

**DEVELOPING HOTS-BASED DESCRIPTIVE READING MATERIALS  
USING CANVA FOR NURSING STUDY PROGRAM STUDENTS OF  
HEALTH POLYTECHNIC, MINISTRY OF HEALTH, PALEMBANG**

**THESIS**

**BY**

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***MAGISTER OF LANGUAGE EDUCATION STUDY PROGRAM***



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**2023**

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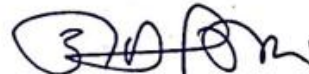
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## DECLARATION

### DECLARATION

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Palembang, December 2023

The Undersigned,



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## **MOTTO**

“Work for your world as if you will live forever. Then, work for your hereafter as  
if you will die tomorrow”

## **DEDICATION**

This thesis is dedicated to:

1. My beloved parents, Bapak (Ali Mustofa, S.Ag.) and Bunda (Susi Aryani, S.Ag.) who always support and pray for my success. Thank you for everything, I love you more than I love myself.
2. My beloved brothers (Hafiz Akbar Falah and Naswan Nail) and my beloved sister (Nadhira Safitri), thank you for your endless love.

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In this chance, the researcher aims to express her gratitude and appreciation to all of the people who have provided motivation, advice, support for the researcher. First, her sincere appreciation goes to her advisors, Prof. Soni Mirizon, M.A., Ed.D. and Eryansyah, M.A., Ph.D. who have helped her patiently finishing this thesis by giving suggestions, advices, and motivation. The researcher would also be grateful to head of Magister Program of Language Education, Sary Silvhiany, M.Pd., M.A., Ph.D., the Dean of the Faculty of Teacher Training and Education, Dr. Hartono, M.A., the Head of the Language and Arts Education Department, Prof. Soni Mirizon, M.A., Ed.D., and all the lecturers who taught her during her study at PBI. Then, her thankfulness also goes to the lecturers and students of DIII Keperawatan Poltekkes Kemenkes Palembang for their cooperation. Finally, the researcher's deepest appreciation goes to her beloved parents, brothers, and sister for their endless love. May Allah SWT always blesses us, Aamiin.

Palembang, December 2023

Rizqi Amiroh



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**ABSTRACT**

The primary objective of this study was to create Higher Order Thinking Skills (HOTS)-based descriptive reading materials specifically tailored for nursing students at Poltekkes Kemenkes Palembang. Emphasizing the importance of validity, practicality, and potential effectiveness, the developed product aimed to serve as supplementary materials to address the unique needs of the students. Following the design research framework proposed by Akker (1999) and modified with Tessmer's (1993) phases of analysis, design, evaluation, and revision, the study employed a comprehensive methodology. Data collection involved the use of questionnaires, semi-structured interviews, and a reading comprehension test, with both quantitative and qualitative analyses applied. Formative evaluation techniques were then employed to assess the validity, practicality, and potential impact of the developed materials. Expert reviews covering content, language, and instructional design indicated a very high validity category, with an impressive average score of 3.82 across all aspects evaluated. Practicality was gauged through one-on-one and small group evaluations, both of which yielded notably high scores, averaging 3.71 and 3.58, categorizing the product as highly practical. The field test further affirmed the materials' efficacy, with 73.33% of students achieving the required passing grade of 70. This outcome suggests a high potential effect, affirming the materials' suitability for teaching reading to nursing students at Poltekkes Kemenkes Palembang. In conclusion, the meticulously developed HOTS-based descriptive reading materials have demonstrated their utility and effectiveness, establishing them as valuable supplementary resources for the teaching of reading skills within the academic context of Poltekkes Kemenkes Palembang.

**Keywords:** Higher Order Thinking Skill, Descriptive Text, English for Specific Purpose, Nursing Students

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## **CHAPTER I**

### **INTRODUCTION**

This chapter introduces the background, the problems of the study, the objectives of the study, and the significance of the study.

#### **1.1 Background of the Study**

The importance of English in higher education in the twenty-first century cannot be overstated, English should be taught in specific ways to help students acquire what they need based on their major or discipline. It is necessary to prepare students to be able to compete for jobs after graduation from the universities. OECD (2017) states that how countries might get a competitive advantage in industries if their talent qualities are closely aligned with the requirements of the industries. According to Aring (2015), the ASEAN Economic Community (AEC) also confronts its member countries with the possibility of human resource rivalry by increasing their capabilities. This aligns with one of the 21st-century learning priorities, the development of life and job skills.

In academic process, students are required to understand language skills in learning English. According to Lotherington (2004), there are four basic language skills such as speaking, listening, reading and writing. These skills are related to each other with two parameters, namely the mode and direction of communication (Aydogan, 2014). The mode of communication is in the form of oral or written and the direction of communication is in the form of receiving or producing the messages. By mastering these skills, students are expected to be able to integrate them in the act of communicating with others.

