

Research article

Developing a Visual Dictionary for Nursing Students

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ORCIDTemardi Temardi: <https://orcid.org/0000-0001-8631-944X>**Abstract.**

Communication skills are highly needed for today's society. English, as the lingua franca, is considered a soft skill that every sector, including nursing, needs to focus on to work towards global development. Nursing candidates are expected to be accustomed with terminology and vocabulary related to their major in English. However, the available learning materials are not always suitable for vocational students and their syllabi are often still too general. As a result, many students experience language barriers in understanding specific terminologies and vocabularies within the scope of nursing. This study aimed to develop discipline-specific vocabulary in the form of a visual dictionary for nursing students. The ADDIE model was employed, and questionnaires and interviews were used to gather the data. The findings of this study are expected to support the needs of students related to their major and future career.

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1. Background

The trend of globalization shapes modern society to have capable communication skills to be able to compete globally. Therefore, the demand of communicative competence perceived highly needed for the society in era of revolutionary industry 4.0. Nowadays, English as a lingua franca considered as a soft skill that every line of sectors needs to pay more attention towards this trend including educational one. In higher education level, graduates are hoping not only able to contribute based on their field study but also marketable internationally.

After having observed one of well-known academic institutions, Politeknik Kesehatan Singkawang, the writer gains that one of the objectives of holding education is to prepare graduates to be ready to collaborate internationally. In addition, one of academic guidelines of nursing students is doing an internship in overseas hospital for example in Malaysia. Therefore, these policies give information that nursing students are expected can expand their network and become part of the international community and encourage the students to perform in order to support their future career. To sum

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up, students majoring in nursing Singkawang they need to understand English that integrates with specific context related to nursing area of study.

However, the communication skill available learning materials are sometimes not always suitable for vocational students and their syllabus is still too general. As a result, many students experienced language barrier in understanding specific terminologies and vocabularies within the scope of nursing. Whereas, as a nurse candidates in the future they are expected to be familiar with terminology and vocabulary related to their major in English.

Moreover the English lecturer stated that the availability of supplementary learning material for example dictionary related to nursing department still fairly rare. In order to facilitate their duty the English lecturer felt the need to understand and familiar with terminology and vocabulary related to their field of study.

There are a great number of researches done to investigate the needs of English for nursing students. The needs of mastering English is demanded for students of nursing due to many factors. A lot sources of academic reading in English as well as extensive job opportunities abroad making nursing students need to have both active and passive abilities to use English (1). The study for medical records and health information students, Setiawati (2) identified and evaluated nurses' learning material needs. The findings of the research revealed that having sufficient foreign language skill like English is very important in an academic settings and professional activities after they finish their study. In addition, some of the topics that suit the needs of medical record students are the duties of the medical recording staff, issues dealing with morals and laws in the medical profession and hospital statistics.

Meanwhile, Lu (3) examined detail contexts towards English language had to be used by nurses. The result of the study stated that communication skill in English is highly demanded to create superfine service between medical staff and foreign patients. Due to using English to indicate medical terminologies also saves more time.

Due to limitation of English learning material for Nursing students at Politeknik Kesehatan Singkawang, this study aims to contribute in developing supplementary learning material in the form of dictionary (arranged according to themes, instead of being an alphabetical list of words). Range of vocabularies development tends to lead to the words or expressions related to their field of study, curriculum and syllabus used by nursing department of Politeknik Kesehatan Singkawang for example: hospital admission, accident and emergencies, Pain and symptoms. To sum up, the writer will provide the picture, definitions and pronunciations in order to shape better understanding.

Even though in the present time the uses of digital systems and e-learning have been developed, the use of printed media-based teaching materials is not always out of date. Even though it sounds conventional, printed teaching materials such as the dictionary are admittedly still very helpful for many lines of education in the teaching and learning process amid the digital materials for example online dictionaries. In some areas, digital-based learning systems cannot be accessed due to limited internet connections and internet quota costs, which are still being considered.

