

**DEVELOPING ESP READING ASSESSMENT FOR  
NURSING VOATIONAL HIGH SCHOOL STUDENTS**

**A THESIS**

**BY**

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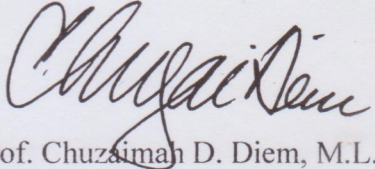
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FACULTY OF TEACHER TRAINING AND EDUCATION  
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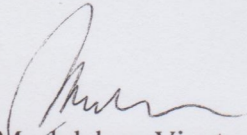
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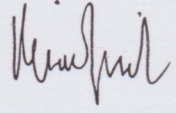
  
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**DEVELOPING ESP READING ASSESSMENT FOR NURSING VOCATIONAL  
HIGH SCHOOL STUDENTS**

**A THESIS**

Submitted to the Faculty of Teacher Training and Education  
in Partial Fulfillment of the Requirement for  
the Degree of *Magister Pendidikan* (M.Pd.)

By

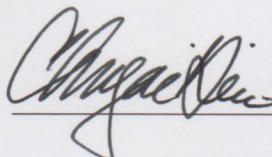
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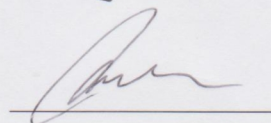
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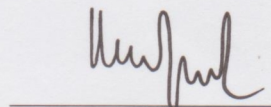
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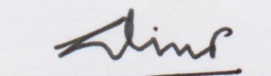
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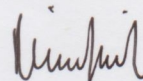


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## STATEMENT PAGE

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State that:

1. All the data, information, interpretation, and conclusions presented in this thesis except for those indicated by the sources are the results of my observation, process and through the guidance of my advisors.
2. The thesis that I wrote is original and has never been handed in for another academic degree, neither at Sriwijaya University nor other universities.

This statement is made truthfully and if one day, there is evidence of forgery in the above statement, I am willing to accept the academic sanction of the cancellation of my magister degree that I received through this thesis.

Palembang, July 2018

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## **DEDICATION**

To my beloved parents: my late father, Lukman Hasyim, and mother, Yahuda. I would never be able without your great pray you have mentioned to Allah SWT. Deepest in my heart, I love you in the world and akhirah.

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Palembang, July 2018  
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## DEVELOPING ESP READING ASSESSMENT FOR NURSING VOCATIONAL HIGH SCHOOL STUDENTS

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### ABSTRACT

The purpose of this study was to develop a set of valid, practical and potentially effective reading assessment for nursing vocational high school students. The subjects involved in the study consisted of 56 students. Using Akker's developmental research method, the procedure consisted of (1) instructional analysis, students' needs analysis, and functional reading level analysis, (2) design, (3) evaluation and revision. These were done to adjust the development of reading assessment with the needs of students, to find out the relevant and readable texts which are in line with the Indonesia National Working Standard for sub sector Health Service in Nursing field, the English curriculum, and the Nursing curriculum for vocational high school. The texts were adapted from several textbooks for nursing which were based on the basic nursing-assistant-expertise competency. Meanwhile, for the evaluation and revision, several activities were done following Tesmer's evaluation model, such as (1) self-evaluation, (2) experts review on four different aspects covering content, instructional design, language, and media for its validity, (3) three students in one-to-one and nine students in small group evaluation, and (4) field test evaluation (44 students) for its potential effect to measure students' reading achievement in English for Specific Purposes. The results of the study show that the average score of each evaluation is as follows: the experts review = 3.66 (very high validity); one-to-one evaluation = 3.03 (high practicality); small group evaluation = 3.15 (also high practicality), and the average score of field test = 67.18 in which 77% of the subjects achieved the minimum score criterion of 55. Finally, its very strong significant correlation ( $r = .821$ ;  $p < .000$ ) with TOEIC given to the same students indicates that the developed reading assessment can be used to any other groups of students majoring in nursing as one of the alternative assessment devices in detecting the students' reading proficiency.

**Keywords:** *reading assessment, vocational high school, ESP*

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Student's Thesis of Master of Language Education Study Program of Sriwijaya University in the academic year of 2017/2018

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## CHAPTER I

### INTRODUCTION

In this part, the writer presents about background, research question, objectives of study, and significance of study.

