THE IMPROVING COMPETENCE OF NURSING STUDENTS’ ABILITY ON WRITING NURSING REPORT: Case Study on the Fifth Semester of S1 Nursing Students of STIKES Muhammadiyah Kudus

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Abstract
This study aims to investigate the teaching and learning procedures, problems faced by students and find some solutions of teaching in writing the nursing report process at the fifth semester of S1 nursing students of STIKES Muhammadiyah Kudus. This study was descriptive qualitative research. The data were collected by observation, interviews, and documentation. The data in this study were in the form of information obtained from students and English lecturers. The samples of this study were 80 nursing students from class A and B and two English lecturers. The technique of analyzing the data was done using data reduction, data display, and conclusion drawing and verification. The results of this study show that the teaching and learning procedures were based on school-based curriculum including opening, main activities (exploration-elaboration-confirmation), and closing. The techniques used by the lecturers included describing the process of arranging the nursing report, using real objects, memorizing, translating, grouping, and correcting. The problems faced in teaching writing nursing report are developing idea, organizing idea, difficulties in vocabulary, tenses, and grammar and different capability of the students. The solutions to overcome the problems include (1) giving material clearly, (2) giving simple assignment, (3) repeating the previous materials, and (4) using mix language.

Keywords: Nursing report, writing procedure, and writing skills.

INTRODUCTION
Mastering English means mastering the four basic skills, namely listening, speaking, reading, and writing. Students have to master all of those skills in order to improve their English language. In addition, they must learn other aspects of English which can support their ability. Teaching English in Indonesia is focused on the ability of student’s communication. The communication can be in oral and written forms. The learners should be capable of the four language skill (Depdiknas, 2006: 6). One of skills that must be learned is writing. According to Byrne (1997:1) writing is producing sequence of sentences arranged in a particular order and linked together in certain ways. In the teaching of writing skill of nursing report, the students are trained to report the certain case of deaseas in a written language by developing one main idea as a topic sentence.

Many of the nursing students still have many problems in writing nursing process report. According to Meyers (2005:2), writing is an action. There are some steps in writing process, they are process of discovering and organizing the idea, writing or putting them on paper, reshaping and revise the writing. Moreover, some students have problem to develop main idea, difficulties in grammar and vocabulary. Some students try to find out word by word using dictionary.

Nursing reports is one of the important parts in nursing field in the way that it is an open access, peer-reviewed, online-only journal that aims to influence the art and science of nursing by making rigorously conducted research accessible and understood to the full spectrum of practicing nurses, academics, educators and interested members of the public. The aim of nursing reports is to make original,
evidence-based, peer-reviewed research available to the global community of nurses and to interested members of the public. In addition, reviews of the literature, open debates on professional issues and short reports from around the world are invited to contribute to our vibrant and dynamic journal. All published work will adhere to the most stringent ethical standards and journalistic principles of fairness, worth and credibility.

The study focuses on how to improve the writing competence of nursing students’ ability in writing the nursing report of S1 Nursing program at STIKES Muhammadiyah Kudus. Moreover this study also attempt to find the teaching and learning procedures, problems faced by students and some solutions to improve the students’ writing skills.

REVIEW OF LITERATURE

According to Harper (2004: 160), writing is one of four main macro-skills taught in the ESL classroom, besides reading, speaking, and listening. He also adds that writing is one of four basic skills which involved in productive (output) skill and Bybee (1997) stated that there were five steps in the classroom procedures in writing class including engagement, exploration, explanation, elaboration, and evaluation.

Richards and Lockhart (1999: 10) stated that role of teacher in the context of classroom teaching and learning may also be influenced by methodology which is followed by teacher. The following are the roles of teacher: need analyst, curriculum developer, material developer, and counselor. There are a number of strategies we need to consider for concentrate on the process of writing, they are: get students to plan writing, encourage students to draft, reflect and revise writing, respond to students’ writing, general concept of text, general concept of genre (Harmer, 2004: 96).

