MODEL OF INSTRUCTIONAL VOCABULARY MATERIAL THROUGH READING FOR STUDENTS OF STIKES BETHESDA YAKKUM

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM DEPARTEMENT OF LANGUAGE AND ARTS EDUCATION FACULTY OF TEACHERS TRAINING AND EDUCATION SANATA DHARMA UNIVERSITY YOGYAKARTA 2014
A Sarjana Pendidikan Thesis

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November 24th, 2014
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DEDICATION PAGE

Tell me and I forget,
Teach me and I remember,
Involve me and I learn.
(Benjamin Franklin)

I dedicate this thesis to my parents, teachers, and friends who always contribute to my life and involve me in experiencing unforgettable moment.
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, December 10\textsuperscript{th}, 2014

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ABSTRACT

Nugraheni, Dwi. 2014. Model of Instructional Vocabulary Material through Reading for Students of STIKES Bethesda Yakkum: English Language Education Study Program, Sanata Dharma University.

As the globalization pursues, English Communication skill becomes one of the most important things for the nurse candidates in doing nursing intervention. This condition demands the nurse candidates to acquire adequate vocabulary collection to develop their communication skill. Reading is considered as an effective way to help the nurse candidates acquire the vocabulary. This study was intended to design model of instructional vocabulary material through reading for the students of STIKES Bethesda Yakkum.

This study discusses two research problems. Those problems were formulated in two research questions: (1) What does the model of instructional vocabulary for the students of STIKES Bethesda Yakkum look like? (2) What is the accountability of designing and developing the model of instructional vocabulary for the students of STIKES Bethesda Yakkum?

To answer the first question, the researcher provided a model of instructional vocabulary material for the students of STIKES Bethesda Yakkum in the form of designed material. The designed material consists of four units; Diabetes Mellitus, Health Assessment, Pain Management, and Skin Traction. The researcher designed the templates of each unit that covers Warming Up, Reading Section, Comprehension Questions, Part of Speech, Vocabulary in Context, Using Appropriate Vocabulary.

In answering the second question, the researcher applied eight steps which were adapted from Graves’ frameworks. The steps were (1) defining context, (2) articulating beliefs, (3) conducting need survey, (4) determining learning goals, (5) formulating objectives, (6) mapping the content, (7) designing the learning template, (8) experts judgment.

Based on the experts’ judgment, it was concluded that the designed material was appropriate for the students of STIKES Bethesda Yakkum. The researcher hoped that the designed material will be useful for the teacher, the students and the researcher who are interested in doing this kind of research.

Keywords: Vocabulary, reading, instructional design, guessing meaning from context, the students of STIKES Bethesda Yakkum
ABSTRAK


Sama halnya dengan globalisasi yang berkembang dengan pesat, kemampuan berbahasa Inggris menjadi salah satu hal terpenting bagi calon perawat saat melakukan tindakan keperawatan di rumah sakit. Kondisi ini mendesak para calon perawat untuk menguasai kosa - kata yang memadai untuk menunjang kemampuan berbicara mereka. Membaca dipandang sebagai cara efektif untuk membantu calon perawat menambah kosa-kata mereka. Penelitian ini bertujuan untuk meneliti sebuah model materi pembelajaran kosa-kata melalui membaca untuk mahasiswa di STIKES Bethesda Yakkum.

Penelitian ini dilaksanakan untuk menjawab dua permasalahan. Permasalahan tersebut diformulasikan dalam dua pertanyaan penelitian: (1) Seperti apakah bentuk dari instrusional model dari materi kosa-kata melalui membaca untuk siswa STIKES Bethesda Yakkum? (2) Pertanggungjawaban seperti apakah dari proses desain dan pengembangan dari model pembelajaran kosa-kata melalui membaca untuk siswa STIKES Bethesda Yakkum?


Dalam menjawab pertanyaan kedua, peneliti mengaplikasikan delapan langkah yang diambil dari Graves’s framwork. Kedelapan langkah tersebut adalah: (1) defining context, (2) articulating beliefs, (3) conducting need survey, (4) determining learning goals, (5) formulating objectives, (6) mapping the content, (7) designing the learning template, (8) expert's judgment.

Berdasarkan pendapat ahli desain pembelajaran, disimpulkan bahwa materi pembelajaran ini cocok untuk mahasiswa di STIKES Bethesda Yakkum. Peneliti berharap desain pembelajaran ini dapat berguna untuk dosen, mahasiswa dan peneliti yang tertarik melakukan penelitian di bidang ini

Keywords : Vocabulary, reading, instructional design, guessing meaning from context, the students of STIKES Bethesda Yakkum
ACKNOWLEDGMENTS

First of all, I would like to express my deep gratitude to Jesus Christ, my Saviour. Without His love and blessing, I would not be able to survive and be patient to finish this thesis. I am very thankful for His guidance and wonderful ways He gives to me in completing this thesis.

I would also thank my beloved sponsor Agustinus Hardi Prasetyo S.Pd., M.A. for his great guidance, support and suggestion in completing this thesis. I would also thank F.X.Mukarto M.Ph.D., who always gives me support and ideas in developing my thesis. I would thankful also Drs. Barli Bram, M.Ed., Ph.D. for giving comments, opinions, and suggestions. I also send my great thank to Noviyanti Reindrasawi, S.Pd. for her guidance and support as the lecturer of STIKES Bethesda Yakkum and also all the students of STIKES Bethesda Yakkum who have participated in completing this thesis.

I devoted my special gratitude to my beloved parents Bapak Wahono (in memoriam) and Ibu Florentina Padisah for their love, care, companion, and prayers in supporting me to finish this thesis. My sister, Diah Pujiastuti, S.Kep.,Ners for her support and help in finishing this thesis. My beloved aunty and cousin, Helen Tyas Tunggal and Jade Dewi Tyas Tunggal for their help and guidance in composing this thesis.

I will never forget all my beloved friends Vina, There, Dino, Tia, Bita, Tiwi, Duma, Nande, Sylvi, Sandra, Marlo, Epo, Chika, Yuyun, Tito, Yoga, and Mbak Sesi for sharing laughter and tears and supported me when I am down. I hope this friendship will last forever.
I dedicate my deepest gratitude to Antonius Nurcahyo Wirbo, S.T. for always enlightening my days in completing my thesis. Without his support and care this thesis would not be completed.

Dwi Nugraheni
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CHAPTER I
INTRODUCTION

This study is intended to research and design model of vocabulary learning material through reading for second semester students in Bethesda Yakkum, Institute of Health Sciences. This chapter consists of six parts. The first part discusses the background of the study and why this study is being conducted. The second part outlines the inadequacies with the current teaching material being used by the Bethesda Yakkum, Institute of Health Sciences. The third part gives a clear boundary for the researcher in discussing the problems. The fourth part points out the objectives of the study. The fifth part reveals the benefits of the research. The sixth part of this chapter provides clarification of terms used in this study.

A. Research Background

A nurse is an important figure for patients. In serving the patients, a nurse needs to have the ability to understand patients through satisfactory communication. This condition demands nurses to develop their communication ability. Communication ability that is needed by the nurses includes speaking ability in English since Indonesia is going global in 2015. There will be many patients, doctors, and even nurse candidates who come to Indonesia. As a large and well-known hospital, Bethesda demands the nurses to be able to use the global language, English. The nurses do not only need English speaking ability
but also sufficient vocabulary knowledge to comprehend the information provided in English. In accordance with these facts, the nurses need to improve their speaking ability and acquire sufficient vocabulary to have good English competence.

In improving the students’ English competence, a very basic technique is to facilitate the students in mastering sufficient vocabulary and to develop a strategy to acquire it. This condition, therefore, makes the students are able to comprehend the other language use such as taking some information from English text. Richards and Renandya (2002) state that learners need an extensive vocabulary and strategy for acquiring new words to motivate and encourage the learners to utilize the language opportunities such as listening to the radio, listening to native speaker, using language in different context, reading or watching television.

The researcher chose Bethesda Yakkum, Institute of Health Sciences, as the subject study because Bethesda Yakkum, Institute of Health Sciences, is one of the most reputable and well-known Institute of Health Sciences in Yogyakarta which has purpose of preparing their students to work as professional nurses. The researcher has selected the second semester students because they needed to be introduced to high-frequency words of nursing field. It is because the high-frequency words that are used in academic medical context has specific meaning when the words are put in medical context.

To encourage the students to learn English, Bethesda Yakkum, Institute of Health Sciences, has provided English class for them. The purpose of the English
class is to give the students an opportunity to develop their speaking ability using English language that they will need in their working environment when they become nurses. To improve students’ speaking ability, *Bethesda Yakkum*, Institute of Health Sciences, has provided material for developing vocabulary, grammar and speaking skills. The vocabulary learned by the students of *Bethesda Yakkum*, Institute of Health Sciences, is common or high-frequency, semi-technical, and technical vocabulary. However, the most frequent vocabulary learned by the students is semi-technical words or core vocabulary of medical context. The students have already learned the common vocabulary through the speaking class and for the technical term, the students have comprehended the word in their regular class of nursing. Therefore, the students are lack of core vocabulary of medical context which essentially is very significant to help the students understand information provided in English.

The students in *Bethesda Yakkum*, Institute of Health Sciences, have an urgent need to learn the core vocabulary used in their specific major. The core vocabulary being learned by the students are words which have high-frequency occurrence in the medical field. Dudley-Evans and John (2011) believe that ‘semi-technical’ or ‘core-vocabulary’ is the most significant for the students of specific field. Further, the students need to understand not only the meaning but also the use of the words in their specific major because the meaning of certain vocabulary can be registered as specific meaning.

Based on the lecturer’s experience in teaching the students, the institution
demands to use reading text to help the students learn new information about their field and vocabulary in nursing major. Yet, the level of difficulty of the current teaching material is higher than the most of the students’ English competence. However, the lecturers are currently required to use this material because it is difficult to find teaching and learning materials that match with the students’ needs. This situation causes the students less motivated to learn and results in the students’ poor knowledge of vocabulary. In the class mostly the lecturer gives dialogue and reviews the grammar used in the dialogue but pays little attention to the vocabulary learning. Moreover, the vocabulary which is provided in the current teaching material is presented in a list which makes the students are difficult to remember. There are some games in the learning activity for the students provided in the current teaching material but it is insufficient to fulfill the students’ needs in learning vocabulary since games require the involvement of other students and spend times. As adult learners, the students of Bethesda Yakkum, Institute of Health Sciences, demand a strategy to learn vocabulary interactively and independently. The students’ involvement in learning vocabulary in the class is also low because the teaching material and the learning activity which are being used in the teaching and learning process are not interesting to the students.

To improve the students’ ability in learning the vocabulary, reading is considered as an appropriate aid. Based on Day and Bamford (2004) “Reading is an important source of incidental vocabulary learning because the activity encourages the students to pay closer attention to words, especially unfamiliar
ones” (p. 193). Reading is a very suitable aid to reinforce learning new vocabulary because the students of Bethesda Yakkum, Institute of Health Sciences, are adults who had completed English course during their previous school education that have already acquired common or high-frequency vocabulary and experienced in using reading skills to comprehend information in a reading text and learn new vocabulary. Nation (1990) states, “Once learners know around two or three thousand words, they can use reading skills they have developed to infer the meanings of unknown words that they meet” (p.160). As a result, the students needed to be given a learning aid which will help them to recognize vocabulary previously acquired, which can be very significant to facilitate the students learn new vocabulary. By providing a suitable reading text, the students not only learn new vocabulary but also promote discussion and introduce them with new topics. Richards and Renandya (2002) figure out that “a good reading text also provides good models for writing, and provides opportunities to introduce new topics, stimulate discussion, and to study language (e.g., vocabulary, grammar, idioms)” (p.273).

Reading gives the students’ opportunities to process the meaning of the words in context. Huckin and Coady (1997) state that reading requires interaction between the reader and the text which encourages the reader to use the information surround the text and other knowledge to comprehend the written text. Reading passages give the students the opportunity to learn the same vocabulary in different texts. This activity supports the students to memorize the vocabulary. According to Hulstijn as quoted in Huckin and Coady (1997) points
out that words that learned incidentally from context are better memorized because it requires mental effort than which inferential clues such as multiple choice synonyms are provided. Besides, this activity helps the students to build their comprehension through the repetition of the use of the same words in a context so that they can understand and apply in their workplace.

Another reason for using reading as a technique in learning vocabulary is because the discussion of the texts requires the students to interact with the lecturer and the other students which can increase their motivation in learning and using new vocabulary. Besides, reading can give the students context and deeper understanding of vocabulary which enhances the students’ comprehension. As what Nation (1990) states vocabulary instructions which are implemented in a reading text are able to improve general comprehensions such as multiple exposures to instructed words, exposure towards in meaningful contexts, reach or varied information about each word, the establishment of ties between instructed words and students’ own experience and prior knowledge, and an active role by the students in the word-learning process. The vocabulary which is provided in the text requires the students to remember the words that they may have forgotten over the time since they have previously studied English. According to Krashen as quoted by Coady (1997) points out that “learners acquire vocabulary and spelling most efficiently by receiving comprehensible input while reading” (p. 225). This recognizes reading as a mean of comprehensible input for the students to acquire new vocabulary. Therefore, reading becomes one of the most powerful techniques for the students to learn and understand new words. When the students acquire
vocabulary and know when and how it is used in such context, they are able to be more effectively comprehend the meaning of English sentences and utterances.

The development of new learning material, the core vocabulary related to medical context that considers the nursing context, could be used as a model of vocabulary learning through reading material which helps them to learn new medical topic and new vocabulary. Through these material students would be able to learn the vocabulary and also gain some valuable information relevant to their field. The writer of this report has only focused on the use of reading as a technique to improve the students’ vocabulary learning. This is then closely linked to vocabulary exercise activities such as guessing meaning from context and put words in context which reinforce the correct use of vocabulary and improve understanding of the themes studied in the texts.

In order to prepare relevant and meaningful material, the researcher has investigated the students’ needs by undertaking several conversations with the lecturer and the students of Bethesda Yakkum, Institute of Health Sciences, semester two courses. By defining the students’ jobs and their needs, the researcher is designing model of vocabulary material which will improve the learning process by using more relevant material. In developing the relevant material the researcher provides accountable steps to elaborate the process in designing the material. Further, the discussions with English teachers has also influenced the researcher to learn more about the on-going process of learning in context. The topic and the vocabulary of the material being designed are taken from the dialogue resulting from the discussions between the researcher and the
students and the researcher and the lecturer of Bethesda Yakkum, Institute of Health Sciences.

In this study, the researcher has considered the limited opportunities to learn new vocabulary in this nursing course and has attempted to design reading material which will facilitate the improvement of the students’ ability to effectively acquire new vocabulary in context and to show the accountability of the designed material. The material serves as the fulfillments of the students’ needs in learning specific vocabulary, which helps them to increase their speaking skills within their field.

**B. Research Problems**

The research problems of the research are formulated below:

1. What does the model of vocabulary materials through reading look like?

2. What is the accountability in designing and developing the model of a set of vocabulary materials through reading, for the second semester students in Bethesda Yakkum Institute of Health Sciences?

**C. Problem Limitation**

As stated in the background study, this study is aimed to design model of instructional material for the second semester students of Bethesda Yakkum, Institute of Health Sciences. This research only focuses on the use of reading as a technique to improve students’ vocabulary acquisition for second semester students in Bethesda Yakkum, Institute of Health Sciences. Reading is considered
as one of techniques for learning vocabulary because it provides contextual and comprehensible input for the students. Since the vocabulary which is needed by the students is specific. This condition makes the new vocabulary learning contextual and relevant. The vocabulary which becomes the researcher's consideration is the meaning of words and the use of words in context.

D. Research Objectives

The objectives of this research are described as follows:

1. Presenting model of instructional material to improve vocabulary acquisition through reading for the second semester students of Bethesda Yakkum, Institute of Health Sciences.

2. Showing the accountability of designing model of vocabulary acquisition through reading for the second semester students of Bethesda Yakkum, Institute of Health Sciences.

E. Research Benefits

This research is expected to bring about benefits that can reflect on the students, the teacher, and the other researcher who conduct the same research.

1. For the students

The students are facilitated with comprehensible material which can improve their understanding of vocabulary. The designed material provides well developed and competent English vocabulary material for the students, which are based on the scientific study.
2. For the teacher

The teacher is given model of English vocabulary material that is expected as a solution in facilitating the students’ need for learning vocabulary. This material provides references for the teacher to give new ways of learning vocabulary.

3. For the researcher

This research can be used by other researchers to be a basis for evaluating, programming and reconstructing the same study. The researcher tries to share the idea and knowledge in designing new educational product which provides new concepts for the other researchers who have similar concerns.

F. Definition of Terms

1. Instructional design

Design is a process of putting all the things in the right order. Morrison, Ross, Kalman, and Kemp (2011) propose the idea that instructional design is the use of systematic design process which is based on the sound practice. In this research, instructional design is defined as a set of designed material resulted from a thinking process in order to resolve problems which appear in a certain education field. Through a systematic process, the instructional design has a purpose to resolve the problems with new educational product.

2. Reading

Urquhart and Weir (1998) define reading as “the process of receiving and interpreting information encoded in language form via medium of print” (p.22). In this research, reading is seen as a medium in learning vocabulary which facilitates
the reader to understand the meaning and the use of words. The process of receiving information through reading provides an opportunity for the students to interpret the idea of the use of the word and the word’s relation with other words in context.

3. Vocabulary

Read (2000) states that “vocabulary is more than just knowing a lot of lexical items; learners must have ready access to that knowledge and be able to draw it effectively in performing language-use task” (p.17). In this research, vocabulary is not only defined by the literal meaning of a word but also the use of the word itself, both the meaning and the context. Vocabulary has different meanings when it is referred to different contexts. The use of vocabulary in a specific field becomes very important to comprehend the language used in context. Therefore, vocabulary is a crucial component to access knowledge from a language and to use the language appropriately.

4. Students of Bethesda Yakkum, Institute of Health Sciences

Students in STIKES Bethesda Yakkum are Institute of Health Sciences students who are preparing to become nurse candidates. They are around 20th years old who graduated from Senior High School and had taken English course in previous level of education. As nurse candidates, the students of Bethesda Yakkum Institute of Health Sciences are preparing to be qualified nurses whom always have high level performance in their duty as professional nurses. Therefore, Bethesda Yakkum, Institute of Health Sciences aims to equip the students in mastering all the skills required of a professional nurse. They are
coached through courses that provide exposure to the medical field in order to develop their skills as professional nurses. One of aids to develop the students’ skills is through an English course.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of two major theories underlying this study. First is the theoretical description that has supported the researcher in designing the material. In this part, the researcher covers the discussion on English for Specific Purposes (ESP), the model design, vocabulary and reading. Second is the theoretical framework which is used by the writer to reveal a set of instructional material.

