

**DESIGNING HOTS-BASED ENGLISH READING  
MATERIALS USING SWAY FOR MIDWIFERY  
STUDENTS OF HEALTH POLYTECHNIC  
PALEMBANG**

**A THESIS**

**by:**

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***Magister Program in Language Education***



***MAGISTER PROGRAM IN LANGUAGE EDUCATION***

**LANGUAGE AND ARTS EDUCATION DEPARTMENT**

**SRIWIJAYA UNIVERSITY**

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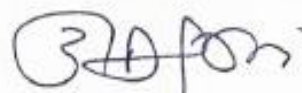
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Palembang, Desember 2024

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**MOTTO:**

**Do the best, let God do the rest**

## **DEDICATION**

This thesis is dedicated to the three most significant pillars of my life, whose love, sacrifices, and belief in me have made this achievement possible.

To my parents: Abah and Ibu, whose unconditional love and selfless sacrifices have brought me to the person I am today. You have been a consistent source of motivation, and it is because of your faith in me that I have been able to gather the bravery to pursue my goals and overcome obstacles with resilience. You have been my rock, providing comfort and motivation when the path became difficult. As I reflect on this journey, I am reminded of the love and support that have surrounded me.

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MATERIALS USING SWAY FOR MIDWIFERY STUDENTS  
OF HEALTH POLYTECHNIC PALEMBANG**

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**ABSTRACT**

This study aimed to develop HOTS-Based English Reading Materials Using Sway for Midwifery Students of Health Polytechnic Palembang to fulfill the students' needs. Employing Akker's (1999) design research framework, which integrates Tessmer's (1993) phases of analysis, design, evaluation, and revision, this research adopts a systematic R&D (Research and Development) approach. Data was collected through questionnaires, semi-structured interviews, and a reading comprehension test, with both quantitative and qualitative methods applied for analysis. The study's validity and potential effectiveness were further confirmed using formative evaluation techniques on the developed materials. The results demonstrated high validity, with an average evaluation score of 3.4. Practicality was affirmed through one-to-one and small group evaluations, with average scores of 3.37 and 3.44, respectively. After the field test, 81.1% of the students achieved the required passing grade of 70, indicating a high potential effect. These findings support the use of the developed materials as supplementary resources for Midwifery students at the Health Polytechnic Palembang.

**Keywords:** *HOTS based reading materials, midwifery, sway app.*

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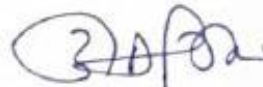
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## TABLE OF CONTENTS

<b>Approved .....</b>	<b>Error! Bookmark not defined.</b>
<b>DECLARATION.....</b>	<b>3</b>
<b>DEDICATION.....</b>	<b>i</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>ii</b>
<b>TABLE OF CONTENTS .....</b>	<b>iv</b>
<b>LIST OF TABLES .....</b>	<b>vii</b>
<b>CHAPTER I.....</b>	<b>1</b>
<b>INTRODUCTION .....</b>	<b>1</b>
1.1 Background of the Study .....	1
1.2 The Problems of the Study .....	4
1.3 The Objectives of the Study .....	4
1.4 The Significance of the Study .....	5
<b>CHAPTER II.....</b>	<b>6</b>
<b>LITERATURE REVIEW .....</b>	<b>6</b>
2.1 Instructional Teaching Materials.....	6
2.2 English for Specific Purposes .....	7
2.3 HOTS-Based English Reading Materials.....	9
2.4 Sway .....	10
2.5 Previous Related Studies .....	11
<b>CHAPTER III .....</b>	<b>13</b>
<b>METHODOLOGY .....</b>	<b>13</b>
3.1 Method of the Study .....	13
3.2 Subject of the Study .....	14
3.3 Procedures of the Study.....	15
3.3.1 Planning Stage.....	15
3.3.2 Development Stage .....	15
3.3.3 Evaluation Stage.....	16
3.4 Data Collection.....	16