2. Theoretical and Empirical Review

In this study, the writer will develop a visual dictionary as a supplementary material for nursing students in Politeknik Kesehatan Singkawang. There are several expected product of the study. First of all the product is hoped to be able facilitate the nursing students develop their language skill in accordance with their current study and future occupation. Second of all, the product can be used by the lecturer and other majors that are still related to health department. Lastly, the result of the study is expected to be used as a reference in developing other learning materials in accordance with specific purpose materials.

2.1. Vocabulary

Vocabulary is one of micro skills which support four basic language skills: Listening, Reading, Writing, and Speaking. Certainly, all micro skills for example; grammar, spelling, pronunciation are very important. Nonetheless, everything will be difficult if ones communicate without having sufficient vocabulary, without vocabulary there is nothing can be transmitted (4). As Richard said, "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write" (5). These points give understanding that vocabulary is a micro skill which takes a vital role in a language setting.

The vocabulary language takes a vital role for a language use, there a great numbers of related to vocabulary investigation to one's performance toward language test. Second language learners do not need to mastery all vocabulary size as native-like hence to use English (6). The most basic thing in communication is having sufficient vocabulary with a number of lexis necessary to activate various forms to reach target language in English communication. This point reflects that second and foreign language learners highly recommend tailoring the target language to shape better understanding in

English communication. English vocabulary is extremely varies and large as well. In another definition of vocabulary, "Oxford learners' dictionaries" defines vocabulary as follow:

1. all the words that a person knows or uses
2. the words that people use when they are talking about a particular subject
3. all the words in a particular language (7).

2.2. Vocabulary Development for Nursing Student

Vocabulary related to health department is considered as vocabulary in English for specific purposes (ESP). In the United States, The availability ESP course is considered another important issue in higher education. Characteristic of vocabulary in ESP is designed or related to specific disciplines and situations, a different from general English. ESP is divided into two main areas: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). Both EAP and EOP are further classified according to its professional fields. EAP is divided into English for Science and Technology (Academic) Purposes, Medical Purposes, and Legal Purposes. EOP is further classified into "EPP" stand for English for Professional Purposes including English for Medical and Business Purposes, and English for Vocational Purposes (EVP) including pre-vocational and vocational English.

Andriana & Makarova conducted their study focusing on developing dictionary that focuses on engineer physics, they believe it can facilitate technical students' requirements for the foreign language training (8). The American Nurses Association (ANA) established a database committee to support nurses in understanding the development and evolution of the use of multiple vocabulary words in nursing classification schemes (9). The ANA developed several recognized nursing classifications.

Learners with this academic and specific purpose for example nursing students in Politeknik Kesehatan Singkawang may entail to gain understanding subject-specific core vocabulary for example sign and symptoms or in and around hospital. However, others who are not related to the specific field of study may not certainly need to learn these words. There are varying types and categorizations of vocabulary in ESP and their usage in EFL teaching. Fundamentally, every term generally refers to the vocabulary of professional use or specific area of study.

2.3. Material Development

Developing learning material is not a new phenomenon in a pedagogical field. Ideally, there are sixteen basic principles proposed by Tomlinson to material development for the teaching and learning of languages. Following are several aspects to be considered for example, material should expose the learners to language in authentic use, what is being taught is useful and relevant, provide the learners opportunities to achieve communicative purpose and facilitate the learners to feel at ease in some ways. This guidance implies that developing material should consider the suitability with learners' field of study to attract their attention and provide more opportunity to use the target language to gain noticeable communicative purpose (10).

Learning Materials are anything that can help the learning process either linguistically, visually, auditory or kinesthetic (11). Further, Tomlinson states material can be printed teaching materials (printed): such as handouts, books, modules, student activity sheets, brochures, leaflets, wallcharts, photos / pictures, and models / mockups. There are a number of experts outline principles and procedures of ESL material development. Moreover, learning material should expose and help the learners' to use language in an authentic use and input. Because, if the available language is not authentic because it has been created or has even been reduced to exemplify certain features of the language, later the learners being unable to use language effectively on a language target. Moreover, language learning materials should be contextualized to interpret the relationship and context of their use (12).