A. Theoretical Description

In theoretical description, there are four parts to discuss. These four major discussions are put into accounts to establish the instructional material. The first part is English for Specific Purpose, which gives the researcher an understanding of the process in designing material for specific English learners. The second part is Graves’ model system approach, which gives the researcher the foundation for designing instructional material. The third part discusses the vocabulary acquisition and learning entirely, to give the researcher clear information when constructing the vocabulary material. The last part discusses the use of reading as a technique in learning vocabulary. It includes the benefits of reading for learning vocabulary, the way reading provides the comprehensible input for learning vocabulary and how students can easily acquire new vocabulary through reading.
1. English for Specific Purposes

In terms of language focus, the language which is learned by the students of *Bethesda Yakkum*, Institute of Health Sciences is English. This includes learning English for the specific purpose of preparing to meet the needs of the students’ future working situation. As nurse candidates, the students of *Bethesda Yakkum*, Institute of Health Sciences are required to understand specific terms of English to comprehend and communicate particular knowledge. Therefore, there are specific criteria in developing the learners’ specific needs on their way of becoming professional nurses.

a. ESP Definition

Dudley-Evans and John (2011) define ESP using absolute and variable characteristics (all in direct quotes):

Absolute characteristic:
1) ESP is designed to meet specific needs of the learners;
2) ESP makes use of the underlying methodology and activities of the disciplines it serves;
3) ESP is centered on the language (grammar, lexis, register) skills, discourse and genres appropriate to these activities.

Variable characteristics:
4) ESP may be related to or designed for specific disciplines;
5) ESP may use, in specific teaching situations, a different methodology from that of general English;
6) ESP is likely to be designed for adults, either at a tertiary level institution or in a professional work situation. It could however, be used for learners at secondary school level;
7) ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners. (pp. 4-5).

Based on the definition above, the purpose of developing English for specific purpose is to meet the learners’ needs, in learning specific material, in order to
develop themselves in their working environment.

b. Criteria of ESP

There are some criteria which make ESP is different from the general English. Robinson (1991) has defined some criteria for ESP;

First, ESP is goal directed in that the purpose of the learners learning the language is not because they are interested in the language but because they need it for their working professional. Second, ESP is based on needs analysis to specify what kind of English needed by the learners will support them in their working situation. Third, ESP learners are adult. This condition raises some assumptions that the level of their English is not a beginner level. The last, ESP involves the specific materials to be taught for the learners. It includes specific terms and authentic reading text for the learners. (pp.2-3).

Based on the criteria above, the learners of ESP have different necessities compared to general English learners. Therefore, the ESP course design requires specific material and relevant learning techniques that are appropriate for fulfilling the learners’ needs.

c. Classification of ESP

ESP is classified in two main areas, EAP and EOP. EAP is the abbreviation of English for Academic Purposes while EOP is English for Occupational Purposes. Dudley-Evans and John (2011) clarify that the main differences between EAP and EOP is concerned with when they take place. They add that “EAP that runs parallel to the course of study in the educational institution or workplace will provide the opportunity for specific or integrated work, while EOP will not require familiarity with the content but only rule out any specific work related to the actual discipline or work” (p.6).
In figure 2.1 above English which is needed by the nurse candidates is included in English for Medical Purposes. Therefore, as nurse candidates, the students of Bethesda Yakkum, Institute of Health Sciences need both EAP and ESP. This condition challenges the students in learning English because they are motivated to learn the language more than those who learn English only for their interest. Dudley-Evans and John (2011) claim that ESP is more motivating than the general English. They also find the advantages of ESP from Steven (1988)(all in
direct quotes):

1) being focused on the learner’s need, it wastes no time;
2) it is relevant to the learner;
3) it is successful in imparting learning;
4) it is more cost-effective than ‘General English’. (p. 6).

d. English for Students of Bethesda Yakkum, Institute of Health Sciences

The students of Bethesda Yakkum, Institute of Health Sciences use English to comprehend and integrate a wide range of professional knowledge, which they need to apply in their work and support their speaking. Therefore, English for Specific Purpose can fulfill the students’ English learning needs.

e. Needs Analysis in ESP

An important aspect of developing material for specific students is analyzing their needs because they have specific and uncommon skills which are needed in their working situation. This is in accordance with the English for Specific Purposes. Dudley-Evans and John (2011) figure out that need analysis is the spearhead for ESP since it leads in choosing which kind of needs have to be emphasized. Dudley-Evans and John (2011) clarify some aspects which are needed to put in the need analysis of ESP (all in direct quotes):

1) Professional information about the learners: the task and activities learners are/will be using English for – target situation analysis and objectives needs
2) Personal information about the learners: factors which may affect the way they learn such as previous learning experiences, cultural information, reason and expectation for attending the course, attitude to English- wants, means, and subject needs
3) English language information about the learners: what are their current skills and language use – present situation analysis – which allows us to assess (D)
4) What the learners are lacking: the gap between (3) and (1) -

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lacks

5) Language learning information: effective ways of learning the skills and language in (4) – learning needs
6) Professional communication information about (A): knowledge of how language and skills are used in the target situation - linguistic analysis, discourse analysis, genre analysis
7) What is wanted from the course
8) Information about the environment in which the course will be run – means analysis (p.125).

The need analysis gives the researcher direction which kind of material should be considered for the students. Dudley-Evan and John (2011) argue that an interview process is important in need analysis. Need analysis can be done through interview in which the students can freely express their feelings, opinions and attitudes.

f. ESP Course design

There are many things needed to be considered in designing a course for ESP. Dudley-Evans and John (2011) mention some parameters in designing courses for ESP (all in direct quotes):

1) Should the course be intensive or extensive?
2) Should the learners’ performance be assessed or non-assessed?
3) Should the course deal with immediate needs or with delayed needs?
4) Should the role of teacher be that of a provider of knowledge and activities, or should it be as a facilitator of activities arising from learners’ expressed wants?
5) Should the course have broad or narrow in focus?
6) Should the course be delivered as a pre-study or pre-experience or run parallel with that study or experience?
7) Should the material be common-core or specific to learners’ study or work?
8) Should the group taking the course be homogeneous or should it be heterogeneous?
9) Should the course design be worked out by the language teacher after consultation with the learners and the institution, or should it
be subject to a process of negotiation with the learners? (pp.145-146).

The parameters above are very useful in guiding the ESP course designers in defining the context of the course. This will help the course designer in developing appropriate and effective learning material and teaching techniques.

g. Material

ESP requires specific characteristics to meet learners’ needs. The material which is used in ESP should expose the learners to the real situation of their future working situation. Dudley-Evans and John (2011) elaborate the reasons why material is needed by learners. The first reason is to expose the language use to the learners which represents the real language. The second reason is material can be used to foster the learners in comprehending the language and being actively involved in using the language. The third reason of using specific material is to build a dynamic learning situation in which the learners can involve in the discussion and thus making the learners more motivated. The last reason for using specific material in ESP is that the material can be used as a reference for the learners in studying the language.

In ESP field, the material should be chosen carefully to avoid time consuming material which is not really needed by the students. Another important point is that the material used should reflect the learners’ needs and expectations. This kind of condition makes the use of authentic material much more preferable by the learners.
h. Vocabulary in ESP

ESP requires the learners to acquire specific vocabulary or technical words to comprehend the ESP context. Dudley-Evans and John (2011) believe that when the learners enter new specific environment they need a glossary which helps them to understand specific terms. In reviewing the other experts, Dudley-Evans and John (2011) suggest that there are two main vocabulary areas in ESP; general vocabulary which has a higher occurrence in a specific field (semi-technical words) and vocabulary that has special meaning in a special field (technical–words). However, every major has different needs. Therefore, the process of defining the context of the course becomes one of the important elements in ESP course design.

2. Designing Instructional Material

Designing instructional material needs a process which is called a thinking process. This thinking process covers many questions which appear in teaching and learning process in the classroom. It is clearly important that designing instructional material requires undergoing a needs assessment. Morrison et al. (2011) elaborate that needs assessment is used to investigate what obstacles exist in the field. It is also defined by Dick and Carey (2009) that needs assessment is used to figure out the dilemma in the field which leads in formulating the desired goals. However, when conducting the needs assessment, it is not enough to only gather information about the background of the learners. Graves (2000) states that in designing a course it is important to determine the context and articulate beliefs because they become the foundation of the whole process. This idea
supports the parameters of designing a course in ESP. In designing instructional material for the specific learners, ESP requires consideration of specific characteristics that reflect the context and beliefs of the course. Thus, it is concluded that Graves’ framework meets ESP characteristics that can be used to achieve the goals of ESP and as a starting point to implement Graves’ framework in designing the model of instructional vocabulary material through reading for the students of Bethesda Yakkum, Institute of Health Sciences.

3. Graves’ Framework

Based on the previous discussion, the researcher then considers that Graves’ framework is accountable for designing the instructional material for the students of Bethesda Yakkum, Institute of Health Sciences. It is because the framework fulfills the process of the designing course for ESP. For this reason, therefore, the researcher applies Grave’s framework to design the instructional material. The following discussion is the result of paraphrasing Graves’ framework:

a. Defining the Context

Defining the context means that before designing the instructional material, the designer of the course needs to know specific information about the learners. This information will give the designer clarity of intention when deciding what to teach and how. Moreover, defining the context can be used to measure the appropriateness and the effectiveness of the design. There are several factors to consider when defining context:

1) People : students and the other stakeholders
2) Physical setting

3) Nature of the course and institution

4) Teaching resources, and

5) Course timeline

Context helps the designer to understand what is needed in designing the course. When the context is clear, the design of the course will be better.

b. Articulating Beliefs

Articulating beliefs is the process of determining the point of view related to the language, the social context of the language, the learning and the learners, and the teaching methods. Beliefs influence the process of decision making process. Articulating beliefs helps the designer to investigate why certain decisions are made. In articulating beliefs, the course designer reflects on their personal experiences of being a language student and teacher and refers to language theories underlying those processes. Therefore, beliefs guide the teacher to provide support and structure of the content and the organization of the material.

c. Conceptualizing Content

Conceptualizing content is the time to consider and think about the information gathered, make decisions about the course priorities, and organize the course content which will be taught to the students. As this is a recursive process, the designer should always mind map the appropriate content to be implemented. Things considered in the thinking processes include answering questions based on the teacher’s beliefs: who the students are, what their needs are, what they need to
learn, and what the purpose of the course design is. After thinking about the things which are needed in the learning process, the most important thing is to decide what to be included in the design. Making decision in conceptualizing content is very crucial to emphasize the important points and avoid including unimportant things in the design. When everything has been determined, organizing the content will be the next step. It includes organizing the objectives, material, sequence and evaluation method.

d. Formulating Goals and Objectives

Formulating goals and objectives gives the teacher guidelines in managing the ideas. It helps the teacher to focus on what outcomes to achieve. Defining the goals and objectives is very important because it provides the teacher with both a strong vision and ways to achieve the goals and objectives. Goals help in the decision making process of what material should be developed and taught. Alongside this, the objectives bridge the needs and the goals. Therefore, the goals will be general and the objective will be specific. When the goals and the objectives successfully work together, a coherent and satisfying course is shaped. On the other hand, when it does not work, it should be flexible to change.

e. Assessing Needs

Collecting and collating the students’ needs are very important since the development of the course is based on the students’ needs and preferences. Graves (2000) emphasizes, after assessing needs, the teacher interprets the information and makes the course decision based on the interpretation. Therefore, the design
of the course accomplishes student’s expectations. Assessing needs process helps the designer of the course to understand the students’ language abilities, learning preferences, and desired goals to change. In this process, the dialogue between the students and the teacher are engaged with finding ways to work together to achieve the course goals in realistic ways.

f. Organizing the Course

Organizing the course is the most essential process in designing course. Depending on the goals and objectives, the teacher's approach to organizing the course manages all aspects of content and materials within a relevant shape and structure. It covers determining the organizing principles, identifying units and modules base on the principles, sequencing the units, determining the language and skill of each unit and organizing the content of each unit. Organizing the course is a mean to link the goals and objectives within an actual learning. Organizing the course is the opportunity for a teacher to make decisions about what the course will look like.

g. Developing Materials

Developing materials is the planning process in which the course designer creates, chooses and organizes material in order to achieve the objectives and reach the goals of the course. Material include activities, techniques, and exercises which help the teacher to convey concepts into practice. Developing materials are influenced by the beliefs, understanding, experiences, goals and objectives, the way of conceptualizing content, the organization and sequence of the course, and the thorough understanding of students’ needs. Material which is used in the
course must be in accordance with the beliefs which have been determined before organizing the course. It is also important to connect the material and the students’ needs because the practice becomes the medium for the students to meet their needs.

**h. Adapting Textbooks**

Adapting textbooks means the teacher uses textbooks as instruments for teaching. Textbooks provide both advantages and disadvantages. Therefore, the teacher should be aware of choosing a textbook level, unit, or activity that is most relevant for each part of the course. By adapting material from a textbook, the teacher can gather some ideas for constructing the activity of the course. Not all the things can be adapted from a textbook because there are some material which are not suitable to the goals and objectives of the course.

**i. Designing an Assessment Plan**

Designing an assessment plan aims to evaluate the effectiveness of the course. Assessment is one of means to see how well the course is designed. There are three major roles of assessment in the course design: assessing needs, assessing students’ learning, evaluating the course. Assessment can be formative or summative, or both. The essence of doing formative evaluation is to see whether the course is effective or ineffective. It is used to see the student’s progress during the course. Summative assessment shows the students’ achievement after attending the course in a given period. Since an element of the assessment requires the students to meet some criteria, the assessment has to be in accordance with the goals and objectives of the course.
The researcher uses Graves’ system approach because there are defining context and articulating beliefs which have not been discussed by other instructional designs. Defining context and articulating beliefs become a strong foundation for the writer to develop the content and goals achievement capacity of the instructional material. Besides the use of verbs in the system approach, Graves’s system gives the researcher opportunity to develop the steps because it is an ongoing process. The most important principle is that this model design is very realistic in meeting the teachers’ conditions for practicality and productivity whilst also fulfilling the teaching characteristics. Graves (2000) states that the course development is called a 'system' which means that all the components are
interrelated and influenced each other of the processes. Alongside the use of verbs, each stage shows that the model design is a result of a thinking process.

4. Vocabulary

In this section, the researcher discusses the theories related to vocabulary. This section consists of six parts; the nature of vocabulary, the principle of vocabulary learning, the vocabulary for students of Bethesda Yakkum, Institute of Health Sciences, building vocabulary meaning, and vocabulary learning technique.

Vocabulary does not merely discuss the meaning of a word. Read (2000) states “Vocabulary is more than just knowing a lot of lexical items; learners must have ready access to that knowledge and be able to draw it effectively in performing language-use task” (p.17). Thus, the development of how vocabulary taught is important in language learning.

da. The Nature of Vocabulary

Nunan (2003) figures out that vocabulary distinctly is defined as words: it is not only the meaning of a word that needs to be comprehended but also the combination of multiple words. Vocabulary cannot be defined easily because it is not only focused on singular word meaning but also on various meanings when a word is placed in various contexts, with changes of form and changes of meaning. Read (2000) states that vocabulary learning is not merely recognizing the lexical items, but the learning involves the ability of using the words in language use. Richards as quoted in Read (2000) defines seven assumptions which cover various aspects of knowing a word. The points below are the seven assumptions
(all in direct quotes):

1) Knowing a word means knowing the degree of probability of encountering word in speech or print. For many words we also know the sort of words most likely to be found associated with the word.
2) Knowing a word implies knowing the limitations on the use of the word according to variation of functional situation.
3) Knowing a word means knowing the syntactic behavior associated with the word.
4) Knowing a word entails knowing of the underlying form of a word and various derivations that can be made from it.
5) Knowing a word entails knowledge of the network of associations between that word and other words in the language.
6) Knowing a word means knowing the semantic value of a word.
7) Knowing a word means knowing many of different meanings associated with a word. (p. 25).

The researcher only focuses on three points among the seven assumptions above. These are the first, second and seventh assumptions. The researcher considers that the three assumptions are the most suitable definition of vocabulary learning for the students of Bethesda Yakkum, Institute of Health Sciences since the focus of this study is vocabulary meaning and use in context.

b. Principle of Vocabulary Teaching and Learning

In language teaching, Richards and Renandya (2002) argue that vocabulary is the core of language proficiency which provides basis to learn other language skills. According to Nation (1990) vocabulary is important to help the learners in receptive and productive learning. Receptive learning requires the learners to be able to recognize and recall the meaning of a word when it is met. Productive learning involves the receptive learning and ability to speak and write in appropriate time. Therefore, the learners are required to learn vocabulary in
order to improve their ability in using the language.

Another view which argues that vocabulary is important in learning a second language is stated by Rivers (1983) as quoted in Nunan (1991). Rivers (1983) states that “the acquisition of an adequate vocabulary is essential for successful language use because without extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication” (p. 117).

c. Vocabulary for Students of Bethesda Yakkum, Institute of Health Sciences

The major vocabulary which is learned by students of Bethesda Yakkum, Institute of Health Sciences is technical vocabulary and semi-technical or the core vocabulary related to medical context. Dudley-Evans and John (2011) state that “the teaching of technical vocabulary is not the responsibility of the EAP teacher and that priority should be given to the teaching of ‘semi-technical’ or ‘core-vocabulary’” (p. 80). Therefore, the students of Bethesda Yakkum, Institute of Health Sciences need to be introduced and facilitated in learning the core vocabulary of their major. Jordan (1997) as quoted in Dudley-Evans and John (2011) state that “teaching ‘technical-vocabulary’ becomes the responsible of the teacher of specific subject since it brings conceptual difficulties” (p. ).

To determine the core vocabulary being learned by the students of Bethesda Yakkum, Institute of Health Sciences, the researcher refers to Baker (1982;92) as quoted in Evan and John (2011) (all in direct quotes):

1) Items which express notions general to all specialized disciplines;
2) General language items that have a specialized meaning in one or more disciplines;
3) Specialized items that have different meanings in different disciplines;
4) General language items that have restricted meaning in different disciplines;
5) General language items that are used to describe or comment on technical processes or function in preference to other items with the same meaning, for example occur rather than happen;
6) Items used to signal the writer’s intentions or evaluation of materials presented (p.82).

Based on the criteria above, the researcher then decided to use Nation’s (1990) University Word List which covers the criteria above and consists of words which occurs across a number of disciplines (Jordan, 1997). Besides, the researcher also used high-frequency vocabulary of nursing field. The other important notion is that the process of teaching. Evan and John (2011) again underline that deducing meaning from context and words association are suitable for the student.

Nation (2008) states that the learning of technical vocabulary is mainly on “meaning-focused input through listening, reading and intensive reading” (p. 136). The students of Bethesda Yakkum, Institute of Health Sciences need to comprehend the context of words in order to gain information in the medical field and this is the reason why learning vocabulary through reading is applicable for them. Nation (2008) believes that getting a definition in the text is useful for the students. Therefore, in selecting the reading text, there should be some qualifications. The text should provide opportunities for the students to understand new words and it should provide clear contextual definition of when selected words are used.
d. Building Vocabulary Meaning

In this research, the vocabulary learning is focused on the meaning and the use of words in context. There are some techniques in learning the meaning of words. One of which is states by Nation that (1990) “putting the new word in a defining context” (p. 51). He adds further that context gives the students opportunity to learn the meaning of words naturally. Contextual definition of words not only promotes the students’ to learn the meaning of words but also encourages them to investigate how the words used in context:

A contextual definition does not directly explain the meaning of a word but encourages learners to make an effort to find out the meaning by seeing how the word is used (it’s grammar) and with what other words it is associated. It is important to find the contexts where the word occurs naturally. (Nation, 1990, p. 61).