#### **1.1 Background**

This 21st century where a group of countries has adopted free trade (zero tariffs and no other trade restriction) among themselves requires competent human resources. It is because employers expect their employees or workers to have a mix of skills and solid performance depending on this diversity of skills. Workers have to perform not only technical tasks but also to communicate with foreign colleagues (Organisation for Economic Co-operation and Development [OECD], 2017). According to Trilling and Fadel (2009), there are three categories of skills needed in this 21st century; First, learning and innovation skills, second, digital literacy skills, and third, career and life skills. Trilling and Fadel (2009) further explain that communication is one of the skills needed in this 21st century. In addition, OECD explains that there are three dimensions of global competence needed to deal with challenge and opportunities in this era, namely knowledge and understanding, skill, and attitude (OECD, 2016). Therefore, in Southeast Asia Nations, the demand for skilled workers who fulfill this global competence is needed urgently. One of the arenas is Asean Economic Community (AEC) in which the country participants are challenged with competition risk in human resources. One of the important pillars of this ASEAN economic integration is single market and production base which the consequence is *free flow of skilled labour* or in other words, it provides the citizen with the greater opportunities to trade and do business within the region (ASEAN, 2015).

However, the developing countries seem to face serious barrier in producing competent human resources which is how to deal with fostering the growth of youth employment and entrepreneurship (UNESCO, 2016). This is in accordance with what OECD (2015) shows that many graduates are not prepared well for the



world of work. In Indonesia, for example, the total number of youth unemployed is 7.56 million, and 9.27 percent are from the vocational high school graduates (Indonesia Central Bureau of Statistics, 2017).

Another fact related to Indonesia human resources is based on the human development index report in 2016 (United Nations Developments Programme [UNDP], 2016). The report is the summary of the assessment progress in three basic dimensions of human development: a long and healthy life, access to knowledge and a decent standard of living. The report showed that Indonesia was at 113<sup>th</sup> of 188 countries, while among the ASEAN countries, Indonesia was in the fifth position of ten countries (UNDP, 2016). This fact suggests that there should be an improvement of human resources in Indonesia. The role of human resources is very important to face today's and future's world challenge. It is also worth saying that it is important to establish educational system thoroughly to prepare the students for the jobs and reinforce them with knowledge, skill, and attitude in order to be ready to participate in this globalization era and face the challenges which are sometimes uncertain.

In Indonesia, the government has established the education level that focuses on vocation which is vocational high school or *Sekolah Menengah Kejuruan* (SMK) / *Madrasah Aliyah Kejuruan* (MAK). Vocational education is particularly the education preparing the human resources that have knowledge, skills, and attitude as skilled workers to perform particular jobs in society or world of work and the industrial world (Ministry of Education and Culture, 2017). The establishment of the vocational high school is directed at improving international competitiveness as a foundation in establishing self-reliance and the national competitiveness in facing the global competition in the future (Directorate General of Primary and Secondary Education, 2015). The aim of the vocational high school is to equip the graduates with three aspects of dimensions, which are attitudes (spiritual and social), knowledge, and skill synchronizing with the characteristic of 2013 Curriculum (Ministry of Education and Culture, 2016b).

The first aspect of dimension is the *attitude*. Students should have behaviors that reflect the attitude of the faithful, noble, knowledgeable, confident, and

responsible in interacting effectively with the social and natural environment in positioning themselves as a reflection of the nations in the world. Second, it is in term of knowledge dimension. The students are required to have factual, conceptual, procedural, and metacognitive knowledge in science, technology, art, and culture with the insight of humanity, nationality, state, and civilization, related to causes and effects of phenomena and events. The third is skill dimension. The students are required to possess effective and creative thinking and action both in the abstract and concrete realm as the development of what has been learned at school independently (Ministry of Education and Culture, 2013).

Specifically, Vocational High School is formal education level whose graduates are trained and prepared to meet Level 2 (two) or Level 3 (three) in Indonesian National Qualification Framework or *Kerangka Kualifikasi Nasional Indonesia (KKNI)* (Ministry of Education and Culture, 2017). The Level 2 and Level 3 in Indonesian National Qualification Framework are grouped at the operator position.