As one of the language skills, reading is an important skill to be improved because it plays a role in academic activities, especially for English as a foreign language or second language students. According to Komiyama (2009), reading is a very important skill for English language learners. It will support the development of overall proficiency and provides access to crucial information



at work and in school. Similarly, according to Dorkchandra (2010), reading is one of the language skills for those learning English as a second or foreign language (ESL/EFL), for academic success, and for professional development. It can be concluded that reading skill is very important to be developed by students to support foreign language learning activities.

The teaching of English in Indonesia places reading skill as the most exposed skill taught in the classroom and students' ability on literacy especially in comprehending reading texts is one of the targets of the Indonesian curriculum, that is, 2013 curriculum. According to Fitriasia, et al. (2015), the reading ability of the students especially those who are not native speakers increasingly got much attention in English classes. As a result, there is a great portion of reading exposure in most classrooms. It is worth saying that reading can help students gain more knowledge, which supports their learning. Then, the students are expected to comprehend the content of reading texts taught and enhance their proficiency in reading.

In fact, Indonesia, where English is considered as a foreign language, is very low in reading interest. Based on the data of UNESCO in 2016, it is reported that Indonesian reading level index was only 0.001 percent (Perpusnas, 2020). It means that only one out of 1,000 people had high reading interest in Indonesia. World bank report No. 16369-IND (Education in Indonesia from Crisis to Recovery) as cited in Lubis (2018) states that the reading rate of the sixth grade of elementary schools in Indonesia is only able to score 51.7 below the Philippines (52.6), Thailand (65.1) and Singapore (74.0). It can be concluded that the level of reading interest in Indonesia is still low.

The data of Education First English Proficiency Index (EF EPI) described in the previous paragraph suggest that several things should be considered and prepared by English teachers to encourage their students to get better achievement in learning English, especially in reading skills. One of the efforts is preparing appropriate materials that suit students' needs. Howard and Major (2004) states that teaching materials in the learning and teaching process are the main parts. In other

words, teaching materials consist of the source or content taught or learned based on the learning goals.

English is taught as a foreign language in Indonesia. Each institution has its unique teaching and learning objectives for the English topic. The goal of English language instruction in the Nursing Department is to provide students with English skills relevant to their field of study in nursing activities. They are required to actively communicate in English.

If students desire to continue their studies overseas or work in an international hospital, they must have a strong command of the English language and also a higher order thinking skill. Higher order thinking skills are crucial for nursing students as they enhance critical reasoning, problem-solving, and decision-making abilities essential in the complex healthcare environment (Smith, 2020). According to Jones and Brown (2019), nursing practice demands cognitive processes beyond basic memorization, requiring analysis and synthesis of information to provide effective patient care.

Moreover, the American Association of Colleges of Nursing (AACN, 2021) emphasizes the significance of critical thinking in nursing education, stating that it facilitates clinical judgment, enabling nurses to make sound decisions. This aligns with the idea that higher order thinking skills equip nursing students with the capacity to navigate diverse and dynamic patient situations (Johnson et al., 2022).

In the realm of healthcare, where situations can rapidly evolve, the ability to think critically aids nursing students in adapting to changing circumstances and delivering optimal patient care (Smith & White, 2018). As White and Black (2020) contend that Higher order thinking skills empower nursing students to approach clinical challenges with confidence, ensuring competence in various scenarios. In summary, the cultivation of higher order thinking skills in nursing education is fundamental, as it not only aligns with professional standards but also equips students with the cognitive tools necessary for effective and adaptable clinical practice.

Reading descriptive text in a nursing study program is paramount for the development and enhancement of higher-order thinking skills. Descriptive text

provides a detailed account of various medical scenarios, patient conditions, and healthcare procedures, thereby offering students a comprehensive understanding of the practical aspects of nursing. According to Smith and Jones (2020), exposure to detailed descriptions helps students build a mental repository of clinical scenarios, fostering critical thinking and problem-solving skills. By immersing themselves in descriptive texts, nursing students learn to analyze complex situations and make informed decisions, skills crucial for effective clinical practice (Johnson et al., 2018).

Moreover, descriptive text aids in the development of observational skills, an essential component of nursing practice. As noted by Thompson et al. (2021), careful reading of detailed clinical descriptions sharpens a student's ability to observe and interpret subtle cues, facilitating early detection of patient complications. This aligns with the nursing profession's emphasis on acute clinical judgment, a skill essential for ensuring patient safety (Brown & Miller, 2019).

The importance of descriptive text in nursing education extends beyond mere knowledge acquisition. It plays a pivotal role in honing communication skills among students. As highlighted by Miller and White (2022), exposure to rich descriptive language in healthcare literature enhances a student's ability to articulate findings, document patient information accurately, and communicate effectively with interdisciplinary teams.

In conclusion, reading descriptive text in a nursing study program is a multifaceted approach that cultivates higher-order thinking skills essential for nursing practice. Through detailed descriptions, students not only gain a profound understanding of clinical scenarios but also refine critical thinking, observational, and communication skills that are integral to their success in the healthcare field.