In the quotation above, Nation (1990) clearly states that the contextual definition is a useful approach to learn both the meaning and the use of vocabulary. This process encourages the students to interpret the meaning and the use of words which makes the learning memorable. The students who often learn vocabulary through contextual definition find it is easier to define the meaning of a word and more able to investigate the use of words naturally.

e. Vocabulary Learning

In order to know the way vocabulary is learned, the researcher wants to review some approaches related to vocabulary learning. Nation (1990) states that there are two approaches in vocabulary learning: direct and indirect vocabulary learning. Direct vocabulary learning is realized through exercises and activities which are focused on vocabulary learning. While indirect vocabulary learning is
focused on the other features of meaning or message. Krashen (1981) as quoted in Nation (1990) state “when the amount of vocabulary is low, indirect vocabulary learning occurs although the vocabulary learning is not the main purpose” (p. 2). The low amount of vocabulary in this approach gives the students’ opportunities to process not only the meaning but also the detailed use of vocabulary.

1) Learning Vocabulary through Intensive Reading

In reviewing vocabulary learning approaches, the researcher has figured out that reading is the suitable medium to learn vocabulary. However, not every type of reading is suitable for students of Bethesda Yakkum, Institute of Health Sciences. Since the students need to learn technical terms that only appear in the specific medical field, the researcher purposes the students practice intensive reading as an effective approach for learning the specialized vocabulary. Intensive reading involves the careful assisted reading of texts with the intention of understanding the text and learning language items from the text (Nation, 2008: 59). Intensive reading is considered as a precise aid in helping students of a certain field because these students only have a short time for learning a high volume of new vocabulary.

There are some principles in learning vocabulary. Nation (2008) gives the explanation that one of the principles is to give priority to the high frequency words. Nation (2008) gives some considerations in which activities included in intensive reading are effective for ESP:

a) Putting words in an exercise after the text

After reading the text, the learners are given some exercises on word
meaning, matching, word part analysis, close type analysis, and collocation analysis. These kinds of exercises require lots of time but it is the best way to learn high-frequency vocabulary in ESP.

b) Helping learners use the context to guess the meaning of the word

Guessing meaning from context is effective for learning the technical words for ESP learners because when a word is put in a context it is given detailed attention and the students have further opportunity to recognize it.

2) Learning Vocabulary through Guessing from Context

There are some techniques or learning strategies in learning vocabulary, one of them is guessing unknown words from context. Nunan (2003) argues that guessing from context is one of most important vocabulary learning strategies. Richards and Renandya (2002) state that guessing requires the students to focus on the unknown words. These kinds of steps help the students to be more aware of unknown words and use all the references provided in the context to build the meaning of the target words. A concept of words is actually closely linked to the surrounding context that can be negotiated with the other words provided in the phrase or sentence in a text (Richards and Renandya, 2002; O’Rouke and Dale, 1971). Therefore, guessing from context is suitable to help the students of Bethesda Yakkum, Institute of Health Sciences in learning specific vocabulary in their major since the vocabulary which needed to be studied by the students are semi-technical and technical vocabulary that the meaning is contextual. The students do not have to learn a word together with its concept as a single word. Since, in guessing automatically they have had interpret the meaning of the word
using the surround information. For example word ‘complication’ has different meaning if it is put in the different context;

Sentence 1: Tere is going to have big complication when she leaves the room.

Sentence 2: Mr. Noya needs an insulin injection to avoid complication from hyperglycemia.

In the first sentence, the word ‘complication’ means something which makes a situation more difficult. While in the second sentence, the word ‘complication’ means an extra medical problem which makes it more difficult to treat an exciting illness. By providing the context, the students memorize better because they do not need to think about the concept of a certain word out of the context which make the students confused. The surrounding information helps the students pick up information of a word and make the meaning more distinct. Nunan (1991) figures out that guessing vocabulary from context requires such as recalling their knowledge of the topic of the text and using the natural redundancy of surrounding words. If the word ‘complication’ is only put in a list and the students are asked to search the meaning, there will be confusion about the concept of the word because the word is also used in another different context. Besides, Richards and Renandya (2002) add that when the students already know the meaning of the words this directly go into the students’ memory as what they grasp from the context and are not confusing for the students.

The researcher picks the strategy by Bruto and Samuda as quoted in Nation (1990). There are 6 steps in the strategy. The following part is the procedure that described by Bruto and Samuda.
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Figure 2.3 Bruto and Samuda’s Guessing Procedure

When the students have already mastered the strategy of guessing meaning from context, they need to apply and evaluate their understanding of words they have acquired. Therefore, the students need exercises which help them to put the words in suitable context. Honeyfield as quoted in Nation (1990) purposes some exercise which suitable for guessing words from context. The exercises include
cloze exercises and multiple-choice answers. Honeyfield elaborates that cloze exercise requires the students to use the surrounding context similar with guessing from context and multiple-choice answer gives clues that the learners used in finding the correct answer.

Drum and Konopak as quoted in Nation (1990) reveal their notion that guessing from context is not only focus on linguistic feature but also valuable sources because it facilitates the learners to used their previous knowledge of words they have already acquired, knowledge of the content of the text, and about the conceptual structure of the topic.

5. Reading

In supporting the main idea of the importance of learning vocabulary, this section will discuss reading as a mean to learning vocabulary. Urquhart and Weir (1998) define reading as “the process of receiving and interpreting information encoded in language via the medium of print” (p. 22).

a. Nature of Reading

Reading can be defined in many ways, it depends on the purpose of reading itself. The readers may read to get information from a certain passage and a child may read to learn reading. Wallace (2003) defines reading as an interpreting aid of understanding notions from written texts which has the purpose of taking some information from the text. This condition gives the readers opportunity to connect the information through the vocabulary used in the text. Reading is one of the most powerful aids to learn vocabulary because reading always promotes the existence of vocabulary and invites the reader's interpretation.
of information. The vocabulary in the written text is significant to create meaning or comprehend a message from the text.

b. Reading for Learning Vocabulary

Reading has been used in vocabulary learning for long time as what have stated by Richards and Renandya (2002) that “Reading has been long seen as major source of vocabulary growth” (p.267). They also believe that reading increases the learners’ vocabulary gradually when there are repeated opportunities to the target vocabulary. Reading is the source of meaning-focused input (Nunan, 2003, p. 133). Therefore, the existence of reading helps the students to comprehend the meaning of vocabulary. Nunan (2003) also clarifies that one view of where vocabulary learning occurs in reading can be seen from Paran’s book Burlington Proficiency Series Book (Urquhart and Weir, 1998). He includes linguistic features such as lexis or cohesion in the activity as an appreciation of vocabulary. Paran’s model of learning gets some support by Coady who also defines an idea about the development of using reading for learning vocabulary:

The vocabulary acquired through the medium of reading by L2 language learners can be divided into at least three major developmental categories; those whose forms and common meanings are recognized automatically, irrespective of context (or sight vocabulary); those whose forms and meanings are to some degree familiar to learner but are recognized only in context; and those whose meanings and, often, forms as well, are unknown to the learner and whose meaning must therefore be inferred from the context, looked up in a dictionary, or left uncomprehended. (Coady and Huckin, 1997, pp.231-232).

From the discussion above the researcher has come to realize that reading has more advantages in vocabulary learning than other learning vocabulary aids. Reading is considered as one of the vocabulary learning aids in which the
developmental categories which are shown above are very beneficial for the students of Bethesda Yakkum, Institute of Health Sciences. However, the most significant is the last category where by the vocabulary is needed to be put in a context which must be interpreted the reader in order to figure out the meaning. This kind of condition is suitable for the students because they need to learn technical terms and semi-technical words which will have different meanings if the words are put into different contexts.

Another support for reading as a medium for learning vocabulary has been stated by Ferris (1988) as quoted in Nation (1990) who had conducted a study which showed that university students can increase their vocabulary by reading. One example making evident that vocabulary can be learned through reading is revealed by a study conducted by Michael Pitts, Howard White and Stephen Krashen (1989). Together they found that the students who had read A Clockwork Orange, a novel which contains many slang words underwent a significant increase in knowledge of incidental slang words. The result of the study was for group 1 and control = 27; for group 2 and control = 46. This result indicates that the slang words were acquired through reading.

According to Coady and Huckin (1997) “reading theory tells us that reading comprehension involves complex interaction between reader and text in which the reader uses information from the surrounding text and from other knowledge sources to verify and elaborate the mental textual representation” (pp. 175-176). This statement represents the importance of reading in providing sufficient information to build the meaning of words and giving explanation of the
use of words. Besides, the complex interaction between the reader and the text shows that without sufficient context there is no additional information to understand which words to acquire, their meaning and the use of those words.

c. Reading to Word Recognition and Word Meaning

There are two approaches in reading which include vocabulary learning. These are bottom up and top down approach. The bottom up approach elaborates that reading is basically a matter of decoding a series of written symbols into their aural equivalent while top down approach emphasizes the reconstruction of meaning rather than decoding of form (Nunan, 1991, pp. 64-65).

The word building, therefore, can be achieved through the bottom up approach which helps the learners in acquiring the written symbol. In illustrating this approach, Cambourne as quoted in Nunan (1991) uses a schema to show building:

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Print → Every letter discriminated → Phonemes and graphemes matched → Blending → Pronunciation → Meaning
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**Figure 2.4 Bottom-up approach**

The schema above shows that the recognition of a word begins with written symbols which are matched with the phonemes of the language.

In building the context and meaning of a word, learners therefore can learn through the top down approach about which processes decode the comprehension of meaning and context rather than the form. Nunan (1991) includes Cambourne’s (1979) schema for top down approach:
Past experience, language institution and expectation → Selective aspects of print → Meaning → Sound, pronunciation if necessary

**Figure 2.5 Top-down approach**

The diagram as it is shown above emphasizes the reconstruction of meaning rather than the decoding the form.

One of the important notions as to whether reading can be use as a medium in understanding words is stated by Grabe as quotes in Nunan (1991) in his study of learning Portuguese via extensive reading. The result of the study found that reading and vocabulary are reciprocal and causal, that reading improves vocabulary knowledge and vocabulary knowledge supports reading development.

3. Reading for ESP

ESP learners need reading as a reference for them in understanding the use of specific terms in their field. Wallace (2003) states that ESP has major discussions in specific political and business field which leads learners to acquire specific terms to understand the text and comprehend the information from the specific field. She adds that the ESP learners are encouraged to read texts with contextual content from their field. Moreover, she argues that not all the texts are suitable for ESP students. Texts which sound academic and have communicative function are the most interesting for the ESP students.
B. Theoretical Framework

In developing the idea of reading improves the students’ vocabulary acquisition, the researcher has developed a theoretical framework which makes use of reading as a media utilized in improving students’ vocabulary acquisition more effectively. The following discussions are the steps of the researcher's theoretical framework:

1. Defining Context

This step aims to know the students’ age, gender, culture and study purposes. The data of the students is very important in determining the appropriateness of the designed material. The researcher gets the data from the administrator of the course who is a lecturer at Bethesda Yakkum, Institute of Health Sciences. Another important step that helps the researcher is to understand the nature of the nursing course:

The “givens” of one context are the source and constraints that guide our decision. Knowing how long a course is, its purpose, who the students are, and how it fits in with other aspects of the curriculum helps us to make decisions about the content, objectives, and so on. (Graves; 2000, p.17)

Therefore, the first point to consider is the setting of the course. The researcher wants to know when and where the course is conducted. The second point is the facilities which that are used in the learning process. The researcher wants to know what kinds of facilities are used in the class and how the students use the facilities. The third point is the purpose of the course. The researcher wants to know why the students need to take this course. The last point is to know the teaching resources, in this point the researcher wants to know what teaching resources used by both the teacher and the students and how they access these
learning resources. This step will give the researcher some guidelines in designing the course.

2. Articulating Beliefs

In this step, the researcher articulates the beliefs of the course. The researcher is articulating the beliefs of the language, learner and learning, and the teaching process. Graves (2000) elaborates that in articulating beliefs the researcher will reflect on past experience as student and teacher and the beliefs about language and learners is taken from the beliefs that arise and lead that experience. The beliefs will become the researcher's foundation for making decisions in designing the course.

3. Conducting the Needs Survey

According to Graves (2000) needs assessment aims to find out a way of fulfilling the gap between the current situation and the desired goals purposed by the institution and the students. To make the design of the course worthwhile, the researcher conducts needs survey using questionnaire, an interview and a focus group discussion to get the accurate data about the students’ language ability level, needs in learning language, teaching preferences and purpose for following the course. There will be three kinds of respondents in the data collection. The data from the respondents will be analyzed and interpreted to get the conclusion for each question which will be used to make decisions in determining the learning outcomes.
4. Determining the Goals

“Goals are a way of putting into words the main purposes and indented outcomes of your course” (Graves, 2000; 75). Thus, in accordance with the purpose of the course which has been determined by the institution, the researcher will formulate the learning goals based on the data which has been collected in the previous steps. In this step, the researcher will determine what learning goals that can fulfill the student’s needs within the context of the students and course condition.

5. Formulating the Objectives of the Course

This step is aimed at making the learning process more distinctive. Graves (2000) states that “objectives are statements how the goals will be achieved” (p. 76). After determining the learning goals, the researcher composes statements in a way to achieve the learning goals. The learning objectives will be formulated with respect to the results of the needs analysis, which has been conducted in the previous step.

6. Mapping the Content

This step is derived from Graves (2000) conceptualizing content. Graves underlines that conceptualizing content employs context of the course and the result of needs assessment in order to make decision on what is to include and to drop to help the course designer see the relationship among the elements include in the designed materials. Thus, after acquiring data about the students, the course and determining the beliefs, the next step is mind mapping the content. The researcher will refer to the data about the students and the course, then
brainstorming ideas about what should be learned and how it will be learned by the students, according to the beliefs.

7. Designing the Learning Template

In designing the learning template, the researcher reflects Graves (2000) organizing course. She states that organizing the course means deciding what the underlying system will be that pull together the content and material in accordance with the goals and objectives and that give the course a shape and structure” (p.125). This step shows the researcher’s template or pattern of putting the content in each unit. The researcher will arrange the content of the designed material in the accordance with the beliefs which has been articulated by the researcher. The template represents how the activity in each unit undergoes in the classroom.

8. Expert Judgment

This step is based on Graves (2000) designing an assessment plan. Designing assessment plan includes evaluating the course. According to Graves (2000) course evaluation is aimed to evaluate the effectiveness to achieve the context’s and students’ expectation. Therefore, when the designed material have been composed this will be the last step which needed to be fulfilled by the researcher. Experts judgment helps the researcher to get feedback for the design whether the designed material are appropriate or not. The improvements of the design will be made according to the expert judgment.
CHAPTER III

METHODOLOGY

This chapter discusses the methodology used in designing the model of instructional vocabulary material through reading, for the second semester students of *Bethesda Yakkum*, Institute of Health Sciences. The influencing methodologies include: research methods, the respondent, the instrument of data collecting, the technique of analyzing the data, and the procedures of implementing the methodology.

A. Research Method

This part discusses the type of the research method used in the study. There were two problems that needed to be answered by the researcher. The first problem was determining the what appearance of model of instructional vocabulary material through reading for the students of *Bethesda Yakkum*, Institute of Health Sciences look like. The second problem was what accountability when designing a model of instructional vocabulary material through reading for the students of *Bethesda Yakkum*, Institute of Health Sciences is. In answering those two questions, this study used Research and Development (R&D) method.

Borg and Gall (1983) state that Research and Development is a process used to develop and validate educational product. Product in Research and Development refers to the instructional material, such as textbooks, activities and
techniques that will be used in the classroom. R&D meets the educational needs in developing the educational product because it bridges the gap between the research and the practice of helping the researcher in solving the research problems.

In constructing and developing the theoretical model, the researcher used Graves’ system approach. Graves’ system approach is included as one of R&D models because this model provides validation and evaluation for the product. There are nine steps in Graves’ system approach, but the researcher only implemented seven steps to construct the theoretical framework. Since Graves (2000) uses system approach on her framework, every design phase can have a new beginning as long as it makes sense for the course designer. The steps as shown as follow:

1. **Defining the Context**

   There are several considerations in this step; people (students and the other stakeholders), physical setting, nature of the course and institution, teaching resources, and the course timeline. At first the researcher got the data by interviewing the teacher acting as the course administrator of *Bethesda Yakkum*, Institute of Health Sciences. The data includes specific information relating to the considerations above.

2. **Articulating Beliefs**

   In this step, the researcher determined beliefs which influence the design of the course. These beliefs became the foundation for the researcher in the process of decision making in designing the course. The beliefs were taken from
the researcher previous experiences as English language student and teacher.

3. Conceptualizing Content

In this step, the researcher mind mapped all the data and things which become the most important considerations for the course. After all the things were listed, the researcher began to select and organize a hierarchy of the most important points to put into account when designing the course.

4. Formulating Goals and Objectives

This step aimed at managing all the things which had been selected in the previous step. This step helped the researcher to focus on what outcomes need to be achieved. As a way to achieve the desired outcomes, the researcher therefore determined the objective of how the goals of the course would be achieved.

5. Assessing Needs

This step was conducted to assess students’ needs and preferences. This step facilitated the designer of the course to know the students language ability level, learning preferences, desired goals and anticipated changes. In this step, the researcher collected the data by distributing questionnaire, conducting a focus group discussion with the students and interviewing one of English lecturers of Bethesda Yakkum, Institute of Health Sciences. The data which had been collected was used to help the researcher to organize the course in the next step.

6. Organizing The Course

This step covered managing all aspects including content and material depending on the goals and objectives which gave the course shape and structure. The researcher determined the organizing principles by identifying units and
modules base on the principles, sequencing the units, determining the language and skill level of each unit, and organizing the content of each unit. This step resulted in a designed syllabus as a reference in conducting the course.

7. Designing An Assessment Plan

Here, the researcher used this step to know the effectiveness of the designed material. Therefore, the researcher conducted an interview to evaluate the designed material. The researcher received course evaluation data from one of the lecturers of English Education Study Program, Sanata Dharma University who evaluated the appropriateness of the designed Material.

To make the theoretical model more distinct, the researcher provided the figures below that display the researcher’s framework.

The researcher’s model

```
Defining Context

Articulating Beliefs

Conducting Need Survey

Determining the Learning Goals

Formulating Objectives

Mapping the Content
```
Designing the Learning Template

Experts Judgments

B. Research Respondents

There were two groups of respondents in this research. The first group was the respondents of research and data collecting: the second semester students of **Bethesda Yakkum**, Institute of Health Sciences and the English lecturer of **Bethesda Yakkum**, Institute of Health Sciences. The second respondent was one of the lecturers of English Education Study Program, Sanata Dharma University. The elaboration was discussed below;

1. Participants of Research and Data Collecting

The first participants of research and data collecting were the second semester students of **Bethesda Yakkum**, Institute of Health Sciences. The students assisted the researcher in collecting the data by completing a questionnaire that identifies the problems which happened in the class. A focus group discussion, created by interviewing a group of students at the same time, helped the researcher to understand the student's opinions on topics relating to their needs and support the making of a relevant pre-design and the development of material. The second participant of research and data collecting was the lecturer of
Bethesda Yakkum, Institute of Health Sciences. The lecturer was also interviewed to gather data to define the course’s context and identify the problems that appear in the context of a course that the researcher was planning to design. This was called pre-design survey because the students and the teacher contribute to the development of the instructional material which was developed by the researcher.