Level 2 requires (1) ability to carry out a specific task, using commonly tools, information, and work procedures, and demonstrate performance with measurable quality, under the direct supervision of the superiors, (2) basic knowledge and factual knowledge of specific working area in deciding the available solutions to the arising problem, and (3) responsibility for the own works and can be given the responsibility of guiding others. Meanwhile, Level 3 requires (1) ability to carry out a specific set of tasks, interpreting information, and using tools, based on a selection of work procedures, and being able to demonstrate performance with measurable quality and quantity which half is the result of own work with indirect supervision, (2) complete operational knowledge, as well as general concept related to the facts of specific areas of expertise, as to solve common problem with appropriate method, (3) ability to cooperate and communicate within the scope of work, and (4) responsibility for the work itself and can be given responsibility for the quantity and quality of other work (Republic of Indonesia Cabinet Secretariat, Deputy of People's Welfare, 2012).

In 2016 the government of Indonesia launched the program called “The Revitalization of Vocational High Schools to Improve the Quality of Human Resources in Indonesia” which aims to prepare 58 million workers with the 21<sup>st</sup> century skills for 15 years ahead as to place Indonesia to be a strong economy based country in 2030 (Ministry of Education and Culture, 2016a).

In relation to this program, President Jokowi Widodo issued the Presidential Instruction Number 9/2016 which instructed Working Cabinet’s Ministers, Head of the National Professional Certification Agency or *Badan Nasional Sertifikasi Profesi* (BNSP) and Governors to take significant steps in accordance with their tasks, functions, and authorities. The involving twelve ministries, including the Education and Culture Ministry, the Research, Technology and Higher Education Ministry, the Industry Ministry, Manpower Ministry, the Transportation Ministry, the Maritime and Fisheries Ministry, the State-Owned Enterprises Ministry, the Energy and Mineral Resources Ministry, the Health Ministry, and the Finance Ministry (Republic of Indonesia Cabinet Secretariat, Deputy of Human Development and Cultural Affairs, 2016).

The Education and Culture Ministry, for example, has been instructed to perfect and align the curriculum for vocational high schools to produce graduates that would meet employer’s demand (link and match). This is in accordance with what OECD (2017) described that countries can gain comparative advantages in industries if countries’ skills characteristics are closely aligned with industries’ skills requirements.

The President also instructed the Health Ministry to (1) project the development, type, competency, and facility location related to vocational high school graduate (2) encourage the hospital and other facilities to give access broadly for vocational high school to have field working practice and for vocational high school teachers and educational staff to have apprenticeship (3) to provide opportunity for vocational high school graduates to work as assistant of medical practitioner at hospital or other health facilities, and (4) to foster the completion of Indonesia National Working Competency Standards or *Standar*

*Kompetensi Kerja Nasional Indonesia (SKKNI)* (Republic of Indonesia Cabinet Secretariat, Deputy of Human Development and Cultural Affairs, 2016).

As described in the previous paragraph about the responsibility of Ministry of Health, it is implied that the graduates of the vocational high school whose field of study focuses on nursing assistant expertise competency, for example, can work at any hospital or other public medical clinics due to their certified skill in nursing. This means that they may work overseas in English speaking countries.

It is widely known that English is an international language which is spoken by many people around the world. English is also one of the most important languages need to be required. Kingma (2001, p. 212) states, “language was reported to be a significant barrier to nurse migration in the international recruitment of nurses to fill nursing shortages in the UK, USA, and Australia.” English is international business language across many regions of the world. Therefore, it is important to be proficient in English. By having good English, it can be helpful to be flexible and adapt to career and life effectively. In everyday life, people who speak two or more languages will be the important partner in the global economy of the future.

In Indonesian secondary schools, including vocational high school, the exposure of English is the responsibility of the English teachers in which the focus of the teaching includes the four language skills, such as listening, speaking, reading, and writing.

There are actually many vocational high schools that have the diversity of expertise area, expertise program, and expertise competency. There are 9 expertise areas which expand into 48 expertise programs, and from 48 expertise programs expand into 142 expertise competencies (Directorate General of Primary and Secondary Education, 2016). For example, some vocational high schools have tourism expertise area, others establish maritime expertise area, etc. In this study, the developmental research was conducted in SMK Kesehatan Athalla Putra Palembang that has health expertise area, specifically nursing expertise program, particularly nursing assistant expertise competency.