3.4.1 Questionnaires .....	17
3.4.2 Semi-Structured Interview .....	17
3.4.3 Reading Comprehension Test .....	18
3.5 Data Analysis .....	18
3.5.1 Data Analysis of Validity .....	18
3.5.2 Data Analysis of Practicality .....	18
3.5.3 Data Analysis of Effectiveness .....	19
CHAPTER IV .....	20
FINDINGS AND DISCUSSION .....	20
4.1 Findings .....	20
4.1.1 Analysis Phase.....	20
4.1.1.1 Instructional Analysis.....	20
4.1.1.2 Students' need analysis .....	20
4.1.2 Design Phase .....	30
4.1.3 EVALUATION AND REVISION PHASE .....	31
4.1.3.1 Self-Evaluation.....	31
4.1.3.2 Expert Review .....	33
4.1.3.3 One to One Evaluation .....	35
4.1.3.5 Field Test.....	38
4.2 Discussion .....	40
4.2.1 Analysis Phase.....	40
4.2.2 Design Phase .....	41
4.2.3 Evaluation and Revision.....	43
CHAPTER V .....	46
CONCLUSION AND SUGGESTION .....	46
5.1 Conclusion.....	46
5.2 Suggestions.....	1
References .....	3
APPENDICES .....	7
APPENDIX A .....	8
APPENDIX B .....	17

APPENDIX C .....	19
APPENDIX D .....	21
APPENDIX E.....	24
APPENDIX F.....	32

## **LIST OF TABLES**

Table 1 Subject of the Study .....	14
Table 2 Likert Scale .....	17
Table 3 Practicality Categorization.....	19
Table 4 Students' Achievement Category .....	19
Table 5 Target Situation Analysis.....	21
Table 6 Results of Deficiency Analysis .....	22
Table 7 Results of Students' View on Existing Reading Materials Learned and Provided .....	26
Table 8 Students' Knowledge about Higher Order Thinking Skills and Information Transfer .....	27
Table 9 Results of Readability Level .....	30
Table 10 Suggestion from Validators .....	33
Table 11 Summary of the Product Validity .....	34
Table 12 Summary of the Product Practicality .....	35
Table 13 Summary of the Product Practicality .....	37

## LIST OF FIGURES

<b>Figure 1 Result of students' lack.....</b>	<b>24</b>
<b>Figure 2 Students' English Proficiency .....</b>	<b>25</b>
<b>Figure 3 Strategy Analysis .....</b>	<b>Error! Bookmark not defined.</b>
<b>Figure 4 Products' prototype .....</b>	<b>33</b>

## **CHAPTER I**

### **INTRODUCTION**

This chapter provides (1) background of the study, (2) problems of the study, (3) the objectives of the study (4) the significance of the study

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

HOTS-based reading materials were designed to engage students in critical thinking and problem-solving activities. These materials require students to analyze and synthesize information, evaluate evidence, and apply their knowledge to real-world situations. Research shown that using HOTS-based reading materials can enhance students' critical thinking skills, which is crucial in healthcare education. By developing HOTS, students can learn how to think independently, which is vital for their future success (Anderson, & Krathwohl, 2001).

Designing higher-order thinking skills (HOTS) was essential in healthcare education, particularly in midwifery education, where critical thinking was necessary to provide safe and effective care. Integrating HOTS into English reading materials can benefit midwifery students in several ways. Firstly, it could enhance their critical thinking skills. By engaging with texts that require analysis and evaluation, students could learn how to interpret information and draw logical conclusions. Secondly, it can promote problem-solving skills. By challenging students to apply their knowledge to real-world scenarios, they could develop their ability to identify and solve problems. Lastly, it could improve their communication skills. By exposing students to a range of texts, they can learn how to articulate their ideas and opinions clearly and effectively (Jacob, 2015).

Midwifery education involved the development of critical thinking skills, which were necessary to provide safe and effective care to pregnant women and their babies. Several studies shown that using innovative teaching methods such as simulation-based learning, problem-based learning, and case-based learning could enhance students' critical thinking skills and improve their clinical decision-making.

Midwifery students require a vast array of skills and knowledge to succeed in their field. These include knowledge of anatomy and physiology, pharmacology, psychology, and communication skills, among others. However, simply memorizing information was not enough; students need to apply their knowledge in critical thinking and problem-solving situations to provide the best possible care to their patients.

Furthermore, even though English was not their major, this study was conducted for midwifery students, who must take it as a required subject. They were considered an ESP learner in this situation. In other words, individuals study English in order to fulfill a certain need. According to Thomas (2001), learning a language in ESP is not for general education, but rather for improved linguistic efficiency in the academic, professional, and workplace environments. A requirement analysis is also necessary when creating content for ESP learners. Need analysis is a fundamental component of ESP, according to Markee (1993). In this scenario, the need analysis becomes a fundamental consideration in creating the curriculum, lesson plan, and materials as well.