Authentic learning material ideally having language input and give positive impact towards learners' attitude to a language usage. Pinner states that authenticity must be viewed from something that is a continuum between social and contextual (13).

The interconnected arrows among classroom, individual, reality and community illustrate several factors to ponder to develop authentic material. According to Mishan (as cited to ahmed, 2017) the advantages of developing materials are: Learners are automatically able establish a relationship with the material because of familiarity, they can express themselves comfortably, the learners feel motivated to share personal experience towards learning material.

Moreover, expertise, relevance, development, reputation and flexibility are the advantages of developing learning material (14).



Figure 1: Authenticity as continuum.

2.4. Supplementary Materials

Supplementary materials are other learning sources as an additional textbook. According to Spratt, Pulverness and Williams (15), supplementary material can be in form of skill development learning material include grammar, material for phonology and vocabulary as teacher's resource materials. The supplementary materials are chosen by selecting features which does not contain on the textbook. There are several ways to apply supplementary materials in teaching and learning process. Spratt et al.,(16) defined how to select supplementary materials are by (a) to change the inappropriate learning material on the textbook; (b) to enrich unavailable material from the textbook; (c) to provide more relevant materials for learners' needs and interest; (d) to give more language practice and skill; (e) to put more various teaching materials. So, the supplementary material can be conducted to provide more relevant material towards learners' needs and field of study. The priority must be given to a local community and resource developed. Supplementary material must enhance the curriculum and support relevant to learning outcomes and course content. Likewise, suit with several aspects for example the content and emotional development, level of ability, learning style, and social development.

Supplementary material can be various depend on its types. Ur (17) categorized the supplementary material into two parts: paper and digital. The example of paper supplementary material can be worksheet, handout, book for extensive reading, card

and pictures (poster and flashcard). Likewise, digital supplementary material tends to be more related to the internet like data project, websites, digital recording, digital tool and e-book. As a teaching practitioner, modify the exist material according to the students' level and context is able to provide better understanding. Generally material development is for learning rather than teaching, Tomlinson (18). According to him, the material development should meet several criteria: informative (providing the learner information about the target language), instructional (giving the learner guidance to practice the language), eliciting (motivating the learners using the language), experiential (relating the learners with a language use) and exploratory (assisting the learners to discover about meaning the language).

2.5. Dictionary as a Supplementary Material

The dictionary is really needed in supporting language learning. The vocabulary in the dictionary considered as English for specific purpose. ESP dictionary can be various according to different names from one study to another. Principally, every different types of dictionary refer to vocabulary that addresses a particular area of study or professional use. In ESP the number of words that are presented is less than the general dictionary because it is only included in certain fields of study either at universities or professional disciplines.

2.6. Teaching English to Nursing Students

Department of Nursing Singkawang is one of the six majors provided by Ministry of Health Pontianak. Established for the first time as a nursing academic Department of Health Singkawang based on the Minister of Health Decree Number HK.00.06.1.101.047 April 9, 1998 concerning the Academic Formation of Nursing, Ministry of Health, Singkawang (19). The education is in the form of polytechnic or academy that provides facilities health services to support education and conduct collaborate with organizations and the nursing profession. Department of nursing Singkawang regularly involve the students in attending and performing on international workshop. In the same way, doing practice in overseas hospital is a compulsory agenda in an academic setting of the nursing students. The nursing students are prepared to be professional nurses in the future. The professional nurse is obliged to have a sense of responsibility or accountability in itself, accountability is the main thing in professional nursing practice where it is mandatory in nursing students as nurses' in the future (20).