Although the vocational high school has many different expertise areas, expertise program and expertise competency, English learning in every vocational high school is similar. English learning process in vocational high school is still general instead of English for Specific Purposes (ESP) (Directorate General of Vocational High School Guidance, 2017). Therefore, it does not bridge the students to achieve the aim of learning English which is to encourage students to be able to interact effectively with the social and natural environment in positioning themselves as a reflection of the nations in the world (Ministry of Education and Culture of the Republic of Indonesia, 2016b). It is because the English learning in vocational high school has no differences in term of materials and assessments for each expertise competency. It comes up to the conclusion that English in vocational high school is still general, and the contents of materials and assessments do not fulfill the students' needs, especially English for specific expertise area.

In 2013 Curriculum, it is stated that the graduates' competency standard is used for reference to establish generic competencies. The generic competency is then used to determine specific competencies for each subject (Ministry of Education and Culture, 2016b). Therefore, by referring to the competency standard of graduates, the generic competence of English curriculum in vocational high school could be developed into a specific competency. This means that there is an opportunity for the teacher, or school curriculum developer to provide and develop the available content of English (Ministry of Education and Culture, 2013).

What is described in the previous paragraph about English learning in vocational high school is justified by the theory of English for Specific Purposes. To meet the students' needs, English in vocational high school should be considered as English for Specific Purposes (ESP). According to Dudley-Evans (2000), ESP is known as an approach to learning English that meets the students' needs to learn a language which is referred to specific fields, such as science, technology, medicine, leisure, and academic learning. Hutchinson and Waters (1987, p. 19) define ESP as "an approach in which all decisions as to context and



method are based on the learner's reason for learning.” Albassri (2016, p. 48) concludes that ESP can be “ ... seen as applied General English to students who have qualifications in these fields, but who feel they need to improve their English before enrolling in further studies or entering workforce”. Finally, it is admitted that ESP is crucially important to be executed in the specific area of learning since it covers and fulfills the students' needs.

This study was conducted at SMK Kesehatan Athalla Putra Palembang. As a preliminary study, the observation of the environment of the school was done. The result of the observation showed that the school library was available, but there was no ESP literature related to reading assessment. In addition, there were no sources as additional standardized ESP reading assessment that can be used by teachers of English; and the students were seldom given ESP reading materials and assessment.

That there is a discrepancy between the ESP materials and assessments in vocational high school with the needs of students and the world demand has been a challenge for the English teachers of the vocational high school. The English teacher should be more creative and innovative in synchronizing the English curriculum with the students' needs by developing the specific materials and assessments. Due to the demand of workforce, the vocational high school students principally have to be able to communicate and explain about the content of their particular field in English with other people in order to be able to associate in the global world. Therefore, the role of English teacher is very significant in providing and developing the specific content of English. In this study, the writer developed ESP reading assessment which is valid, practical, and has the potential effect (effectiveness) for nursing vocational students.

In addition, Rotherham and Willingham (2010) state that there are three primary component efforts to realize for the students in this 21 century which are (1) educator and policymakers must ensure the instructional program is complete and that content is not shortchanged for a temporary pursuit of skills, (2) states, school districts, and schools need to change how they think about human in capital – in particular how teachers are trained, and (3) new assessment that can

accurately measure richer learning and more complex task is needed. Furthermore, Cooper, Warncke, and Shipman (1988) define assessment as a process to find out about the students' strength and weaknesses in reading which is as a tool used by the teacher to determine the students' needs, students' reading level and the best type material for teaching reading. Therefore, dealing with reading, the assessment in which students' specific skills are reflected on is really needed in order to measure the students' knowledge, skill, and attitude dealing with their specific skill and in form of reading comprehension.

Theoretically, according to Alderson (2000), reading is a general cognitive, problem-solving ability, which underlies all language processing including listening. It means that one of the ways for whoever in any field to acquire knowledge is through reading. It is also believed that there is a significant relationship between reading and speaking skill. Furthermore, Cooper, et al. (1988) define assessment as a process to find out about the students' strength and weaknesses in reading which works as a tool used by the teacher to determine the students' needs, students' reading level and the best type material for teaching reading. Furthermore, Cooper, et al. (1988) elaborates that each of graded reading passage is accompanied by multiple choice comprehension questions that test the students what was read. Those comprehension questions ranged from meaning vocabulary to those requiring the students to make evaluative judgment. Therefore, dealing with reading, the assessment in which students' specific skills are reflected on is really needed in order to measure the students' knowledge, skill, and attitude dealing with their specific skill. In addition, Cooper (1993, p. 21) explains, "Prior knowledge and background are major elements in one's ability to construct meaning". As the students of nursing expertise program learn about nursing, logically they have content knowledge about nursing, therefore it is expected that they can construct the meaning of the reading text that relates to their content knowledge.