2. Respondent of Design Evaluation

The respondent of the design evaluation was a lecturer of the English Education Study Program of Sanata Dharma University. The lecturer gave the researcher feedback and suggestions through an informal interview. This would be used to make improvements to the designed material. This post-design survey was used to gather feedback and suggestions for the researcher’s instructional model design and later became data to include in the final revision.

C. Research Instrument

In collecting the data from the participants, the researcher used two instruments in this research: they were the pre-design and post-design survey.

1. Pre-Design Survey

Since the researcher used Graves’s system approach for the methodology, the first step including defining the course context and collecting the participants’ opinions toward the topic, was included in the initial research and information collecting. In the pre-design survey, the researcher used questionnaires, interview, and a focus group discussion as the research instruments.

As what has been stated by Johnson and Christensen (2012)
“Questionnaire is a data collection instrument which is used to obtain information about the thoughts, feelings, attitudes, beliefs, values, perceptions, personality and behavioural intentions of the research participants” (p.162). The questionnaire were distributed to and completed by the students of Bethesda Yakkum, Institute of Health Sciences in order to investigate the students’ concerns about the topic and explore the background study of the research with the significant problems that appear in the field.

“Interview is used to gather data from people in the form of opinions, beliefs, and feelings about situations in their own words” (Ary, Jacobs and Sorensen, 2010, p. 438). There were two kinds of interview which were used in this research. The first interview was a structured interview which was used by the researcher to collect the data about the context: the students, learning setting, timeline, and the learning resources. Another was the semi-structured interview in which the researcher used some guiding questions to dig deeper into reasons behind the students’ concerns in the context of their expectations. In this interview, the participant could give their opinions in answering the questions asked by the researcher. Therefore, the interview was not formal that the researcher can get natural and not statistical data from the participant. This interview was given to the Bethesda Yakkum’s, Institute of Health Sciences lecturer to inform the way the needs survey was conducted.

In acquiring the data of the students, besides using questionnaire the researcher also used a focus group discussion. Johnson and Christensen (2012) state that focus group is a group interview to gain information about a group of
students’ opinions and attitudes to the topic related. They add value of a focus
group discussion is to gather a depth of information about the group concerns and
to ease the researcher's in interpreting the data. Through a focus group discussion,
the researcher wanted to get a deeper understanding of the students opinions about
vocabulary learning and reading as medium in learning vocabulary. The focus
group discussion was conducted after the data from the questionnaires were
collected. By giving the students some open–ended questions the discussion was
not structured and therefore the researcher can get the natural data from the group
participants.

2. Post-Design Survey

In this survey, the researcher used interview to gain comments and
suggestions and assess the appropriateness of the design. The interview was
conducted to reveal the lecturer of English Study Program in Sanata Dharma
University opinion toward the designed material. The data of this survey was used
to revise and evaluate the design of instructional material.

D. Data Gathering Technique

The researcher collected the data from the questionnaire, interview, and a
focus group discussion. Johnson and Cristensen (2012) figure out that
questionnaire is used to obtain information about the students’ thoughts, feelings,
attitude, beliefs, values, and perception. By conducting interview, the researcher
apprehended the students’ point of view and needs. The interview process was
used to gain an understanding of the students’ real condition. To create limitations
for the interview, the researcher used a focused-group discussion. There are some participants who were interviewed at the same time. Ary et al. (2010) state that focus group is used to bring together the participants opinions of point of view. They add that the participants have to feel free in expressing their opinions and attitudes. The result of the questionnaire without a focus group was not sufficient for the data validation since the result of each participant was different. Therefore, by combining the result of the questionnaire and the information from the focus group discussion, the triangulation of the source data was obtained.

### E. Data Analyzing Technique

The technique in analyzing the data discussed in this part. The data collection was the result of the pre-design and post-design study which had been conducted.

1. Pre-Design Survey

   In this survey, the researcher analyzed the result of the questionnaire which had been distributed to the students, the interview with the lecturer of the *Bethesda Yakkum*, Institute Health and Sciences and the focused group discussion. At first, the researcher interpreted the result of those three instruments and then the researcher cross-checked the result of the questionnaire, interview, and focused group discussion to triangulate the data and draw conclusion.

2. Post-Design Survey

   In this survey, the researcher analyzed the data collected from the respondent. The data was from the result of the interview which obtained from
one of lecturers of English Education Study Program, Sanata Dharma University. The interview was conducted in a non formal way and there were no list of questions made by the researcher. This kind of interview was selected because the researcher did not want to limit the responded in giving opinion and suggestion in commenting the design. This data was used to make suggestions and evaluation. This data was the final data for the evaluation of the designed material.

F. Research Procedure

In this part, the researcher elaborated the steps in conducting the research. There were twelve steps in the research based on the researcher’s framework. The steps can be seen as follow;

1. Requesting letter of permission from Sanata Dharma University to conduct a research in Bethesda Yakkum Institute of Health Sciences.

2. Obtaining the letter of permission from Bethesda Yakkum Institute of Health Sciences.

3. Interviewing the English lecturer of Bethesda Yakkum Institute of Health Sciences to obtain the data about nature of the course and objective needs’ of the course.

4. Distributing questionnaire of data collecting to the students of Bethesda Yakkum Institute of Health Sciences.

5. Conducting a focus group discussion in Bethesda Yakkum Institute of Health Sciences to obtain subjective needs’ of course.

6. Analyzing the participants’ responds from the questionnaire, interview, and
focus group discussion.

7. Formulating goals and determining objectives.

8. Developing the syllabus.

9. Designing the instructional materials based on the result of the analysis.

10. Obtaining the evaluation for the design by distributing questionnaires to the English lecturer of Bethesda Yakkum Institute of Health Sciences and three lecturer of English Education Study Program in Sanata Dharma University.

11. Analyzing the result of the questionnaires of the evaluation.

12. Revising the design based on the results of the evaluation.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the result of this study. This part is divided into two parts. The first part is the presentation of the model of instructional vocabulary material through reading for Students of STIKES Bethesda Yakkum which had been revealed by the researcher. The second part is the accountability of the model of instructional vocabulary material through reading for Students of STIKES Bethesda Yakkum. This part elaborates each accountable step in designing the model instructional.

A. Presentation of Model of Instructional Vocabulary Material through Reading for Students of STIKES Bethesda Yakkum

To answer the first question in problem formulation, the researcher presented model of instructional vocabulary material through reading for the students of 
Bethesda Yakkum, Institute of Health Sciences. The model consists of four units. The topics for those four units are:

UNIT 1: Diabetes Mellitus
UNIT 2: Health Assessment
UNIT 3: Pain Management
UNIT 4: Skin Traction
In each unit, the researcher had designed the templates of the activity in applying the designed material. The templates are:

1. Warming up

In this part, the students were given several activities to help the students to relate their previous knowledge and the topic being discussed in each unit.

2. Reading Section

In this part, the students were given a reading text and asked to pay attention to the target vocabulary used in the reading text.

3. Comprehension Questions

In this part, the students were given several questions in the form of short-answer questions and true and false exercises.

4. Part of Speech

In this part, the students were given a part of speech table. The table was used to develop the students’ understanding of the related words of target vocabulary and as a development phase to know the other form of related words.

5. Vocabulary in Context

In this part, the students were asked to use the steps of guessing meaning from context. There were several steps provided in each unit to employ guessing meaning from context.

6. Using Appropriate Vocabulary
In this part, the students were given several exercises in the form of cloze exercises, multiple-choice exercises, matching words exercises and correct and incorrect sentences to develop the students’ understanding of the target vocabulary learned in the previous part.

This model of instructional vocabulary material was designed for the second semester students of Bethesda Yakkum, Institute of Health Sciences with time allocation 2 x 50 minutes for each meeting. Therefore, there will be enough time for the students to cover one unit within a meeting. All the vocabulary and the reading texts were taken from books and nursing journals which had been well-matched to the students’ and course’s needs.

B. The Accountability of Model of Instructional Vocabulary Material through Reading for Students of STIKES Bethesda Yakkum

In answering the second question of the research problem, the researcher presented the accountability of the design. The accountability of the design was used to show the accountable processes of how the researcher designed the model of instructional vocabulary material trough reading for the students of Bethesda Yakkum, Institute of Health Sciences. Therefore, the accountability of the design was the elaboration of the framework that had been developed by the researcher which includes defining the context, articulating beliefs, conducting need survey, determining goals, formulating objectives, mapping the content, designing the
learning template, and experts judgment. The following discussion was the explanation of each step.

1. Context of the Course

Defining the context of the course aimed to investigate the nature of the course. Context is the foundation of the course which influences the goals of the course that covers who the students are, under what condition the teaching and learning process is conducted, and level of the students’ English competence. This step was in accordance with need analysis in ESP (Evan and John, 2011, p. 125) which includes (all in direct quotes):

   a. Professional information about the learners; target situation analysis and objective needs
   b. English language information about the learners; present situation analysis.
   c. Information about the environment in which the course is conducted; means analysis
   d. Professional communication about the learners; linguistic analysis, discourse analysis, genre analysis

In the beginning, the writer defined the context of the course by conducting an interview with the English lecturer of *Bethesda Yakkum*, Institute of Health Sciences and taking some information from the website for the data collection. The researcher conducted the interview in April 23rd 2014. The interview was conducted in a relax conversation which leaded the researcher to ask further and dig out deeper as much as information about the context of the course. The result of the interview could be seen as follow:
a. What is the level of the students of Bethesda Yakkum, Institute of Health Sciences?

The level of the students of Bethesda Yakkum, Institute of Health Sciences is pure beginners, beginners, pre-intermediates, and intermediates students.

b. When is the course conducted?

The course is conducted in the morning 9.30 – 11.15 am.

c. How long is the course conducted?

The course is conducted in 100 minutes.

d. Where is the course taking place?

The course is taking place in the classroom which is provided by Bethesda Yakkum, Institute of Health Sciences.

e. What are the students’ learning goals?

The students’ learning goals are to be able to meet what the institution’s demands and to pass the course because it is a compulsory course.

f. Where do the students come from?

The students come from around Indonesia, mostly from Java, some of them are from Borneo, Indonesia Timur, and few of them are from Sulawesi and Sumatra.

g. How old are they?

The students’ ages are around 20.

h. Why do the students need to take the course?

The students need to take the course because it is a compulsory course.
i. **What is the purpose of the course?**

The purpose of the course is emphasized on the communication skill, to make the students involve communicating in English when they are doing certain nursing intervention in hospital.

j. **What is vocabulary needed to be learned by the students of Bethesda Yakkum Institute of Health Sciences?**

The vocabulary which is needed to be learned by the students in *Bethesda Yakkum*, Institute of Health Sciences are medical terms, the specific terms in nursing, the words related to the expression in conducting certain nursing intervention and day to day vocabulary.

k. **What are the learning resources for the course?**

The learning sources that are used in the course are Oxford and Cambridge books, listening files, and reading texts which are taken form internet.

l. **What are the kinds of facilities used in the class?**

The facilities which are used in the class are computer, projectors, LCD, and speakers.

m. **Is there any qualification to join this course?**

Yes, the students need to take and pass UPBI 1 first

To make the result of the interview distinct, the researcher made a table to show the nature of the course as follow:
<table>
<thead>
<tr>
<th>People (Students)</th>
<th>The levels of English competence of the students of Bethesda Yakkum Institute of Health Sciences</th>
<th>Pure beginners, beginner, pre-intermediates, and intermediate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages</td>
<td>17\textsuperscript{th} - 20\textsuperscript{th} years old</td>
<td></td>
</tr>
<tr>
<td>Purpose</td>
<td>To fulfill the institution’s requirements</td>
<td></td>
</tr>
<tr>
<td>The amount</td>
<td>50-60 students</td>
<td></td>
</tr>
<tr>
<td>Profession</td>
<td>Nurse candidates</td>
<td></td>
</tr>
<tr>
<td>Origin</td>
<td>Mostly Java, some from Borneo, Kalimantan, East Indonesia, Sumatra, Sulawesi.</td>
<td></td>
</tr>
<tr>
<td>Previous education</td>
<td>Senior High School level</td>
<td></td>
</tr>
<tr>
<td>Physical Setting</td>
<td>Location</td>
<td>The school is in a busy district near the institution’s hospital at Jl. Johar Nurhadi No.6 Yogyakarta 55224</td>
</tr>
<tr>
<td>Classroom Size</td>
<td>7 x 8 meters</td>
<td></td>
</tr>
<tr>
<td>Furniture</td>
<td>Teacher’s table, 60 students’ chairs in the average, and 3 fans</td>
<td></td>
</tr>
<tr>
<td>Nature of course and institution</td>
<td>Light</td>
<td>3 to 6 neon glass lamps in each class</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Noise</td>
<td>A lot of noise since the classes are much and adjacent and the school are very crowded.</td>
</tr>
<tr>
<td>Facilities</td>
<td>PC, projector, LCD, speaker</td>
<td></td>
</tr>
<tr>
<td><strong>Nature of course</strong></td>
<td><strong>Compulsory course</strong></td>
<td></td>
</tr>
<tr>
<td>Purpose of the course</td>
<td>Communication skill to encourage the students doing their nursing intervention</td>
<td></td>
</tr>
<tr>
<td>Pre-requisite course</td>
<td>UPBI 1 (one)</td>
<td></td>
</tr>
<tr>
<td>Prescribe curriculum</td>
<td>Has already had the syllabus for the whole semester</td>
<td></td>
</tr>
<tr>
<td><strong>Teaching resources</strong></td>
<td><strong>Compulsory book</strong></td>
<td>English For Professional Nurses</td>
</tr>
<tr>
<td>Presented materials</td>
<td>Teacher’s material from the power point (develop from the compulsory and additional materials)</td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td>Listening file, picture, short</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Class meeting</td>
<td>Once a week</td>
</tr>
<tr>
<td>------</td>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td>Time allocation</td>
<td>100 minutes</td>
</tr>
<tr>
<td></td>
<td>Total meeting</td>
<td>14 meetings</td>
</tr>
<tr>
<td></td>
<td>Total time</td>
<td>1400 minutes</td>
</tr>
</tbody>
</table>

**Table 4.1 Context of STIKES Bethesda Yakkum**

According to the nature of the course the researcher concluded that the students of *Bethesda Yakkum*, Institute of Health Sciences are beginners who need English to pass the compulsory course. The compulsory course is Bahasa Inggris Satu that aims to encourage the students’ communication competence in doing nursing intervention in hospital. The students are from around Indonesia and mostly from Java who have passed the UPBI one, the pre-requirement course before they join Bahasa Inggris Satu. The course is conducted in one of classes that provided by *Bethesda Yakkum*, Institute of Health Sciences which is conducted in 100 minutes per meeting. The facilities which are provided in the class include a projector, an LCD, speakers and a white-board. The teacher mostly uses the LCD and projector to show the learning material to the students. It is because not all the students have the handbook that is purposed by the institution.

The researcher used this result to make the design of the material contextual and efficient. It was easier the researcher to make the design applicable and realistic
to meet the condition of the course. Besides, it became the foundation of the following steps in the framework.

2. Beliefs

After defining context of the course, the second step was articulating beliefs. Articulating beliefs was used to help the researcher to develop the kind of learning techniques and material which were supposed to be applied for the students in *Bethesda Yakkum*, Institute of Health Sciences. It highlighted every decision the researcher wanted to include in following steps.

a. Beliefs about the Language

The first belief was belief about language. The researcher believed that students not only need communication skill to be professional nurses but also an aid to support them to comprehend the target language in their specific field. One of the aids was to add the students’ comprehension about medical term and high-frequency vocabulary that they needed in their professional profession situation. The researcher agreed that learning about the meaning and the use of vocabulary was important as what had been reviewed in previous discussion that vocabulary is the core of the language that influences the students competences in other English skills. Based on this condition, the researcher perceived that language is viewed as functional view which defined as an aid to express meaning.

Richards and Rodgers (2001) state that the notion of functional view lies in communicative dimension, meaning and function of the language. It encouraged the researcher to design an instructional material to learn vocabulary through reading to
promote the students being active to develop learning strategy through guessing meaning from context. Reading helps the students to focus on their attention to the context in which the vocabulary is used. It also promotes the communicative dimension, meaning and function of the target vocabulary because the surrounding words in the reading text facilitate the students to comprehend the use of words in a given context which guide to discover the meaning and finally understand the function of the vocabulary. Nunan (1991) purposes an idea that if belief of precise way to learn language is by encountering and learning from context, the implication will be the effort for developing strategy to guess the meaning of unknown vocabulary from context, train the students to use clues, and find the meaning.

b. Beliefs about Learning and Learners

The second belief was belief about learning and learners. The researcher believed that learning is a developmental process which required thinking processes and making decisions. These beliefs are in accordance with Hutchinson’s (1988) nine fundamental principles of learning as quoted in Jordan (1997) which are described as follows (all in direct quotes):

1) Learning is development
2) Learning is a thinking process
3) Learning is an active process.
4) Learning involves making decisions
5) Learning a language is not just a matter of linguistics knowledge.
6) Second language learners are already communicatively competent.
7) Learning is an emotional experience.
8) Learning is not systematic.
9) Learning needs should be considered at every stage of the learning process (p. 110).

In the process of guessing meaning from context, distinctly the students require to actively predict or guess the meaning of target vocabulary by considering the context clues provided in the reading text. Besides, the process in finding the meaning of unknown vocabulary from context involves making decision that includes the emotional experiences. For example, the students were required to determine the meaning of the unknown vocabulary after they guessed the meaning using the clues provided in surrounding the unknown vocabulary which involved decision making. Moreover, the process of inferring the meaning of the unknown vocabulary urged the students to link their previous knowledge and naturally recall their awareness of the other words in the reading text. Further, by putting the unknown vocabulary in context, the learning is not only focused on the linguistic features but also communicatively focused on he students to be aware of functions and meaning of the vocabulary. The whole processes then carried out the development for the students.

The use of context clues in finding the meaning of the unknown vocabulary in a reading text also reflects Richards and Rodgers’ (2001) notion that learning activity which matches with communication approach:

engage learners in communication, and require the use of such communicative process as information sharing, negotiating meaning, and interaction” and “focus on completing tasks that are mediated through language or involve negotiation of information and information sharing (p. 163).

It was agreed that guessing meaning from context involves negotiating meaning of the unknown vocabulary through the surrounding information provided,
interaction between the students and the text, and information sharing that the students need to recall their knowledge to comprehend the text and to pick some information from the reading text.

Another belief was belief about the learners. Breen and Candlin as quoted in Richards and Rodgers (2001) state that the role of learner is as a negotiator toward the self, learning process, and object of learning. Therefore, the learners work in group to build interaction with the other students. The learners contribution in group discussion is emphasized that can facilitate the learner to exchange and share ideas. By the time the learners work in group, a cooperative learning aroused which helps the learners to learn from the other learners. There was no rule governed in the classroom because every decision is resulted from the learners’ discussion.

c. Belief about teaching

The third belief was belief about teaching. The researcher viewed teaching as a communicative process which involves negotiation and promotes interaction between the students in discovering new knowledge. Breen and Candlin as quoted in Richards and Rodgers (2001) elaborate that there are two roles of teacher. The first role of the teacher is to facilitate communication between the students and students, the students and material being used in the teaching learning process. The second role of the teacher is as an organizer of the resources and as a guide in applying the classroom procedures. Therefore, in learning vocabulary from context, the teacher only facilitates and guides the students to use the surrounding words provided in reading text to build the meaning of difficult or unknown words. At first, the teacher
guides the students to use context clues in finding the meaning of unknown or
difficult words by guessing. After the students guess the meaning of the difficult or
unknown word in the reading text, the students then discuss their choice with other
students. When the students have justified their choice the teacher elaborates how the
meaning of the difficult or unknown words and backes up the activity by giving the
correct answer in Bahasa Indonesia. In this activity, the teacher has a role as
organizer of the resource and become the resource herself and guides the students in
applying the classroom procedures. The role of the teacher, thus, leads the students in
discovering the meaning of difficult or unknown vocabulary not by giving the
students the answer but leading them to discover the answer their selves. The teacher
only showing the ways and choices but it is the students who have to do it by
discussing with the other students using the clues given in the reading text.