Then, the specific English topic will help students learn about nursing activities and medical terminology. They require learning resources in order to achieve the goal of the learning process. The tools will provide numerous opportunities for learners to really utilize language to achieve their aims, as well as numerous opportunities for them to receive feedback on the efficacy of their

communication attempts. As a result, English learning resources for nursing students must be produced in response to real-world needs in their field of study.

Most language programs consider teaching materials to be an important aspect (Richards, 2001). The materials are critical in the language teaching and learning process because it will not achieve its goal without them. Learning materials are required to structure the teaching and learning process, and they must be relevant to the needs of the students.

Based on the result of the observation, the lecturer used improper materials to teach English at the Nursing Study Program at the Health Polytechnic Palembang. For nursing students, the materials they use tend to be general English rather than English for Specific Purpose (ESP). The books and exercises do not prepare students for real-life situations and do not pique their attention.

Numerous similar studies were previously conducted in relation to the topic of designing English materials for nursing students. First, Burhan and Putra (2021) studied about developing English materials for nursing students of AKPER YPTK Solok through students' need analysis. This study was a mixed method which used questionnaire and interview. The results showed that speaking skill, reading skill, vocabulary mastery, and grammar mastery are needed by the nursing students. In addition, nursing students want English materials, including grammar and vocabulary related to nursing field to be more focused in teaching and learning process. In conclusion, developing English materials for nursing students, the lecturers and decision maker should know what the students and work field need through students' need analysis.

Second, Gultom (2016) studied about developing English learning material for nursing students of Borneo University of Tarakan. This study was a Research and Development (R & D) study. the data were collected by using needs analysis questionnaire, materials evaluation questionnaire and an interview guideline. Four units were developed in this study. Each unit consisted of 12 until 15 tasks that were organized into Lead-in, Lesson Proper, Homework, Evaluation, Reflection and Word Bank. The data analysis showed that the developed materials were appropriate. It suggested that the appropriate learning materials for nursing students

had some components: goals, input, procedures, setting, teacher roles and learners' roles.

Third, Pongsapan (2015) studied about developing instructional materials for nursing students in Toraja South Sulawesi, Indonesia. This research worked out Research and Development (R & D) with ADDIE (analysis-design-develop-implement-evaluate) approach. Design and develop instructional material for nursing students based on Need Analysis. Instructional material developed by involving experts and the small group students at another Nursing Collage by using checklist and analyzed in quantitative method. The results showed that learning needs cover language skills, and learning preferences in terms of activities and method. Then, language needs deal with language the important of English and English in the workplace. In addition, English material developed based on needs analysis throughout ADDIE stage.

In addition, Saragih (2014) studied about designing ESP materials for nursing students based on needs analysis. This study was a mix method. The findings of the study revealed the need for setting up a language course with a clear focus on English for Specific Purposes and on the target discipline, English for Nursing. The situational analysis and interviews showed that the skills most needed for students' jobs are listening and speaking and the context of the course was designed mostly for outpatient situations.

Considering the needs, an evident gap was discovered. This study was deemed important to be carried out where the result of this study was expected to be a plausible solution to fill the gap between the lack of the availability of English reading materials and the students' needs. The purpose of this study was to develop HOTS-based English reading materials for nursing study program students that are valid, practical, and have the potential to have an effect.

## **1.2 The Problems of the Study**

Based on the background of the study above, the problems of the study were formulated as follow:

1. Were the developed HOTS-Based descriptive reading materials using Canva for Nursing Study Program students of Health Polytechnic valid?
2. Were the developed HOTS-Based descriptive reading materials using Canva for Nursing Study Program students of Health Polytechnic practical?
3. Did the developed HOTS-Based descriptive reading materials using Canva for Nursing Study Program students of Health Polytechnic have a potential effect?

### **1.3 The Objectives of the Study**

In accordance with the problems of the study, the objectives of this study were:

1. To find out whether or not the developed HOTS-Based descriptive reading materials using Canva for Nursing Study Program students of Health Polytechnic were valid.
2. To find out whether or not the developed HOTS-Based descriptive reading materials using Canva for Nursing Study Program students of Health Polytechnic were practical.
3. To find out whether or not the developed HOTS-Based descriptive reading materials using Canva for Nursing Study Program students of Health Polytechnic have a potential effect.

### **1.4 The Significance of the Study**

This study was expected to make a valuable and beneficial contribution to people in the field of education, particularly those involved in English language teaching and learning.

For the English lecturer, she is able to develop English reading materials for specific purposes in a Health Polytechnic, particularly in the nursing study program, in accordance with the curriculum, and she can use this research as one of the sources of teaching and learning.

For the students, it encourages them to learn English, give valuable information, and acquire greater exposure, particularly in reading skills that will assist them in understanding English linked to their major.

For future researchers, it is intended that the findings of this study will provide additional reference, feedback, and input for other researchers who wish to create and conduct a similar study.

For the researcher herself, the researcher hoped to give her a positive experience and the study's findings could be useful in broadening the researcher's knowledge as a perspective in transferring her knowledge about designing English reading materials for nursing study program students, as well as developing her new knowledge in conducting a scientific study.

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