This study reports the results of a developmental research. Akker (1999) states that developmental research offers valuable solutions for various problems which are related to design and development in education. This study focused on

developing ESP reading assessment in the content area of nursing in order to help the students to develop their content knowledge in relation to their expertise program that the main goal was to make them successful in promoting their English proficiency in their expertise program. In line with this, hopefully, the nursing vocational students could gain a better understanding after they were assessed with the reading assessment because they have to be able to interact with people professionally and intensively. After they were assessed with the reading assessment, they can also evaluate their English ability in the nursing field. It is also supported by Cooper et al. (1988) that assessment is not a one-time procedure. Cooper et al. (1988, p. 208) further emphasize, “Effective assessment is a continuous process that permits the teacher to adjust teaching to the needs of the students.” Finally, by assessing the students’ reading comprehension in the content area of nursing, it can pursue the betterment of the quality of teaching and learning process and help the teacher to have effective teaching and assessing process in the classroom.

Based on the English curriculum for vocational high school, there are some genres of reading texts, such as Descriptive text, Announcement text, Recount text, Narrative Text, Memo, Menu, Schedule, Sign, Invitation Letter, Personal Letter, Procedure Text, Factual Report, Analytical Exposition Text, Biography, Report Text, and News Item Text (Directorate General of Primary and Secondary Education, 2017). For the school in which the writer conducted the research, the textbook used is based on 2013 Curriculum for the tenth and eleventh, and the 2006 School-based Curriculum or *Kurikulum Tingkat Satuan Pembelajaran* 2006 (KTSP 2006) for the twelfth grade. After the writer analyzed the content of reading texts in the book, it was true that the contents of reading materials and assessments are still general one; there is no information about nursing or health content. If it is referred to the curriculum based on content standard, the genres of reading texts have been fulfilled it, but the content information does not refer to nursing expertise program. It means that the students’ needs are not provided sufficiently. Therefore, in this study the writer developed the specific reading assessment which is about Descriptive text. The decision of the genre of the text is

based on the most commonly genre appeared in various nursing textbooks and nursing specific field and also by synchronizing with the texts which are commonly used in English national exam.

It is expected that the reading assessment that will be developed by the writer can help the students to develop their content knowledge in relation to their expertise program. In terms of designing relevant ESP reading assessment for vocational high school, it is really needed to assess information on whether or not the products are developed based on the English curriculum that mainly considers students' needs and also the students' functional reading level. As a result, this becomes crucially important to administer the needs analysis and the functional reading level test to the students.

## **1.2 Research Question**

Is the ESP reading assessment developed for Nursing students of SMK Kesehatan Athalla Putra Palembang valid, practical, and potentially effective to be used as the reading assessment?

## **1.3 Objective of Study**

To find out whether or not ESP reading assessment developed for the Nursing students of SMK Kesehatan Athalla Putra Palembang is valid, practical, and potentially effective to be used as reading assessment.

## **1.4 Significances of Study**

This study is expected to give a valuable contribution to those in the field of education, especially in the field of English language teaching and learning which are as follows:

First, for the students of nursing expertise program of vocational high school of Kesehatan Athalla Putra Palembang and of other vocational high schools, the writer expects that the result of the study could be used as ESP reading assessment for nursing expertise program in vocational high school and related. Then, for the English teachers of vocational high school especially those

who teach at the nursing expertise program, the writers expects that the result of the study could be the guidance for developing ESP reading assessment at nursing expertise program and related and lead the teacher to develop and reinforce their students with the relevant reading assessments to deal with labor market. Third, for other researchers, the writer expects that the result of the study could be a reference for the future developmental study on further ESP reading assessment for any other vocational high schools or related unit of any expertise programs. The last is for the government and related, the writer expects that the result of this study can be a constructive idea of reading assessments toward the development of the content of national curriculum in vocational high school education system in Indonesia in order to improve the quality of both reading assessments, and graduates of nursing vocational high school in general.



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