3. Need Survey

After the researcher defined the context of the course and articulated the
beliefs, the next step was conducting need survey. In this step, the researcher wanted
to know what kind of needs and the students’ learning preference.

The researcher used questionnaire, interview, and focused group discussion as
the instruments to collect the data. The questionnaire was used to find out the
students opinion, beliefs, and understanding about the use of reading to learn
vocabulary and to investigate the background of the course (the view about materials
and learning process). The second instrument was interview with the lecturer of
Bethesda Yakkum, Institute of Health Sciences which was conducted to investigate
the students’ learning needs. The third instrument was focused group discussion which was done in realistic ways to facilitate the students in conveying their opinion and ideas. The researcher viewed that three instruments above could be used to seek some information about the students which covered (all in direct quotes):

1) Personal information about the learners; wants, means, and subjective needs
2) What the learners are lacking; the gap between the students’ presents competence, subjective needs and objective need.
3) Language learning information; learning needs
4) What is wanted from the course (Evan and John, 1998, p.125)
The result was not only used to know the students’ needs and learning preference but also the students’ goals dealing with the course which helped the students to achieve their expectation.

The questionnaires were distributed to 41 students’ in Bahasa Inggris Satu class of Bethesda Yakkum Institute of Health Sciences in April 15th 2014. Each questionnaire consisted of 17 questions that were used to investigate the students’ perceptions, thoughts, opinions, and beliefs in applying reading as a technique to learn new vocabulary.

After the questionnaires distributed to the students, the researcher conducted an interview with the English lecturer of Bethesda Yakkum, Institute of Health Sciences in April 23rd 2014. The interview was conducted to investigate the lecturer point of view of the students’ needs and learning vocabulary through reading.

The last was focus group discussion. It was conducted in one of the classes in Bethesda Yakkum, Institute of Health Sciences on May 7th 2014. There were eight students who were involved in the focused group discussion. Before the researcher
conducted the discussion, the researcher had prepared some questions which had been
determined for the discussion.

The results of the questionnaire, interview, and focused group discussion were
used as the triangulation of the data in the pre-design survey which was presented as
follows:

The table (see Appendix B) showed the result of the questionnaire which had
been distributed to the students of Bethesda Yakkum, Institute of Health Sciences. The
first statement was ‘I like to learn English’. From the questionnaire result, most of the
students agreed with the statement. The results showed that most of the students have
a good attitude in learning English.

The second statement was ‘English is important for me to be learned’. All the
students agreed with the statement. From the questionnaire result, the researcher
concluded that the students considered English was important to be learned. It
reflected on the students’ expectation for the English course in the focused group
discussion. The expectations for the course were they wanted to comprehend and
master English better through comprehended material that provide more pictures and
less text, but if there were texts, the texts should be easy to understand. The students
expected that the course provided sufficient time for the students to learn vocabulary
which could add their vocabulary collection in every meeting. The students were
aware that they needed to have good basic at English to become professional nurses
and compete with nurses from overseas. They also hoped that they could be
international nurses who work in other countries.
The third statement was about the role of English for the students as nurse candidates. All the students agreed with the statement. Therefore, the researcher concluded that English was very important for the students as nurse candidates. The researcher revealed several supporter evidences that English was important for the students from the interview between the researcher and the lecturer of *Bethesda Yakkum*, Institute of Health Sciences. The researcher asked the lecturer whether the students needed English to comprehend information provided in English and fulfill what the institution demanded such as completing thesis and other assignments. The lecturer agreed that the students needed English for completing thesis and the accomplishment of assignments the lecturer gave. The lecturer added that the students should be encouraged to read English journals and English text to comprehend information in English. However, not all the lecturers of nursing subject required the students to read English book, journals, and texts. Thus, the students did not trigger to read English texts. Based on this reason, the researcher was challenged to give the students new experiences to employ reading text to learn English and build the students motivation to read. The researcher, therefore, attempted to provide authentic materials which were taken from the most popular nursing book that is used by the students of *Bethesda Yakkum*, Institute of Health Sciences.

The fourth statement was about topic. Most of the students agreed that topic was one of important things in learning English. Since topic influenced the students in learning English, therefore, the researcher asked the lecturer of *Bethesda Yakkum*, Institute of Health Sciences about the suitable topics for the students. The lecturer
said that topics which matched with the goal of the course were about nursing and medical context. However, to avoid the students’ boredom, topics such as teenagers’ life style or hobbies could be applied to trigger the students’ participation in the discussion. The lecturer added that the important thing was they knew, they learned, they applied the language in any context but more on medical. In focused group discussion, the students said that topic about disease was suitable for them in order to expand their knowledge of related illness and to gain the information about the treatment. Besides, the students also considered that medical equipment was also important for them as nurse candidates.

In the fifth statement, more than half of participants disagreed with the statement. According to this result, though the students did not know the meaning of English language, they were still motivated to learn English.

From the questionnaire result, all the students agreed with the sixth statement. The result clearly defined that the students considered English vocabulary was important to be learned. In the interview, the researcher revealed that the lecturer of Bethesda Yakkum, Institute of Health Sciences agreed that vocabulary was very important for the students in order to be a professional nurse. The students needed to have wide collection of vocabulary in order to produce sentences orally and written and also to comprehend other person’s utterances or probably reading texts that they need to read or vocabulary they needed to pay attention. Vocabulary was very important and it was part of successful English learning. In the focused group discussion, the students said that vocabulary was important to be learned by them
because vocabulary was the core of the language. They needed vocabulary to compose sentences. They added that when they had comprehended and memorized the vocabulary, they would be able to comprehend the reading texts and exercises in English better. Based on this result, the researcher viewed that reading should be employed because reading provides sufficient all type of vocabulary, even the vocabulary related to the expression on conducting nursing intervention because in reading medical text the students obtain appropriate term and information related to their major.

The seventh statement was about the use of reading as an aid to improve their vocabulary mastery. Most of the students agreed that reading improves their vocabulary mastery. This result indicated that the students had positive attitude toward reading as an aid to improve their vocabulary. In the interview, the lecturer agreed that reading improves the students’ vocabulary. Moreover, the lecturer had proven that reading texts and dialogue provide better comprehension on the meaning of certain vocabulary and would last longer in the memory. However, the lecturer found difficulty to find the reading texts which matched with the students’ level of competence. In focused group discussion, the students said that reading improves their knowledge by noticing the vocabulary which was used repeatedly in the reading texts and in the class. They also considered that using the vocabulary in learning activity would help them to memorized better. In short, reading is easier the students in learning vocabulary.
In the eighth statement, the researcher found that most of the students agreed that the material which was used in the class was sufficient to learn vocabulary. Since the material was sufficient to learn vocabulary, the researcher then asked what kind of reading texts should be applied in learning vocabulary through reading. The lecturer said that the texts should not always be focused on the medical context to avoid the students’ boredom. However, medical context would be more effective and in accordance with the goals of the course. In focused group discussion, the students said that material which was suitable for them as nurse candidate was dialogue in undergoing nursing intervention, pronunciation practice, and about medical equipment.

The ninth statement was to investigate the activities that were applied in the class whether the activities which applied in the class were sufficient or not. The questionnaire result showed that most of the students agreed with the statement. Therefore, in the interview the researcher investigated the activities which were applied in the course. The lecturer said that the course usually started with dialogue and reading texts. The dialogue and reading text were used to introduce the vocabulary. Then, the lecturer highlighted some words, the new words and the words that the students needed to master. The students had to understand the vocabulary to reach and accomplish the goals of the course and to comprehend the pattern that used in the dialogue or in the reading texts. After the lecturer introduced the vocabulary, the lecturer highlighted the expression that the students should say and grammar points when they did the nursing intervention. Next, the lecturer gave the students
listening exercises and fill the blank exercises. Last, the students were asked to work in pairs or groups and asked them to create their own sentences for certain information. However, in the focused group discussion the researcher revealed that there was none method and activity which could trigger the students’ motivation to comprehend and memorize vocabulary. The students said that the activity in the class was not sufficient to improve their vocabulary. Therefore, the researcher asked the students about problems in learning vocabulary. The students said that the problems they used to encounter in learning vocabulary were the pronunciation of a word which was different from the written word. The students’ lack of motivation in learning vocabulary became one of the reasons they felt difficult in vocabulary learning. They said there should be an evaluation in the teaching and learning process.

In order to understand what the students’ need in the teaching and learning activity, the researcher investigated about kinds of activities which increased the students’ motivation in learning English. The students answered that the activities which increased their motivation in learning were work in groups and competition to get the best result. The students would also be motivated when the teacher used simple language which matched with their level of competence so they could understand every discussion and instruction. The students percieved that reviews and evaluation in the learning process would increase the students’ motivation.

In the tenth statement, all the students agreed with the statement. This result pointed out that the students need to learn scientific and technical vocabulary to
understand the medical terms used in their major. In the interview, the researcher asked about what vocabulary needed to be learned by the students of Bethesda Yakkum, Institute of Health Sciences. The lecturer said that the students needed to master medical terms, specific terms in nursing field and the words related to the expression on how to conduct certain nursing interventions should to be done in the hospital and the last was day to day vocabulary.

Since the goals of the course are to encourage the students in doing nursing intervention by having good communication skill, therefore the researcher investigated the students opinion about speaking. The eleventh, twelfth, and thirteen statements were about how vocabulary affected the students speaking ability. Most of the students agreed that speaking was one of the qualifications of a professional nurse and vocabulary influenced their speaking ability.

The fourteen, fifteen, sixteen, and seventeen statements were about how reading facilitated the students in learning vocabulary and gaining information provided in English. From the questionnaire result, almost all the students agreed with the statement. This result elaborated that the students acknowledged reading as a powerful aid to learn vocabulary. Reading also accommodated the students to understand the meaning and the use of vocabulary. Further, reading not only helped the students to gain information about the vocabulary but also to comprehend the context in which the vocabulary used.

In the interview, the researcher asked the lecturer about the benefits of reading in supporting vocabulary learning. The lecturer conveyed that the strongest point was
because reading provided context and meaning. Another view was reading creates positive atmosphere because when the students read something related to medical context which came from their subject matter of their study, the students would be motivated and triggered to learn more about the vocabulary. Further the researcher investigated how reading fulfills the students’ expectation in vocabulary learning. The lecturer agreed that reading text provided context that made the students not only saw the word as one meaning and memorized list but also give context which made the students could comprehend and guess meaning of words easily and they would memorize better.

In the focused group discussion, the students said that reading could sharpen their memory and recalling the vocabulary they had had from previous experiences. By reading a text, the students’ knowledge would be increase. The students also said that learning vocabulary through reading was not difficult as long as the teacher helped them to understand the content and context of the reading text. The students would use dictionary to find the meaning of difficult words and work together with the other students to comprehend the text and thus they could memorize the vocabulary easily. For the implementation of reading, the students agreed that reading many times and repeatedly would make them easily to memorize the vocabulary. By reading aloud and practicing pronouncing the correct words, the students would be easily to learn new vocabulary. Besides, by directly applying the vocabulary in a given clues or situation, the students would be easily to understand the vocabulary.
4. Goals

In this step, the researcher determined the goals of the course based on the result of the defining the context of the course, beliefs, and needs survey.

“Goals are a way of putting into words the main purpose and intended outcomes of your course............... A goal states an aim that course will explicitly address in some way. If for example, one goals of a course is to help students develop learning strategies or interpersonal skills, then class time will be explicitly devoted to that goal.” (Graves, 2000; p.75)

The goals would become the vision and focus in designing the instructional material. Based on the nature of the course, the purpose of the course was to encourage the students in doing nursing intervention in hospital. According to the result of defining context, the course focused on the teaching and learning process in vocabulary, grammar and speaking. The vocabulary and grammar were used to support the students in developing their communication skills. This was one of the reasons why the teaching and learning process pay little attention to vocabulary learning. In the interview, the lecturer of Bethesda Yakkum, Institute of Health Sciences said that the class pay more attention to communication activity to achieve the goals of the course. However, in focused group discussion, the students were aware that vocabulary was one of the most important things they needed to acquire before the communication skills. They agreed that vocabulary was core of language which helped the students in composing good sentences when they speak.

Since the vocabulary which is used in medical context was different from the common or day to day words, therefore, the students needed to learn more about the core vocabulary related to medical which commonly used in their major. In order to
make the vocabulary more contextual, the researcher purposed reading as a significant way to learn new or unknown vocabulary. The lecturer’s and students’ perception and opinion about learning vocabulary through reading had also been surveyed which resulted good attitude toward reading. Therefore, learning vocabulary through reading was applicable for the students.

From the information above, the researcher determined that the goals of the course was ‘By the end of the course, students will have become more aware of the use of context in reading text to understand the use of core vocabulary related to medical context in order to improve their vocabulary collection to develop their speaking skill in doing nursing intervention in hospital’. This goal would help the researcher to develop the learning activity and written material used in the design.

In order to achieve the goals of the course, the researcher determined the standard competence. Since the researcher applied reading for vocabulary learning, therefore the basic point of the process of learning should employee the reading text in the learning process. Therefore, the researcher formulated;

Standard Competence : Understand the context to find the meaning of core vocabulary related to medical context in a medical reading text.

After the standard competence determined, the researcher then formulated the basic competency as an achievable point. Therefore, the researcher formulated;
Basic Competence: Using context clues to find the meaning of core vocabulary related to medical context in a medical reading text.

5. Objectives

To make the goals of the course more realistic, the researcher formulated the objectives of the course which became the indicators in achieving the goals of the course.

“Objectives are statements about how the goals will be achieved. Through objectives, a goal is broken into learnable and teachable units. By achieving the objectives, the goal will be reached. For this reason, the objective must relate to the goal.” (Graves, 2000, p. 76)

The researcher proposed four objectives of every meeting that were included in each unit. The objectives that were formulated by the researcher as follow:

a. In order to understand the context in which the vocabulary used, the students needed to know about the content of the reading passage first, therefore the students needed to comprehend the main idea and the detail information from the reading text to expand their understanding about the context. Thus, the first and second objectives were formulated as follows;

1) Given a reading text, the students are able to identify the main idea of the text in the end of the course.

2) Given a reading text, the students are able to identify the detail information of the text in the end of the course.
b. Since the researcher implemented guessing meaning from context to help the students find the meaning of target vocabulary in the reading text, thus the students should be able to use guessing meaning from context steps to find the meaning of the target words. Thus the third objective was formulated as follows;

3) Given a reading text, the students are able to use steps of guessing meaning from context to find the appropriate meaning of core vocabulary in the end of the course.

c. After the students comprehended the meaning and function of core vocabulary related to the medical context, the students needed to be given exercises to measure their understanding of the use of core vocabulary in context. Thus, the last objective was formulated as follows;

4) Given blank sentences, the students are able to fill the blank sentences with appropriate core vocabulary by the end of the course.

The objectives above placed in each unit of the design and would be achieved by the students in each meeting. In order to make the objectives measurable, the researcher formulated indicators which were derived from the objectives above. The indicators were formulated as follows;

The students are able to;

a. Identify the main idea of the text.

b. Identify the detail information of the text.
c. Use the steps of guessing meaning from context to find the appropriate meaning of core vocabulary.

d. Fill blank sentences with appropriate core vocabulary.

6. Content

In this step, the researcher adapted one of Grave’s framework parts, the conceptualizing the content. Graves (2000) states that “Conceptualizing the content is the matter of articulating what you will explicitly teach or explicitly focus in the course and knowing why you have made those choices” (p. 39). Therefore, this step showed how the researcher organized the content of the design which resulted the syllabus of the designed material (see Appendix F). Since the researcher design a model of instructional vocabulary learning which employee reading, the researcher then determined the topic, reading text, and vocabulary that needed to be learned by the students.

a. Topic

In conducting needs survey, the researcher had collected information about the topic that was expected by the students to discuss, these were disease and medical equipment. Since there were four units, the researcher then selected the other topics which were suitable for the students. In selecting the topic of the units, the researcher had consulted suitable topics to the professional nursing lecturer.
Unit 1: Diabetes Mellitus

Diabetes Mellitus was under disease theme. This topic was selected because this is the most common disease which happens in any region and country and as an introduction to medical field.

Unit 2: Health Assessment

Health Assessment was under nursing intervention theme. This topic was selected because as nurse candidates, the students needed to be facilitated by relevant information of assessing the patient through nursing intervention.

Unit 3: Pain Management

Pain Management was under medical treatment theme. This topic was selected because pain management is one of important nursing action that has to be mastered by the students.

Unit 4: Skin Traction

Skin Traction was under medical equipment theme. This topic was selected because skin traction has specific type and function that is important for the students to know it.

b. Reading Text

After the topic, the researcher selected the reading text. Since the researcher employed reading for vocabulary learning, the researcher selected relevant resources that employed core vocabulary related to medical context. Thus, the reading texts were taken from the most popular nursing book Brunner and Suddarth’s Textbook of Medical-Surgical Nursing 9th ed. by Suzanne and Brenda.
c. Vocabulary

The vocabulary that is learned by the students of *Bethesda Yakkum*, Institute of Health Sciences is both technical and semi-technical vocabulary. However, technical vocabulary that is learned by the students has been elaborated by the professional teacher on nursing field. Therefore, as a language course designer, the researcher chose the semi-technical vocabulary (core vocabulary) as the object of learning. The vocabulary was taken from the reading text in each unit. The vocabulary was taken from Nation (1990) Academic Words List which became the core vocabulary related to medical context and high-frequency medical words.

d. Activity

The activities which were implemented in the design mostly were discussions as what had reviewed in articulating beliefs. The researcher applied three stages of learning:

1) Pre-Activity

In the pre activity, the students discussed some questions, pictures, and words related to the topic. This activity aimed to introduce the topic of each unit and gave stimulus to the students in the teaching and learning process.

2) Main Activity

First, since the course employed reading text to learn vocabulary, therefore, the activity included reading the text was given in each unit. The other activity related to reading was gathering information from the reading text. Second, to focus on vocabulary there should be an enhancing activity
that encouraged the students to look closer to the use and function of vocabulary. The next activity, thus, utilize reading text to learn vocabulary.

3) Post-Activity

In the post activity, the students deepened their understandings of the target vocabulary by doing some exercises related to contextual meaning.