Based on the curriculum, the content of the English course is taken as much as 3 credits. The standard competence is communicating with others using English properly in terms of medical and nursing works and its basic competence is speaking English communicatively and comprehending the medical terminologies and instruction in English. Referring to the syllabus, the course will introduce to several language materials regarding the professionals practice in nursing and medical field. It is also used to help you knowing a good language on how to deal with the patients particularly handing the therapeutic patients.

As stated in the curriculum and syllabus, the objective of English lesson in the nursing students as follow:

(1). Use interpersonal expressions in daily communication in nursing and medical field such as speaking with the colleagues, handling the patients, admission, checking health, analysis of illness, giving direction and instruction, giving advice, telephone talk, etc.

(2). Use the communicative expressions properly and appropriately in therapeutic communication.

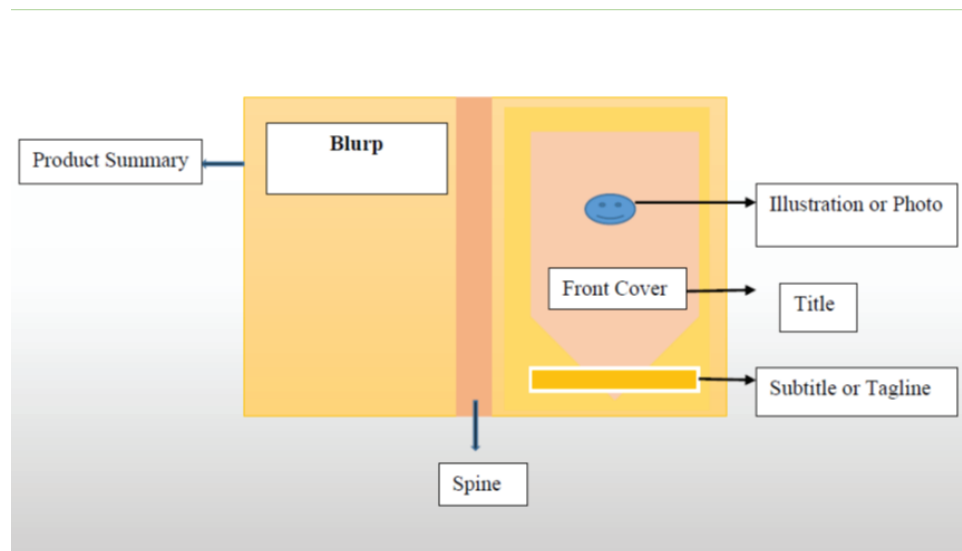
(3). Use the medical and nursing terms and vocabularies suitably in speaking such as body parts, body organs, professions and position in hospital, disease and symptoms, medical instrument, etc.

(4). Understand any kinds of text and passage by comprehending the content and the structures of the text.

The objective of English subject for nursing field of study is to prepare the students to gain better communication for both written and oral in the context of communication of their program. Moreover, it facilitates the students to shape ability to communicate as a global community and support their future career.

3. Conclusions

The writer will develop the product based on the syllabus and the curriculum that is used by nursing department Politeknik Kesehatan Singkawang. The material inside the dictionary is hope suit according to the analysis phase gather from survey, interview and questionnaire. The development of the product will develop the dictionary related to nursing major for example; hospital admission, accident and emergencies, Pain and symptoms. In developing the visual dictionary, the writer will provide the definitions and pronunciations in order to shape better understanding.



The graph above illustrates dictionary cover layout. There are three main sectors; front cover, back cover and spine. The main component of the front cover involve the dictionary title, what is intended for and images (fits the genre and content of the product which is nursing major). Secondly, is the back cover which contains the blurb and review to give brief information about the product and target audiences. Lastly, spine is consist of the title of the product and there will be another small images. To sum up, the main idea of the cover design consider the suitability of the genre and content of the product, fits the target language and summarize briefly about the product to the target audiences. oth empirically-based and conceptually-based papers need to include the Conclusions section. It should emphasize the important points of the paper and state future directions for research/recommendations.

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