The students need an English handbook relevant to their subject, and their limited vocabulary competence makes it difficult for them to comprehend the reading content. Moreover, Hedgcock and Ferris (2018) stated that a comprehensive "go-to" resource for teaching reading and advancing professional and classroom literacies in an increasingly digital environment is Teaching Readers of English. They can actually access English texts on the internet that are relevant to their area with ease, but they have the proper activities to understand the texts. As a result, the lecturer must be able to find the appropriate resources to help the midwifery students learn English, particularly reading skills. In the process of teaching and learning, interactive materials are required. "While the syllabus defines the goals and objectives, the linguistic and experiential content, instructional materials can put flesh on the bones of these specifications."

Several studies have investigated the development of HOTS-based English reading materials for different student populations. For example, Irnansyah et al., (2022) developed HOTS-based descriptive reading materials in Indonesian context



for tenth graders materials for English as a foreign language (EFL) learners. The researchers used a systematic approach to develop the materials, including conducting a needs analysis and setting goals and objectives. The results showed that the materials were effective in promoting students' critical thinking and problem-solving skills.

Similarly, Ma'rufa (2023) developed English language textbook for midwifery students at institute of health science in Sampang, Indonesia. The researchers used a mixed-methods approach, including a literature review, expert panel consultation, and field testing of the materials. The results showed that the materials were effective in promoting students' HOTS and enhancing their reading comprehension skills.

This study examined the use of Sway as an innovative tool to develop HOTS-based reading materials for midwifery students. Sway is an online multimedia presentation tool that allows users to create interactive and engaging presentations that incorporate multimedia elements such as images, videos, and animations. It integrates multimedia elements such as videos, images, and interactive graphs, making it an engaging tool for students to learn complex concepts. Microsoft Sway provides easy access simply clicking the provided link where the presentation is also adaptable, since it can be seen on mobile phones and PCs (Poernamasari et al., 2022). Additionally, Sway provides various templates that make it easier for educators to design instructional materials that incorporate HOTS.

Sway can be used to create reading materials that require HOTS, such as case studies, research articles, and clinical scenarios. Several studies have shown that using multimedia in education can enhance students' engagement, motivation, and critical thinking skills.

Sway has several benefits for designing HOTS-based English reading materials for midwifery students. Firstly, it enables the integration of multimedia elements, such as images, videos, and audio, which can enhance students' engagement with the material. Secondly, it provides a range of interactive features, such as quizzes, polls, and surveys, which can promote students' critical thinking

and problem-solving skills. Lastly, it enables the creation of visually appealing and professional-looking presentations, which can enhance students' communication skills.

Sway is a versatile tool for designing HOTS-based English reading materials for midwifery students. Its multimedia capabilities, interactive features, and professional-looking presentations can enhance students' engagement, critical thinking, problem-solving, and communication skills. Studies investigating the development of Sway-based English reading materials for different student populations have shown promising results. These findings can inform the development of Sway-based English reading materials for midwifery students.

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

1. Were the developed HOTS-Based English reading materials by using Sway for midwifery study program students of health polytechnic valid?
2. Were the developed HOTS-Based English reading materials by using Sway for midwifery study program students of health polytechnic practical?
3. Did the developed HOTS-Based English reading materials by using Sway for midwifery study program students of health polytechnic have a potential effect?

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

1. To find out whether or not the developed HOTS-Based English reading materials by using Sway for midwifery study program students of health polytechnic are valid.
2. To find out whether or not the developed HOTS-Based English reading materials by using Sway for midwifery study program students of health polytechnic are practical.
3. To find out whether or not the developed HOTS-Based English reading materials by using Sway for midwifery study program students of health polytechnic have potential effect.

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

The study offers creative and efficient resources for learning the English language that can encourage the development of Higher Order Thinking Skills (HOTS) among students studying to become midwives. This will raise the standard of English language instruction. Students can become more prepared to communicate with patients and healthcare professionals in the future by boosting the quality of English language instruction.

Meeting the needs of midwifery students: This study specifically considers the needs of midwifery students who need to be proficient in the English language in order to communicate with patients and colleagues from various cultural backgrounds. Students can comprehend and remember the information offered by utilising resources that are pertinent to their subject of study.

Designing resources that support the development of HOTS among midwifery students is one of the study's main objectives. When making judgments that could affect patient outcomes, healthcare practitioners need to have these competencies.

Encourage the use of technology: Sway, a digital tool that can improve the efficiency of teaching and learning, is used in this study. Technology enables instruction to be more interactive and interesting for students, which can improve knowledge retention.

Future development model: The study offers a blueprint for creating English resources that support the growth of HOTS among students in various healthcare areas. This could result in the creation of more useful language learning resources for healthcare professionals of all specialties.

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