7. Learning Template

In this step, the researcher designed a template to arrange the content of the designed material. A template is important to give the teacher distinct steps to apply the design material. The principle of the designing learning template of the course was taken from Graves’ (2000) framework organizing the course. According to Graves (2000);

“Organizing the course is deciding what the underlying system will be that pull together the content and materials in accordance with the goals and objectives and that give the course a shape and structure. Organizing course occurs on different levels; the level of a course as whole the level of subset as whole; units, modules, or strands within the course; and then individual lesson.” (p.125)

The researcher implemented several vocabulary teaching principles of Beglar and Hunt as quoted in Richards and Renandya’s (2002) as a guideline in arranging the template. The following discussion was the template of the design;

a. Warming Up

This part was used as the pre activity part. In this part, the researcher provided some material, such as short-answer questions, associate words, pictures, and short conversation. The involvement of the students in this activity was very important to
bridge the student’s previous knowledge and the topic which were going to be discussed in each unit.

b. Reading Section

In this part, the researcher provided a reading text in each unit. The reading text was used to help the students to comprehend the context in which the target vocabulary was used. This was in accordance with Beglar and Hunt’s principle of learning vocabulary in Richards and Renandya (2002). The “Principle 1 : Provide opportunities for the incidental learning of vocabulary” (p.259). The researcher believed that reading were able to help the students in learning new vocabulary. Anderson (1985) as quoted in Richards and Renandya (2002) believes that exposures to target vocabulary before the learners learn the meaning of target vocabulary are important. Moreover, repeatedly exposed to the context in which the target vocabulary used would help the learners to not only noticing the target vocabulary but also the other words the learners supposed to understand. Therefore, the researcher believed that reading was a powerful aid to help the learners to closely comprehend the use and function of the target vocabulary in context.

c. Comprehension Questions

In order to assist the students in comprehending the information in the reading texts, the researcher developed some comprehension questions in the form of short answer questions and true and false questions. This comprehension questions were intended to guide the students to point out the general and detail information in the reading text. This kind of activity was significant to the principle one that by
searching the right answer of each question, the students would look at the context closely and repeatedly encounter the target vocabulary.

d. Part of Speech

In this part, the researcher provided a part of speech table that was used to access the other words associate with the target words. The researcher implemented the part of speech table to facilitate the students for elaborating words knowledge. As what have formulated by Beglar and Hunt’s fourth principle in Richards and Renandya’s (2002); “Principle 4: Provide opportunities for elaborating word knowledge” (p. 261). Beglar and Hunt state that elaboration of word knowledge covers giving the students opportunities to recall the students’ previous knowledge and connect to the new word that they were going to learn and which provide association. Therefore, the part of speech table was employed to help the students to recall their previous knowledge of the target vocabulary that might be encountered in different form but still derived from the same root word. Besides, the part of speech table was used to expand the student’s knowledge to the other word derived or had the same root word that was useful when the students encountered the words in the other reading text.

e. Vocabulary in Context

In this part, the researcher employed guessing meaning form context. This was Beglar and Hunt’s sixth principle in Richard and Renandya’s (2002). “Principle 6: Experiment with guessing meaning from context” (p.262). Beglar and Hunt elaborate that guessing from context used to be employed for advance learners who
have enough glossary of high-frequency words and considered as independent strategy development. However, the researcher believed that the lower learner will take some benefits by implementing a reading text, the students were going to form a glossary of the unknown words in the reading text that was more effective than vocabulary list and it was used to add the students’ vocabulary collection. The researcher implemented Nation and Coady’s (1988) guessing steps as quoted in Richards and Renandya’s (2002) (all in direct quotes):

1. Determine the part of speech of the unknown word.
2. Look at the immediate context and simplify it if necessary.
3. Look at the wider context. This entails examining the clause with the unknown word and its relationship to the surrounding clauses and context.
4. Guess the meaning of the unknown word.
5. Check that the guess is correct (pp. 262-263)

The steps of guessing from context above can be used as independent strategy development for the students though teacher assistant was very important. There were several suggestions and advices from the other experts Liu and Nation (1985) and Williams (1986) as quoted in Richards and Renandya (2002) who state that guessing from context strategy is better to be implemented in a class and demonstrated directly by focusing to the target vocabulary, giving clues, and finally determining the meaning. Therefore, the researcher implemented group discussion to utilize this strategy.

f. Using Appropriate Vocabulary

In this part, the researcher provided some exercises to develop the students’ understanding of the target words learned in previous activity. This part was also used
by the researcher to measure the students’ fluency of using appropriate words for appropriate context. The types of exercises which were applied in the design were cloze exercises, matching words, correct and incorrect sentences and multiple choice exercises.

8. Experts Judgment

In order to measure the appropriateness of the designed materials, in October 31st 2014 at Sekretariat S2 (KBI) the researcher conducted an informal interview with one of the lecturers of the English Education Study Program, Sanata Dharma University to give comments, suggestions, and opinion about the designed material. The following discussion was the result of the interview.

The first thing commented by the lecturer was the use of bold words on the reading text which indicate the target vocabulary. He suggested that it was better to use italic instead of bold words to make the layout of the design good and did not distract the students’ concentration while reading. He said that layout was one of the important things in developing a designed material. However, when the researcher cross-checked with the lecturer and the students of Bethesda Yakkum Institute of Health Sciences, they preferred to use bold instead of italic to easier them focused on their attention to the target vocabulary.

Next, the expert suggested that it would be more engaged and better if there was a box near the reading text which was used to write the difficult words or the words that the students did not know. This would help the students to add their
vocabulary collection and assist them to comprehend the information in the reading text.

The second thing commented by the lecturer was about the second part of the learning template ‘Part of Speech’. He suggested that it would be better to give the students opportunity to employee the part of speech table. Since the instruction contain word ‘study’ therefore the lecturer suggested to only put the target vocabulary on the part of speech table and asked the students to fill the blank tables.

The third thing commented by the lecturer was about the ‘guessing meaning from context’ part. The lecturer said that the layout of this part was not good and there were too much pages used for this part. Therefore, he suggested that the steps of guessing meaning from context should be put only in the example and wrote only the key words for each number. Further, He added that there should be more columns than rows to make the pages more efficient. He also gave opinions toward the steps of guessing meaning from context. At first, the researcher put definition on the step to make the students understand the context. However, the lecturer said that the use of dictionary was enough considering the students was low proficiency students. He said that the student would be more confuse to determine which definition that suitable for the target vocabulary.

The last thing commented by the lecturer was the last part of the template ‘Using Appropriate Vocabulary’. He suggested that the exercise which suitable for the design was vocabulary in context. He added that this kind of exercises would
make the students comprehend the use of the target vocabulary effectively and appropriately.

The lecturer also gave suggestions to add an activity in the last part of each unit. The name of the part was ‘more to learn’. There was a table provided in this part. The table contains of the new words, the part of speech of the words, related words and the meaning of the words. In this part was the continuity of the box which was previously suggested by the lecturer. After the student wrote the difficult or/and the words they did not know, they determined the part of speech, wrote the related words, and the meaning of the words. This part did not include on the template of the design since it was an additional activity for further learning.

The researcher used the lecturer’s suggestions and opinions above to evaluate and improve the designed material. The revision made by the researcher was also based on the result above.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two parts, namely conclusion and suggestions. The first part of this chapter deals with conclusion of this research that revealed the result of answering the questions formulated in the research problem. The second part of this chapter purposes suggestions for the lecturers who teach in Bethesda Yakkum, Institute of Health Sciences and future researcher who would like to conduct the research in this study.

A. Conclusions

This research purposes two research problems to answer: (1) what does the model of vocabulary instructional material for the students of Bethesda Yakkum Institute of Health Sciences look like and (2) what is the accountability of designing and developing the model of instructional design for the students of Bethesda Yakkum Institute of Health Sciences.

In answering the first question, the researcher presented a model of vocabulary instructional material through reading for the students of Bethesda Yakkum Institute of Health Sciences. The time allocation for each of unit is 2 x 50 minutes. The designed material consists of four units:

UNIT 1: Diabetes Mellitus

UNIT 2: Health Assessment

UNIT 3: Pain Management
UNIT 4: Skin Traction

The researcher had designed the template of each unit of the design which covers: **Warming up, Reading Section, Comprehension Questions, Part of Speech, Vocabulary in Context, and Using Appropriate Vocabulary.** In **Warming up!** part, the students discuss some questions to relate their knowledge and the topic in the unit. **Reading Section** part provides a reading text to introduce the vocabulary and context in which the target vocabulary is used. **Comprehension Questions** part gives the students opportunity to develop their understanding to closely pay attention how the target vocabulary employed to create meaning in the sentences by comprehending the general and detail idea of the text. **Part of Speech** part helps the students to relate their previous knowledge of words toward the target vocabulary and to expand the students’ knowledge to the other related words. **Vocabulary in Context** part, provided several steps which help the students to guess the meaning of target vocabulary from the context or based on the reading text. The last part of the design materials is **Using Appropriate Vocabulary**, this part provides some exercises to develop the students’ understanding of the target vocabulary that had been learned by the students in previous part.

To answer the second question, the researcher conducted Educational Research and Development (R&D). In conducting R&D research, the researcher adapted Graves’ framework to develop the R&D. Therefore the researcher applied eight steps which covers Graves’ framework and in accordance with R&D. The steps were:
1. Defining the context
2. Articulating beliefs
3. Conducting need survey
4. Determining goals
5. Formulating the objectives
6. Mapping the content
7. Designing the learning template
8. Expert Judgment

The reason why the researcher used Graves’ framework was that this framework covers two important notions in Graves’ framework which has not been discussed by the other model design. These two important points are defining the context and articulating beliefs. The researcher considered that defining context and articulating beliefs are very important to design and develop an instructional material.

The researcher conducted two surveys in this study. Those are pre-design survey and post-design survey. Pre-design survey was conducted to collect the data of the course in defining context and conducting needs survey. The researcher used interview as an instrument for defining the context and questionnaire for conducting needs survey. The researcher interviewed the lecturer of Bethesda Yakkum Institute of Health Sciences to get the data of the nature of the course. Besides, in order to get depth information of the students’ needs and concern, the researcher conducted focus group discussion as the instrument after distributing set of questionnaire. To evaluate the model of
instructional material, the researcher used post-design survey. The respondent of this survey was one lecturers of English Language Education Study Program, Sanata Dharma University who was interviewed to give comments and suggestions on the designed material.

Based on the experts judgment, there were some parts of the design should be revised. The respondent said that some parts needed improvement and should be appropriated to the students’ level of competence. Therefore, the researcher revised some parts of the design to make the design appropriate for the students of Bethesda Yakkum, Institute of Health Sciences. From the result of the revision, the expert stated that the design was appropriate and ready to be implemented in the course.

B. Suggestions

In this part, the researcher provided some suggestions for the English Lecturer of Bethesda Yakkum, Institute of Health Sciences and further researchers. The suggestions are as follows:

1. For the lecturer of Bethesda Yakkum Institute of Health Sciences

The researcher suggested the lecturer of Bethesda Yakkum Institute of Health Sciences to add activity which can improve the students’ vocabulary learning. By applying reading as a mean to improve vocabulary building, the students will be more interested to learn the vocabulary. The students need a challenging activity which not only focus on learning but also gain the information through the learning process.
2. For further researchers

The researcher suggested the other researchers who want to conduct a research which has same concern as this research to undergo survey on the vocabulary learning technique in the interview to gain the students concern about the techniques. It needs to be done because there will be much activity in applying the techniques and not merely guessing meaning from context.
REFERENCES


APPENDICES
APPENDIX A

The Letter of Permission
Nomor : 0804/SB/PP.05.02.00/III/2014
Hal : Permohonan Ijin Penelitian

Kepada
Yth. Universitas Sanata Dharma
Mriran, Tromol Pos 29
Yogyakarta 55002

Dengan hormat,

Menjawab surat Universitas Sanata Dharma Yogyakarta nomor : 039/Pnt/Kajur/IPBS/III/2014 perihal seperti pada pokok surat tersebut, dengan ini kami memberikan ijin bagi mahasiswa Universitas Sanata Dharma Yogyakarta, yang tersebut dibawah ini :

Nama : Dwi Nugraheni
NIM : 101214122
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Model of Instructional Vocabulary Material Using Reading for Student of STIKES Bethesda Yakkum

Untuk melakukan penelitian di STIKES Bethesda Yakkum Yogyakarta dengan ketentuan mahasiswa yang bersangkutan menyelesaikan biaya administrasi sebesar Rp. 150.000,- (seratus lima puluh ribu rupiah) dan setelah selesai agar menyerahkan salinan hasil penelitian/skripsi ke STIKES Bethesda Yakkum Yogyakarta.

Mengenai teknis pelaksanaan selanjutnya agar sebelumnya mahasiswa yang bersangkutan berkoordinasi dengan Wakil Ketua I Bidang Akademik (Ibu Ruthy Ngapiyem, S.Kp., M.Kes).

Demikian kami beritahukan atas perhatiannya diucapkan terimakasih.

Tembusan :
1. Wakil I STIKES Bethesda Yakkum Yogyakarta
2. Sdr. Dwi Nugraheni
APPENDIX B

Questionnaire
**Model of Instructional Vocabulary Material using Reading for Students of STIKES Bethesda Yakkum**

Penelitian ini merupakan penelitian tentang desain pembelajaran kosa kata bahasa Inggris melalui metode membaca yang di lakukan oleh Dwi Nugraheni, mahasiswa PBI Universitas Sanata Dharma semester 8. Tujuan dari penelitian ini adalah untuk mendesain sebuah modul bahasa Inggris untuk mahasiswa dan mahasiswa STIKES Bethesda Yakkum semester genap. *Questionnaire* ini disediakan untuk mengetahui apa yang anda pahami dan pendapat anda tentang pembelajaran kosa kata bahasa Inggris melalui metode membaca dan bagaimana teknik belajar ini dapat membantu anda dalam mempelajari kosa kata baru dalam bahasa Inggris. Maka dari itu, saya akan menjamin kerahasiaan dari data *questionnaire* ini, hanya untuk keperluan penelitian. Dengan mengisi *questionnaire* ini, menunjukkan bahwa anda memahami informasi tentang penelitian yang saya lakukan dan anda menyetujui untuk berpartisipasi dalam penelitian ini.

Berilah **tanda centang** (√) pada **salah satu** kolom pernyataan yang sudah disediakan. Pernyataan tersebut digunakan untuk mengetahui pendapat anda tentang pembelajaran kosa kata bahasa Inggris melalui metode membaca.

Nama :  
Kelas :  
Tanggal: 

Anda dapat memilih jawaban sesuai dengan pendapat anda , menggunakan pilihan yang sudah disediakan dibawah ini :

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<td>3</td>
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APPENDIX C

Sample of the Students’ Questionnaire
Model of Instructional Vocabulary Material using Reading for Students of STIKES Bethesda Yakum

Penelitian ini merupakan penelitian tentang desain pembelajaran kosa kata bahasa Inggris melalui metode membaca yang di lakukan oleh Dwi Nugraheni, mahasiswa PBI Universitas Sanata Dharma semester 8. Tujuan dari penelitian ini adalah untuk mendesain sebuah modul bahasa Inggris untuk mahasiswa dan mahasiswa STIKES Bethesda Yakum semester genap. Questionnaire ini disediakan untuk mengetahui apa yang anda pahami dan pendapat anda tentang pembelajaran kosa kata bahasa Inggris melalui metode membaca dan bagaimana teknik belajar ini dapat membantu anda dalam mempelajari kosa kata baru dalam bahasa Inggris. Maka dari itu, saya akan menjamin kerahasiaan dari data questionnaire ini, hanya untuk keperluan penelitian. Dengan mengisi questionnaire ini, menunjukkan bahwa anda memahami informasi tentang penelitian yang saya lakukan dan anda menyetujui untuk berpartisipasi dalam penelitian ini.

Berilah tanda centang (✓) pada salah satu kolom pernyataan yang sudah disediakan. Pernyataan tersebut digunakan untuk mengetahui pendapat anda tentang pembelajaran kosa kata bahasa Inggris melalui metode membaca.

Nama:
Kelas: S1 e
Tanggal: Selasa, 15 April 2014.

Anda dapat memilih jawaban sesuai dengan pendapat anda menggunakan pilihan yang sudah disediakan dibawah ini:

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<tr>
<td>3.</td>
<td>Bahasa Inggris bermanfaat untuk saya sebagai calon perawat.</td>
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</tr>
<tr>
<td>5.</td>
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<td>✓</td>
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<td></td>
<td></td>
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<td>Aktivitas yang diaplikasikan di dalam kelas cukup untuk meningkatkan penguasaan bahasa Inggris saya.</td>
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<td>10.</td>
<td>Saya perlu belajar kosa kata ilmiah dalam bahasa Inggris untuk memahami istilah istilah medis.</td>
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<td>Jika saya memiliki kosa kata bahasa Inggris yang cukup, saya akan mampu untuk berbicara dalam bahasa Inggris.</td>
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<td>15.</td>
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APPENDIX D

Questionnaire Raw Data
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<td></td>
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APPENDIX E

Interview Checklists
INTERVIEW CHECKLISTS

List of questions for defining the context of the course

1. What is the level of the students of STIKES Bethesda Yakkum?
2. When is the course conducted?
3. How long is the course conducted?
4. Where is the course taking place?
5. What are the students’ learning goals?
6. Where do the students come from?
7. Why do the students need to take the course?
8. What is the purpose of the course?
9. What are the learning sources for the course?
10. What are the kinds of facilities used in the class?

