaboration with some teaching strategies, namely REACT, or other writing strategies. The implementation of nursing care reporting for English learning is believed to be able to gain the students' attitudes of nursing students since it gives the students the experience of learning which is close to their major. Therefore, this teaching design of the collaboration between nursing care reporting, contextual learning, and other teaching-learning and writing strategies is recommended when students, especially nursing students, sustain problems in English writing.

2. Suggestions

The results of the study and the conclusion brought up some suggestions. The suggestions were intentionally addressed to English lecturer and the nursing students.

a) The English Lecturer

English teaching staff was the one who directly faces and sees the students in the real class. That was the reason why the suggestions should be addressed to them.

- 1) Not only appropriate skills or intended competences, but also the teaching materials which are contextual with their major are required in the learning process of the nursing students. It will help better their attitudes and motivation in learning English.
 - 2) Nursing care reporting as the learning media, in this study, should be accompanied by other learning methods or strategies so that the English writing skills, covering sentencng, wording, coherence, cohesiveness, etc., could be improved well.
 - 3) As the raters suggested, it would be better if the teaching staffs or lecturers gave intention to each student personally to have them improve better.
- b) The students of Nursing Science Study Program
The process and results of the study seemed to give certain suggestions to the nursing students.

- 1) English writing, for some students, was quite difficult to learn since they did not get accustomed to write. Therefore, writing a lot would not only make them good at writing but also good at spelling and vocabulary.
- 2) English is "our language", a language which is used commonly for medical terminologies. Hereafter, in order to make nursing students not be confused nor abashwhen they meet those medical terminologies written commonly in English, they need not only read a lot but also write the terminologies for better memorization.

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