Nunan (2003: 74) also stated that there were principles that every teacher should consider while planning a course, they are: understand your students’ reasons for writing, provide many opportunities for students to write, make feedback helpful and meaningful, clarify for yourself, and for your students, how their writing will be evaluated. Later on, there are some techniques for teaching writing, they are: describing the picture, controlling composition, feedback, guided composition, paragraph completion, real objects, role-play (Raimes, 1983: 97).

It is vital for the teachers on lecturers to know the best strategy in teaching writing in the way that English teacher was often portrayed as an unattractive grammar monger whose only pleasure in life is to point out the faults of others (Baron, 1982). According to School Based Curriculum (2006), the goal of teaching and learning at Senior High School is that students will be able to develop communicative competence in written as well as in spoken form to achieve functional literacy level. They are expected to be able to communicate in written as well as in spoken form to solve problems in their daily live. In this curriculum, the English material is taught based on the text. There are many types of written form that should be learnt, for example, narrative, recount, report, news item, procedure, spoof, etc.

RESEARCH METHOD

This study used descriptive qualitative research in which it is kind of descriptive data in the form of written or oral words from observing people and behavior Taylor (1987). In other words, a qualitative research is a type of research which does not include any enumeration. The population of this study was the fifth semester of S1 Nursing Students of STIKES Muhammadiyah Kudus in the Academic Year 2015/2016. Meanwhile the samples of this study were 80 students. The data of this research is information elicited from the students and English lecturers at STIKES Muhammadiyah Kudus. There are three sources of data: event, informant, and document.

The method of collecting the data was in the form of observation, interview
FINDING AND DISCUSSION

The data analysis is used to explain the findings of the present study investigating on how to improve the students’ writing skill on nursing report of S1 nursing students at STIKES Muhammadiyah Kudus.

1. Teaching and Learning process in teaching writing.

Teaching and Learning process used by lecturers to teach writing in nursing report adopt the School-based Curriculum in the way that the procedures are opening class, main activities, and closing class. There are three steps in the main activities: exploration, elaboration, and confirmation.

Lecturers in this way participate to give the real method of writing by arranging collaborative lesson planning time and then share with students the experiences in writing development and all materials and resources like work plans, teaching materials, research reports, students' work. The lectures also said that they felt that the use of school based curriculum to apply in writing class was efficient and quite significance. Meanwhile, students reported that it was a good method or procedure to teach writing using school based curriculum in the way that they can explore and understand the learning material easily. Some students got greater confidence and greater idea to write something in their class.

2. The techniques used to teaching writing of nursing report.

There are several ways used by lecturers to teach writing including:

1) Describing the sheet of nursing report

English lecturers always asked the students to get the form of nursing report before the writing process. It is used to get the general understanding about how to write and what to write in the way this strategy would improve students’ creativity in writing. From the sheet, the students could think what to write in good manner and lecturers are able to explain clearly about the material should be written in their report.

2) Feedback

Feedback is used to measure get overall understanding about the whole written material to be written in the nursing report in the way that it helped the students to make a good and correct writing. They knew their errors, they knew the reasons why that were wrong, and then they could correct it by themselves. Lecturers give the written feedback in the form of mark or grade of their writing in which students have some opportunities to demonstrate their writing process. Feedback will be in individual group of students). Students reported that it is quite effective for the students students as to when their work will be returned to them before complete.

3) Real object

The real object in teaching writing is used by the lecturer to increase the students’ mastery of vocabulary because. Real object in this way is the actual objects or items to support the learning process which is in the form of picture and medical device and human anatomy picture. It is used in the classroom to illustrate or to see, hear and in some cases touch the object”, real object are used in the classroom to make the help the students get easier understanding about many vocabularies.