List of questions for conducting informal interview with the lecturer of STIKES Bethesda Yakkum

1. What is vocabulary needed to be learned by the students of STIKES Bethesda Yakkum?
2. Reading can fulfill students’ expectation in learning vocabulary. What do you think?
3. What were the kinds of learning activity applied in the course?
4. Do you think reading will improve students’ vocabulary?
5. How can reading improve students’ vocabulary?
6. What are possible problems in learning vocabulary through reading in the class?
7. What are the benefits that students can get from reading?
8. What kind of topics do you think suitable for your students
List of questions for conducting focused group discussion with the students of 
STIKES Bethesda Yakkum

1. What is your expectation for this course?
2. What kind(s) of English material do you think suitable for you as nurse candidates?
3. What kind of activity should be the focus of learning English as nurse candidates?
4. Do you think vocabulary is important to be learned?
5. Do you have any problem in learning vocabulary?
6. What kind(s) of activity is/are suitable for learning vocabulary?
7. What is your opinion on learning vocabulary through reading?
8. Do you think reading will improve your vocabulary?
9. How can reading improve your vocabulary?
10. What are benefits you can get from reading?
11. To conclude, what kind of topic do you think suitable for nurse candidates especially related to learning vocabulary through reading?
APPENDIX F

The Result of Experts Judgment
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<td>X</td>
<td>secretion</td>
<td>secretive</td>
<td>secretly</td>
</tr>
</tbody>
</table>

**Notes:**

Verb means *kata kerja*

Noun means *kata benda*

Adjective means *kata sifat*

Adverb means *kata keterangan*

**Guessing Meaning from context**

Work in groups discuss and find the meaning of the bold words by following the steps below;

**Example**

<table>
<thead>
<tr>
<th>Sentences</th>
<th>Vocabulary</th>
<th>Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>diabetes mellitus is a group of metabolic disease characterized by elevated levels of glucose in the blood (hyperglycemia) resulting from defects in insulin secretion, insulin actions, or both.</td>
<td>Elevated</td>
<td></td>
</tr>
</tbody>
</table>

1. Write the target vocabulary or
2. Write the part of speech (look at the table above) and circle the correct part of speech.
3. Chase the closest meaning of the word and circle the letter up the closest meaning.
4. Write your guess meaning
5. Look at the Indonesian meaning on your dictionary
6. Write the correct meaning

---

**Diabetes Mellitus**

- *Penaikan*
- *Yang ditinggikan, tinggi* (by Echols and Hassan Shadily)
- *Kenaikan atau peningkatan*
<table>
<thead>
<tr>
<th>Sentence</th>
<th>In the diabetic state, the cells may stop <strong>responding</strong> to insulin or the pancreas may stop producing insulin entirely.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Write the target vocabulary</td>
<td>.................................................................</td>
</tr>
<tr>
<td>2. Write the part of speech (look at the table above)</td>
<td>Verb/Noun/Adjective/Adverb. ( )</td>
</tr>
</tbody>
</table>
| 3. Chose the closest meaning of the word | a. If something react to something  
 b. If disease or patient respond to treatment |
| 4. Write your guess meaning | ................................................................. |
| 5. Look at the Indonesian meaning on your dictionary | ................................................................. |
| 6. Write the correct meaning | ................................................................. |

<table>
<thead>
<tr>
<th>Sentence</th>
<th>This leads to hyperglycemia, which may result in acute metabolic complications such as diabetic ketoacidosis and hyperglycemic hyperosmolar nonketotic syndrome.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Write the target vocabulary</td>
<td>.................................................................</td>
</tr>
<tr>
<td>2. Write the part of speech (look at the table above)</td>
<td>Verb/Noun/Adjective/Adverb. ( )</td>
</tr>
</tbody>
</table>
| 3. Chose the closest meaning of the word | a. An extra medical problem which makes it more difficult to treat an existing illness.  
 b. Something which makes a situation more difficult |
| 4. Write your guess meaning | ................................................................. |
| 5. Look at the Indonesian meaning on your dictionary | ................................................................. |
| 6. Write the correct meaning | ................................................................. |

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Long term effects of hyperglycemia <strong>contribute</strong> to macrovascular complications (coronary artery disease, cerebrovascular disease, and peripheral vascular disease), chronic microvascular complications (kidney and eye disease), and neuropathic complications (diseases of the nerves).</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Write the target vocabulary</td>
<td>.................................................................</td>
</tr>
<tr>
<td>2. Write the part of speech (look at the table above)</td>
<td>Verb/Noun/Adjective/Adverb. ( )</td>
</tr>
</tbody>
</table>
| 3. Chose the closest meaning of the word | a. To cause a situation  
    b. To give something |
| 4. Write your guess meaning | ................................................................. |
| 5. Look at the Indonesian meaning on your dictionary | ................................................................. |
| 6. Write the correct meaning | ................................................................. |

<table>
<thead>
<tr>
<th>Sentence</th>
<th><strong>Diabetes Mellitus affects</strong> about 15 million people, 5 million of whom are undiagnosed. In the United States, <strong>approximately</strong> 650,000 new cases of diabetes</th>
</tr>
</thead>
</table>

**Diabetes Mellitus**
8. To control the level of glucose in the blood becomes the __________ goal for patient with diabetes.
   a. annual
   b. annually
   c. primary
   d. primarily

9. There are lots of __________ when a person has diabetes mellitus.
   a. contribution
   b. contribute
   c. consequence
   d. consequences

10. There should be an intensive __________ when a patient develops chronic microvascular complications.
    a. treat
    b. treatment
    c. secretion
    d. secrets

More to be: The word for the text:
What you put here?

Work = n
Ps = derived work

Diabetes Mellitus
APPENDIX G
The Syllabus
## Syllabus

**School**: Sekolah Tinggi Ilmu Kesehatan Bethesda Yakkum  
**Semester**: 2  
**Time Allocation**: 2 x 50 minutes  

Standard competence: Understand the context to find the meaning of *core vocabulary related to medical context* in text entitled *Diabetes Mellitus*.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Basic Competence</th>
<th>Learning Material</th>
<th>Indicators</th>
<th>Learning Activities</th>
<th>References</th>
</tr>
</thead>
</table>
| Diabetes Mellitus | Using context clues to find the meaning of *core vocabulary* in text entitled *Diabetes Mellitus.* | Introduction to related topic  
Reading Diabetes Mellitus text  
Answering the comprehension questions  
Observing the use and function of core | Students are able to  
- Identify the main idea of the text.  
- Identify the detail information of the text.  
- Use steps of guessing meaning from context to find the appropriate meaning of core vocabulary.  
- Choose appropriate and suitable vocabulary to | - The students are introduced to the related topic  
- The students read Diabetes Mellitus text in groups.  
- The students discuss some questions to identify the main and detail information about the text in groups.  
- The students observe and | Brunner and Suddarth’s Textbook of Medical-Surgical Nursing 9th ed.  
By Suzanne and Brenda  
http://rizky-catatanku4-2-1.blogspot.com/2013/11/kisi- |
| Health Assessment | Using context clues to find the meaning of **core vocabulary** in text entitled Diabetes Mellitus. | Introduction to related topic Reading Diabetes Mellitus text Answering the comprehension questions | Students are able to • Identify the main idea of the text. • Identify the detail information of the text. • Use steps of guessing meaning from context to find the appropriate meaning of core vocabulary. | The students are introduced to the related topic The students read Diabetes Mellitus text in groups. The students discuss some questions to identify the main and detail information about the text in groups. | **fisika-x-semester-i-man-pemalang.html**  
http://diabetesmellitus.treatblogs.com/  
http://www.singhealth.com.sg/PatientCare/ConditionsAndTreatments/Pages/Diabetes-Mellitus.aspx  
http://www.beatt herecession.com/medical/  
**Brunner and Suddarth’s Textbook of Medical-Surgical Nursing 9th ed. By Suzanne and Brenda**  
http://www.clipartpanda.com/cat
<table>
<thead>
<tr>
<th>Pain Management</th>
<th>Observing the use and function of core vocabulary in the part of speech table</th>
<th>Choose appropriate and suitable vocabulary to produce correct sentences.</th>
<th>The students observe and discuss the use and function of vocabulary in the reading text.</th>
<th>egories/doctor-kid-patient-clipart <a href="http://www.buki">http://www.buki</a> sa.com/articles/481107_high-demand-nasty-job-that-makes-you-a-better-living <a href="http://artsnsuch.blogspot.com/2006/12/nurse-cliparts.html">http://artsnsuch.blogspot.com/2006/12/nurse-cliparts.html</a></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Guessing meaning from context exercises</td>
<td>Using appropriate vocabulary</td>
<td>The students apply guessing meaning from context steps to find the meaning of core vocabulary in the reading text in groups.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Using context clues to find the meaning of core vocabulary in text entitled Diabetes Mellitus.</td>
<td>Introduction to related topic</td>
<td>The students use the appropriate vocabulary in the given exercises.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Answering the comprehension questions</td>
<td>Observing the use and function of core</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading Diabetes Mellitus text</td>
<td>Students are able to</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify the main idea of the text.</td>
<td>The students are introduced to the related topic</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify the detail information of the text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use steps of guessing meaning from context to find the appropriate meaning of core vocabulary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Choose appropriate and suitable vocabulary to</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI**
<table>
<thead>
<tr>
<th>Skin Traction</th>
<th>vocabulary in the part of speech table</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>produce correct sentences.</td>
</tr>
<tr>
<td></td>
<td>discuss the use and function of vocabulary in the reading text.</td>
</tr>
<tr>
<td></td>
<td>The students apply guessing meaning from context steps to find the meaning of core vocabulary in the reading text in groups.</td>
</tr>
<tr>
<td></td>
<td>The students use the appropriate vocabulary in the given exercises.</td>
</tr>
</tbody>
</table>
|               | puan-are-you-feeling-the-beat/  
  http://stephaniae  
  spinalportfolio.  
  wordpress.com/  
  http://reelrunnin  
  g.blogspot.com/  
  2010/09/tmts-  
  syndrome.html  
  http://www.acpi  
  ptermist.org/wee  
  kly/archives/20  
  09/7/21/  
  http://toonclips.c  
  om/design/2426 |
|               | Introduction to related topic           |
|               | Students are able to                    |
|               | - Identify the main idea of the text.   |
|               | - Identify the detail information of the text. |
|               | - Use steps of guessing meaning from context to find the appropriate meaning of core vocabulary. |
|               | The students are introduced to the related topic. |
|               | The students read Diabetes Mellitus text in groups. |
|               | The students discuss some questions to identify the main and detail information about the text in groups. |
|               | Brunner and  
  Suddarth’s  
  Textbook of  
  Medical-  
  Surgical  
  Nursing 9th  
  ed.  
  By Suzanne and Brenda  
  http://quizlet.co  
  m/18175151/ncl |
|               | Question answering the comprehension  
  questions |
<p>| Reading Diabetes Mellitus text | | | |</p>
<table>
<thead>
<tr>
<th>Observing the use and function of core vocabulary in the part of speech table</th>
<th><strong>Choose appropriate and suitable vocabulary to produce correct sentences.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Guessing meaning from context exercises</td>
<td><strong>The students observe and discuss the use and function of vocabulary in the reading text.</strong></td>
</tr>
<tr>
<td>Using appropriate vocabulary</td>
<td><strong>The students apply guessing meaning from context steps to find the meaning of core vocabulary in the reading text in groups.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>The students use the appropriate vocabulary in the given exercises.</strong></td>
</tr>
</tbody>
</table>

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http://soundnet.cprinceton.edu/  
OMLA/study/AphasiaFox/page/ViewMedicationImageLabel.php  
https://littleblue-derbymonster.wordpress.com/tag/broken-ankle/
APPENDIX H

The Lesson Plan of Unit 1
Lesson Plan

School : Sekolah Tinggi Ilmu Kesehatan Bethesda Yakkum

Subject : English

Semester : 2

Time Allocation : 2 x 50 minutes

Topic : Diabetes Mellitus

Standard Competence

Understand the context to find the meaning of *core vocabulary related to medical context* in text entitled Diabetes Mellitus.

Basic Competence

Using context clues to find the meaning of *core vocabulary related to medical context* in text entitled Diabetes Mellitus.

Indicators

1. Students are able to identify the main idea of the text.

2. Students are able to identify the detail information of the text.

3. Students are able to use steps of guessing meaning from context to find the correct meaning of core vocabulary related to medical context in Bahasa Indonesia.

4. Students are able to fill blank sentences with appropriate core vocabulary related to medical context.
Learning Objectives

1) Given a reading text, the students are able to identify the main idea of the text correctly by the end of the course.

2) Given a reading text, the students are able to identify the detail information of the text correctly by the end of the course.

3) Given a reading text, the students are able to use steps of guessing meaning from context to find the correct meaning of core vocabulary in Bahasa Indonesia appropriately by the end of the course.

4) Given blank sentences, the students are able to fill the blank sentences with appropriate core vocabulary correctly by the end of the course.

Teaching Materials

✓ Reading text: Diabetes Mellitus

✓ Part of Speech Table

✓ Steps of guessing meaning from context

✓ Multiple-choices exercises

Teaching Learning Template

✓ Introducing the topic

✓ Comprehending the content of the text

✓ Observing the use and function of core vocabulary

✓ Applying the steps of guessing meaning from context

✓ Using core vocabulary related to medical context

Teaching Learning Activities:
1. Pre-Activity

Time allocation 15 minutes

- Preparation
- Greeting
- Introducing the topic:
  - The teacher gives the students some questions to brainstorm some idea about the topic in preparation for approaching the text being discussed.
  - The questions are:
    1. What is diabetes mellitus?
    2. How does insulin affect patients with diabetes mellitus?
    3. Do you know how many people have been diagnosed as having diabetes mellitus? And what are the consequences?
  - The students discuss the questions given by the teacher with the other students.
  - The students spontaneously answer the questions.
  - The teacher leads the students to find the answers of the questions by reading the text entitled *Diabetes Mellitus*.

2. Main Activity

Time allocation 60 minutes
• Comprehending the content of the text
  ✶ The teacher distributes the text to the students.
  ✶ The teacher divides the class into some groups.
  ✶ The teacher asks the students to read and discuss the text.
  ✶ The teacher asks the students to write the difficult words or the words that they do not know the meaning except the bolded words in the box provided beside the reading text.
  ✶ The students read and discuss the text in groups with the other students.
  ✶ The students share the content of the text with the other member of the group.
  ✶ The teacher gives the students some comprehension questions to assist the students in understanding the main idea of the text.
  
  The questions are:
  1. What is diabetes mellitus?
  2. What is the main idea of the passage?
  3. Etc.
  ✶ The students answer the comprehension questions by discussing the questions with the other member of the group.
The teacher gives the students true and false statements to assist the students in understanding the detail information of the text.

The statements are:
1. ___ Pancreas produces a hormone called insulin.
2. ___ Neuropathic complications is caused by long term effects of hyperglycemia.
3. Etc.

The teacher elaborates the answers of each question.

- Observing the use and function of academic vocabulary
  - The teacher leads the students to focus on the bold words in the text.
  - The students observe the bold words with the other students in group.
  - The teacher takes one of the bold words as an example and asks the students to figure out the meaning and the function of the word in the reading text.
  - The students discuss with the other students in their group to find the meaning and the function of the word in the text.
  - The teacher explains the use and function of the example word by referring to the part of speech table.
• Applying the steps of guessing meaning from context
  ♣ The teacher introduces strategies for the students to guess meaning from context to find the meaning and function of words in context.
  ♣ The teacher explains the steps of guessing meaning from context.
  ♣ The students model the steps of guessing meaning from context together with their friends in their group.
  ♣ The teacher asks the students to find the meaning of core vocabulary related to medical context in the reading text by applying the steps of guessing meaning from context.
  ♣ The students work together with the other member of the group to discuss and find the meaning of the core vocabulary (in bold) through the steps of guessing meaning from context.
  ♣ The teacher together with the students discuss the correct answer of the core vocabulary in the reading text.

3. Post Activity

   Time allocation 25 minutes

   • Using core vocabulary related to medical context.
The teacher asks the students to work in groups and complete the multiple-choices-exercises on a piece of paper.

The students work in groups to discuss the answers to multiple-choices exercises.

The students submit their answer papers to the teacher.

- The teacher sums up the activity.
- Closing

Assessment:

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Point</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension questions</td>
<td>5 x 2</td>
<td>10</td>
</tr>
<tr>
<td>True and False statements</td>
<td>5 x 2</td>
<td>10</td>
</tr>
<tr>
<td>Guessing words</td>
<td>20 x 1</td>
<td>20</td>
</tr>
<tr>
<td>Multiple-Choices Exercises</td>
<td>10 x 1</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>

Source:

Brunner and Suddarth’s Textbook of Medical-Surgical Nursing 9th ed. By Suzanne and Brenda

http://rizky-catatanku4-2-1.blogspot.com/2013/11/kisi-fisika-x-semester-i-man-pemalang.html

http://diabetesmellitustreat.blogspot.com/
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http://www.singhealth.com.sg/PatientCare/ConditionsAndTreatments/Pages/Diabetes-Mellitus.aspx

http://www.beattherecession.com/medical/
APPENDIX I
Model of Instructional Vocabulary Material through Reading
Model of Instructional Vocabulary Material Through Reading

For Students of STIKES Bethesda Yakkum
Preface

This model was designed for the second semester students of STIKES Bethesda Yakkum. This is a model of vocabulary learning using reading as a technique to learn new vocabulary. The author uses reading as a technique to learn new vocabulary because reading provides comprehensible input for the students. It is not only used to learn new vocabulary but also to review previous vocabulary knowledge in the reading text. Reading can be used as a communicative aid to foster the students’ comprehension of the meaning and function of vocabulary.

As adult learners, the students of STIKES Bethesda Yakkum are required to have a learning strategy which effectively develops their English proficiency. Moreover, they need to acquire the high occurrence vocabulary that always be used in academic text. Therefore, the vocabulary which is learned by the students is core vocabulary related to medical context. By acquiring the core vocabulary related to medical context, the students are able to comprehend the English texts related to their field and utilize it when they encounter the vocabulary in the other text. The topics, vocabulary, reading texts, and exercises are selected based on the students’ needs. The activities in the design develop to suit the student’s expectation and preferences.

This model design is aimed to introduce academic vocabulary used in nursing field and to give the students opportunities to remember their previous knowledge of words. This model of instructional design is expected to be a starting point for the students to develop new strategies to learn vocabulary from context.

Best Regard

Dwi Nugraheni
How to Use this Book

This model was designed to guide the lecturers who teach the students of STIKES Bethesda Yakkum in utilizing the model of vocabulary learning through reading. The purposes of this model are to facilitate the lectures in implementing reading text as a source of vocabulary learning and introduce vocabulary learning strategies guessing meaning from context. Therefore, this book provided several activities which can improve the student’s vocabulary comprehension and develop their ability in employing reading as a comprehensible input for vocabulary learning. The whole materials, techniques, and activities which are used in the book were derived from the students’ needs that were achieved from accountable steps of research and had been acknowledged by the experts. By the presence of this model, the lecturers of STIKES Bethesda are expected to implement this model effectively and appropriately in conducting the activities in the learning process.

This book was divided into two (2) parts, namely (1) The teacher guideline, and (2) four units of model vocabulary learning through reading. The topics of each unit are:

Unit 1: Diabetes Mellitus
Unit 2: Health Assessment
Unit 3: Pain Management
Unit 4: Skin traction

This model of vocabulary learning through reading was intentionally designed for the students of STIKES Bethesda Yakkum but it is possible to be implemented in the other department or the students of nursing who want to use this model independently.

The researcher

Dwi Nugraheni
Teacher Guideline

The aim of this study is to design “A model of vocabulary learning material through reading for the students of STIKES Bethesda Yakkum”. The basic notion of this design lays in the background and goals of this study, reading as media to learn vocabulary and the general description about the material.

Vocabulary learning is sometimes left behind by English teacher since consideration that vocabulary can be learned in the other area such as grammar and structures and the language skills. Thus, there is limited opportunity for the students to learn vocabulary intensively. As a result, the students do not have sufficient vocabulary in comprehending the other area and skills of English. Based on this premise, there is an urgent reason that it is important to facilitate the students to learn vocabulary intensively and develop a strategy which can help the students to add their vocabulary collection. Therefore, the aim of this model is to provide more opportunities for the students of STIKES Bethesda Yakkum to add their vocabulary collection and to develop their vocabulary knowledge.

In order to achieve those aims, reading was implemented as a technique to develop the material. Reading text considered as a comprehensible input for vocabulary learning since the use of vocabulary in the reading text is distinctly elaborated in forming meaning combine with the surrounding words. Therefore, this model emphasized guessing meaning from context as learning strategies which employee reading text as the vocabulary input. This strategy was used to help the students in recognizing the new or unknown words. Based on the students’ needs, there are four topics which were arranged;

1. Diabetes Mellitus
2. Health Assessment
3. Pain Management

4. Skin Traction

The template of each unit had been arranged; Warming Up, Reading Section, Comprehension Questions, Part of Speech, Vocabulary in Context, Using Appropriate Vocabulary. The template was derived from vocabulary learning principles. The elaboration of each part was described below;

1. Warming up

This part is placed in the beginning of the meeting. The aim of this part is to introduce the topic the students are going to learn. The students are given some simple questions, pictures, words, and dialogue to connect their previous knowledge and stimulate them in following the lesson.