4) Memorization

Based on interview with some students, this strategy was commonly used by English teacher. This strategy is the one of strategies to improve students’ ability to memorize the new vocabulary. The lecturers use five ways of memorizing which include (1) elaborating on what students’ writing and apply it the knowledge to related topic, (2) learning from general and specific one, (3) reciting out loud in your own words until you don’t need to refer to your notes, and (4) using memory devices to help memorize information

5) Translating
In arranging the nursing report, the process sometimes used translation method, in the way that the idea from the students in Bahasa Indonesia would be then translated into English and the lecturer helped the students when they find difficulties and confused in translating sentences.

6) Correcting

Based on observation, the lecturer always corrected the student’s work and checked student’s understanding of the new vocabularies or material. While the students practiced the works, sometimes they made some mistakes, so the lecturer used the strategy to correct their works.

3. Problem faced in teaching writing of nursing report.

Some students tend to have difficulty to write well in writing nursing report because they do not have experience in English writing. The main problem arising on their writing process include:

1) Problem in developing the idea

Some students reported that they could not develop the paragraph well because they are not getting used to use English to their nursing report. They usually wrote in simple sentences. Moreover, students always asked how to write something due to the fact that they do not know how to write in English. The students admitted that this problem was due to the difficulties of transforming the ideas from their mind into written text.

2) Problem in organizing the idea

The second is problem organizing the idea. Students did not know the way to deliver organizing ideas to write the report in English. In organizing ideas students have to use two components of writing nursing report including opening, body of the report and conclusion.

3) Difficulties in vocabulary, tenses, and grammar

Based on interview to English lecturers, students have many difficulties about vocabulary and grammar. They have poor choice to choose the good vocabulary; it made the students always asked about the vocabulary that they did not know. They usually use the vocabulary that they known and if they have difficulty, they seldom look for the new vocabulary in dictionary, internet and ask to lecturer. The students felt difficult to use correct tenses and arrange the good sentences to support the paragraph.

4) Different capability of the students.

Some of students could understand faster and the others learned slowly. That situation make the teaching learning process did not run well. Every student has different ability. Later on, limited time of teaching makes the lecturer felt difficult to deliver all materials to the students because with the available time the English lesson could not run well.

4. Some solution to overcome the problem in teaching writing of nursing report.

Some solutions to overcome the problem arising in teaching writing of nursing report include:

a. Explain the material clearly

The lecturer must explain the material clearly about how to write the nursing report starting from contents , grammar, diction, and main points of the writing.

b. Give simple assignment

Difficult assignment makes the students confused how to answer. The alternative solution is by giving the simple and easy assignment. Students reported that they get easier understanding about the material given by the lecturer. This solution really helps the students with low understanding the material.

c. Repeat the previous material

The lecturers said that they always repeat the previous material and give the students’ assignment until the students understood the material. It is to measure how the students comprehend about the materials.

d. Used mix languages

The lecturers are able to use both Bahasa Indonesia and English in teaching writing because not all of students knew the meaning when it is fully delivered in English. In the teaching activity, lecturer did not use English language fully. Lecturers said that they combined with Indonesian language, because the students still got difficulties to understand English language.
4. CONCLUSION

It can shortly concluded that the process of teaching and learning in writing nursing report used School-Based Curriculum in the way that the procedures are opening class, main activities, and closing class. There are three steps in the main activities: exploration, elaboration, and confirmation. Some techniques used by the lecturers to develop students’ ability in writing nursing report include describing the picture, feedback, real object, memorization, translating, and peer correcting. Meanwhile some problems in teaching writing of nursing report are: problem in developing idea, organizing idea, difficulties in vocabulary, tenses, and grammar, different capability of the students, and limited time. Later on, some solutions to overcome those problems are: (1) by giving material clearly, (2) asking simple assignment, (3) remembering previous the material, and (4) using mix language.

Further study may relate to type of learning model to support teaching writing in class e.g the use of cooperative learning because the right teaching model will help both teacher and students to convey the materials.

REFERENCES