2. Reading Section

In this part, the students are given a reading text related to the topic. They are asked to read the reading text and pay attention to the target vocabulary in bold. The aim of this part is to introduce the vocabulary being learned by the students in the meeting and to familiarize the students with the context. There is also a box provided beside the text which is used to write the difficult words or the words that the students do not know the meaning except the target vocabulary. This box is used to help the students add their vocabulary collection which is very significant to the guessing meaning from context strategies.

3. Comprehension questions

This part consists of some comprehension questions in the form of 5W+H questions and true and false questions. The aim of this part is to help the students comprehend the general and detail information of the text. This is important because to understand the context in which the target vocabulary
used, the students need to comprehend the context of the topic being discussed first.

4. Part of Speech

In this part, there is a table of part of speech which contains list of target vocabulary and the other words which have the same root word with the target vocabulary. The aim of this part is to give information to the students the different form of words which leads to different meaning and use.

5. Vocabulary in Context

This part employees guessing meaning from context strategies, to infer the meaning of target vocabulary in the reading text. There are tables which contains steps for the students to follow in guessing meaning from context. The aim of this part is to introduce new vocabulary learning strategy and utilize reading text as vocabulary learning media.

6. Using appropriate vocabulary

In this part, the students are asked to do some exercises related to the use of vocabulary that had been learned in the previous part. The aim of this part is to give opportunity for the students to develop their understanding of vocabulary and context in which the words being used.
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**Unit 1**

**DIABETES MELLITUS**

**Learning objectives**

By the end of the course:

1. Students are able to identify the main idea of the text correctly.
2. Students are able to identify the detail information of the text correctly.
3. Students are able to use steps of guessing meaning from context to find the correct meaning of core vocabulary related to medical context in Bahasa Indonesia appropriately.
4. Students are able to fill blank sentences with appropriate core vocabulary related to medical context correctly.
Warming Up

Discuss and answer the following questions.

- How does insulin affect the patients with diabetes mellitus?
- Do you know how many people have been diagnosed having diabetes mellitus? And what are the consequences?
- What is diabetes mellitus?

Reading Section

Read the text below and pay attention to the target vocabulary in bold.

**Diabetes Mellitus**

Diabetes mellitus is a group of metabolic disease characterized by **elevated** levels of glucose in the blood (hyperglycemia) resulting from defects in insulin **secretion**, insulin actions, or both (Expert Committee on the Diagnosis and Classification of Diabetes Mellitus, 1998).

*Diabetes Mellitus*
Normally a certain amount of glucose **circulates** in the blood. The major source of this glucose is **absorption** of ingested food in the gastrointestinal tract and **formation** of glucose by the liver from food substances.

Insulin, a hormone **produced** by the pancreas, controls the level of the glucose in the blood by regulating the production and storage of glucose. In the diabetic state, the cells may stop **responding** to insulin or the pancreas may stop producing insulin entirely. This leads to hyperglycemia, which may result in acute metabolic **complications** such as diabetic ketoacidosis and hyperglycemic hyperosmolar nonketotic syndrome. Long term effects of hyperglycemia **contribute** to macrovascular complications (coronary artery disease, cerebrovascular disease, and peripheral vascular disease), chronic microvascular complications (kidney and eye disease), and neuropathic complications (diseases of the nerves).

Diabetes Mellitus **affects** about 15 million people, 5 million of whom are undiagnosed. In the United States, **approximately** 650,000 new cases of diabetes are **diagnosed** yearly (Centers for Disease Control and Prevention, 1997). Diabetes is especially **prevalent** in elderly, with up to 50% of people older than 65 suffering some degree of glucose intolerance. Hispanics, African Americans, and some Native American have a higher rate of diabetes rates of 20% to 50%.

The far-reaching and devastating physical, social, and economic **consequences** of diabetes includes following:

- In the United States, diabetes is the leading cause of new blindness among 25- to 74-year-olds and the leading cause of nontraumatic amputations.
- Thirty percent of patients beginning dialysis each year have diabetes.
- Diabetes is the third leading cause of death by disease, mostly because of the high rate of coronary artery disease among people with diabetes.
- **Hospitalization** rates for people with diabetes are 2.4 times greater for adults and 5.3 times greater for children than for general population.
The economic cost of diabetes continues to rise because of increasing health care costs and an aging population. Half of all people with diabetes older than 65 are hospitalized each year, and severe and life-threatening complications often contribute to the increased rates of hospitalization. Costs related to diabetes are estimated to be almost $99 billion annually, including direct medical care expenses and indirect costs attributable to disability and premature death (Centers for Disease Control and Prevention, 1997).

**Treatment** plans for patients with diabetes have as their primary goals control of blood glucose and prevention of acute and long-term complications. Thus, the nurse who cares for the patients must assist the patient to develop self-care management skills.

**Taken from**: Brunner and Suddarth’s Textbook of Medical-Surgical Nursing 9th ed. By Suzanne and Brenda, p.973-974

### Comprehension Questions

Discuss and answer the following questions based on the text.

1. What is diabetes mellitus?
2. What is the main idea of the passage?
3. What is the main idea of paragraph 4?
4. What are physical, social, and economic consequences of diabetes?
5. What does a nurse do to treat patients with diabetes?

Discuss and write T for true and F for false based on the text above.

1. ___ Pancreas produces a hormone called insulin.
2. ___ Neuropathic complications are caused by long term effects of hyperglycemia.
3. ___ 10 of 15 million people are undiagnosed having diabetes mellitus.

*Diabetes Mellitus*
4. __ High rate of coronary disease among people with diabetes is the third leading cause of death.
5. __ Estimated costs for diabetes is more than $99 annually.

**Part of Speech**

Study the part of speech below. Use your dictionary to fill the blank tables and look at the different form of each word.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>*absorb</td>
<td>Absorption</td>
<td>Absorbing</td>
<td>absorbingly</td>
</tr>
<tr>
<td>*affect</td>
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<td>*assist</td>
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<td>*circulate</td>
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<td>*contribute</td>
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<td>*diagnose</td>
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<td>*produce</td>
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<td>*respond</td>
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<td>Disease</td>
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<td></td>
<td>Elevated</td>
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<td>Estimated</td>
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<td>Formation</td>
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<td>Hospitalization</td>
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<td>Prevalent</td>
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<td>Primary</td>
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<tr>
<td></td>
<td>Treatment</td>
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</tbody>
</table>

Notes:
Verb means *kata kerja*
Noun means *kata benda*
Adjective means *kata sifat*
Adverb means *kata keterangan*

*Sometimes verb is possibly used as active, passive, and gerund.*

*e.g. gerund- In the diabetic state, the cells may stop responding to insulin or the pancreas may stop producing insulin entirely.*

---

Diabetes Mellitus
**Guessing Meaning**

Work in group of four or five, discuss and find the meaning of the bolded words by following the steps presented in the example below;

<table>
<thead>
<tr>
<th>Steps</th>
<th>Target word</th>
<th>Part of Speech</th>
<th>Guessing Meaning</th>
<th>Dictionary Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>(Write the bolded word of the sentence above)</td>
<td>Elevated</td>
<td>Adjective</td>
<td>Penakan</td>
</tr>
<tr>
<td>b.</td>
<td>(Write the correct part of speech)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>(Write your guessing meaning)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>(Search and write the Indonesian meaning on your dictionary)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

1. Diabetes mellitus is a group of metabolic disease characterized by elevated levels of glucose in the blood (hyperglycemia) resulting from defects in insulin secretion, insulin actions, or both (Expert Committee on the Diagnosis and Classification of Diabetes Mellitus, 1998).

<table>
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</table>

2. Diabetes mellitus is a group of metabolic disease characterized by elevated levels of glucose in the blood (hyperglycemia) resulting from defects in insulin secretion, insulin actions, or both (Expert Committee on the Diagnosis and Classification of Diabetes Mellitus, 1998).

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</tr>
</thead>
</table>
3. Normally a certain amount of glucose **circulates** in the blood.

<table>
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</table>

4. The major source of this glucose is **absorption** of ingested food in the gastrointestinal tract and formation of glucose by the liver from food substances.

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5. The major source of this glucose is absorption of ingested food in the gastrointestinal tract and **formation** of glucose by the liver from food substances.

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6. Insulin, a hormone **produced** by the pancreas, controls the level of the glucose in the blood by regulating the production and storage of glucose.

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</table>

7. In the diabetic state, the cells may stop **responding** to insulin or the pancreas may stop producing insulin entirely.

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</table>

8. This leads to hyperglycemia, which may result in acute metabolic **complications** such as diabetic ketoacidosis and hyperglycemic hyperosmolar nonketotic syndrome.

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9. Long term effects of hyperglycemia **contribute** to macrovascular complications (coronary artery disease, cerebrovascular disease, and peripheral vascular disease), chronic microvascular complications (kidney and eye disease), and neuropathic complications (diseases of the nerves).

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_Diabetes Mellitus_
10. Diabetes Mellitus affects about 15 million people, 5 million of whom are undiagnosed. In the United States, approximately 650,000 new cases of diabetes are diagnosed yearly (Centers for Disease Control and Prevention, 1997).

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11. Diabetes Mellitus affects about 15 million people, 5 million of whom are undiagnosed. In the United States, approximately 650,000 new cases of diabetes are diagnosed yearly (Centers for Disease Control and Prevention, 1997).

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12. Diabetes Mellitus affects about 15 million people, 5 million of whom are undiagnosed. In the United States, approximately 650,000 new cases of diabetes are diagnosed yearly (Centers for Disease Control and Prevention, 1997).

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</tr>
</thead>
</table>

13. Diabetes is especially prevalent in elderly, with up to 50% of people older than 65 suffering some degree of glucose intolerance.

<table>
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</table>

14. The far-reaching and devastating physical, social, and economic consequences of diabetes includes following

<table>
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</tr>
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</table>

15. Hospitalization rates for people with diabetes are 2.4 times greater for adults and 5.3 times greater for children than for general population.

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</thead>
</table>

16. Costs related to diabetes are estimated to be almost $99 billion annually, including

Diabetes Mellitus
direct medical care expenses and indirect costs attributable to disability and premature death (Centers for Disease Control and Prevention, 1997).

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17. Costs related to diabetes are estimated to be almost $99 billion annually, including direct medical care expenses and indirect costs attributable to disability and premature death (Centers for Disease Control and Prevention, 1997).

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</thead>
</table>

18. **Treatment** plans for patients with diabetes have as their primary goals control of blood glucose and prevention of acute and long-term complications.

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</table>

19. Treatment plans for patients with diabetes have as their **primary** goals control of blood glucose and prevention of acute and long-term complications.

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<th>Dictionary Meaning</th>
</tr>
</thead>
</table>

**Diabetes Mellitus**
Using appropriate vocabulary

Work in group of four or five and choose the correct answer based on the context provided below.

1. The __________ of insulin injection for the people with diabetes is very important.
   a. contribute
   b. contribution
   c. circulation
   d. circulate

2. Insulin will stop __________ to insulin in patient with diabetes.
   a. assisting
   b. assist
   c. respond
   d. responding

3. The __________ of cost related to diabetes is almost $99 every year.
   a. estimation
   b. estimate
   c. format
   d. formation

4. A nurse should __________ the patient to do self-care management skill.
   a. contribution
   b. contribute
   c. assist
   d. assistance

5. There will be bad __________ if the patient does not control the amount of glucose in their blood.
   a. secretion
   b. secretive
   c. complicate
   d. complication

6. Patients who ________________ will get intensive treatment.
   a. hospitalize
   b. hospitality
   c. hospitalization
   d. hospital

7. Patients with high level of glucose in the blood are __________ to have diabetes.
   a. circulate
   b. circulation
   c. diagnose
d. diagnosis
8. To control the level of glucose in the blood becomes the __________ goal for patient with diabetes.
   a. annual
   b. annually
   c. primary
   d. primarily
9. There are lots of __________ when a person has diabetes mellitus.
   a. contribution
   b. contribute
   c. consequence
   d. consequences
10. There should be an intensive __________ when a patient develops chronic micro-vascular complications.
    a. treat
    b. treatment
    c. secretion
    d. secrete
# More to Learn

Write the words from the text that you do not know or understand.

<table>
<thead>
<tr>
<th>No</th>
<th>Words</th>
<th>Part of Speech</th>
<th>Related Words</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
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</table>
Learning objectives

By the end of the course:

5. Students are able to identify the main idea of the text correctly.
6. Students are able to identify the detail information of the text correctly.
7. Students are able to use steps of guessing meaning from context to find the correct meaning of core vocabulary related to medical context in Bahasa Indonesia appropriately.
8. Students are able to fill blank sentences with appropriate core vocabulary related to medical context correctly.
**Warming Up**

Discuss and fill in the circle with words associated with *Health Assessment*.

......

......

......

......

**Reading Section**

Read the text below and pay attention to the target vocabulary in bold.

**HEALTH ASSESSMENT**

The ability to **assess** the patient is one of the most important skills of the nurse, regardless of the practice setting. In all setting where nurses provide care, **eliciting** a complete history and using **appropriate** assessment skills are critical to identifying physical and psychological problems and concerns experienced by the patient. Patient assessment is the first step in the nursing process and is

---

*Make your own vocabulary list*

Write the difficult words or the words that you don’t know the meaning *(except the bolded words)* and try to find the Bahasa Indonesia of the words on your dictionary.

* e.g. Important = penting
necessary to **obtain** data that will **enable** the nurse to make a nursing diagnosis, identify and **implement** nursing interventions, and assess their effectiveness.

**THE ROLE OF THE NURSE IN ASSESSMENT**

The role of the nurse includes obtaining the patient’s history and performing a physical assessment; this role can be carried out in a variety of settings, including the acute care setting, clinic or outpatient office, school, long-term care facility, and the home. A growing list of nursing diagnoses is used by nurses to identify and **categorize** patient problems that nurses have the knowledge, skills, and **responsibility** to treat. All members of the health care team, **comprising** physicians, nurses, nutritionists, social workers, and others, use the unique skills and knowledge to contribute to the resolution of patient problems by first obtaining a health history and physical examination. Because the focus of each member of the health care team may be different, a variety of health history and physical examination formats have been developed. Regardless of the format, the database obtained by the nurse is **complementary** to the databases obtained by other members of the health care team and focuses on nursing's unique concern for the patient.

**BASIC GUIDELINES FOR CONDUCTING A HEALTH ASSESSMENT**

People who **seek** health care for a specific problem are often anxious; this anxiety may be increased by fear about potential disruption of lifestyle and by other concerns. The examiner attempts to put the person at ease and to encourage
honest communication. The examiner listens carefully to the person’s response to equations about health issues and make eye contact. When obtaining the health history or performing the physical examination, the interviewer is aware of his or her own nonverbal communication as well as that of the patient. The examiner takes into consideration the educational background and language proficiency of the patient. Questions and instructions to avoiding technical terms. In addition, the examiner is aware of the patient’s disabilities or limitations (hearing, vision, cognitive and physical limitations) and takes these into consideration during the history as well as the physical examination. At the end of assessment, the examiner may summarize and clarify the information obtained and ask if the person has any questions; this provides an opportunity to correct misinformation and add facts that may have been omitted.

**Taken from**: Brunner and Suddarth’s Textbook of Medical-Surgical Nursing, 9th ed. By Suzanne and Brenda, p.51-52

### Comprehension Questions

Discuss and answer the following questions based on the text.

1. What is health assessment?
2. What is the main idea of the passage?
3. What is the main idea of the first paragraph?
4. What is the role of nurse in assessment?
5. How to conduct an appropriate health assessment?

Discuss and write T for true and F for false based on the text above.

1. ___ In practice, assessing patients’ condition is one of the most important skill of nurse.
2. ___ Assessment is used by nurse to diagnose a certain condition and prescribe medication.
3. ___ Nursing diagnoses is use to identify and categorized patient’s problem.
4. ___ An honest communication is needed in conducting health assessment.
5. ___ Technical term should be used to make the information about the assessment distinct.
**Part of Speech**

Study the part of speech below. Use your dictionary to fill the blank tables and look at the different form of each word.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>assess</td>
<td>Assessor</td>
<td>x</td>
<td>X</td>
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<tr>
<td></td>
<td>Assessment</td>
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<td>appropriate</td>
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<td>categorize</td>
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<td>clarify</td>
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<td>obtain</td>
<td>Responsibility</td>
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<td>seek</td>
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<tr>
<td>summarize</td>
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Notes:
- **Verb** means *kata kerja*
- **Noun** means *kata benda*
- **Adjective** means *kata sifat*
- **Adverb** means *kata keterangan*

*Sometimes verb is possibly used as active, passive, and gerund.*

**Vocabulary in Context**

Work in group of four or five, discuss and find the meaning of the bolded words by following the steps presented in the example below;

**Example**

The ability to assess the patient is one of the most important skills of the nurse, regardless of the practice setting.

**Steps**

a. **Target word**
   - *(Write the bolded word of the sentence above)*
   - Assess

b. **Part of Speech**
   - *(Write the correct part of speech)*
   - Verb
1. In all setting where nurses provide care, **eliciting** a complete history and using appropriate assessment skills are critical to identifying physical and psychological problems and concerns experienced by the patient.

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3. Patient assessment is the first step in the nursing process and is necessary to **obtain** data that will enable the nurse to make a nursing diagnosis, identify and implement nursing interventions, and assess their effectiveness.

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</table>
6. A growing list of nursing diagnoses is used by nurses to identify and **categorize** patient problem that nurses have the knowledge, skills, and responsibility to treat. All members of the health care team, comprising physicians, nurses, nutritionists, social workers, and others, use the unique skills and knowledge to contribute to the resolution of patient problems by first obtaining a health history and physical examination.

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7. A growing list of nursing diagnoses is used by nurses to identify and **categorize** patient problem that nurses have the knowledge, skills, and **responsibility** to treat. All members of the health care team, comprising physicians, nurses, nutritionists, social workers, and others, use the unique skills and knowledge to contribute to the resolution of patient problems by first obtaining a health history and physical examination.

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8. A growing list of nursing diagnoses is used by nurses to identify and **categorize** patient problem that nurses have the knowledge, skills, and responsibility to treat. All members of the health care team, **comprising** physicians, nurses, nutritionists, social workers, and others, use the unique skills and knowledge to contribute to the resolution of patient problems by first obtaining a health history and physical examination.

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9. Regardless of the format, the database obtained by the nurse is **complementary** to the databases obtained by other members of the health care team and focuses on nursing’s unique concern for the patient.

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10. People who **seek** health care for a specific problem are often anxious; this anxiety may be increased by fear about potential disruption of lifestyle and by other concerns.

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11. At the end of assessment, the examiner may **summarize** and clarify the information obtained and ask if the person has any questions; this provides an opportunity to correct misinformation and add facts that may have been omitted.

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12. At the end of assessment, the examiner may summarize and **clarify** the information obtained and ask if the person has any questions; this provides an opportunity to correct misinformation and add facts that may have been omitted.

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<th>Dictionary Meaning</th>
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**Using appropriate vocabulary**

Choose the correct answer based on the context provided below.

1. To _____ data from the patient, a nurse should _____ a good communication skill.
2. A nurse is _____ for the _____ of treatment depend on the nursing diagnosis.
3. To avoid inappropriate treatment, nurse should _____ the information and make sure that the information is correct.
4. Health assessment is the _____ source for undergoing nursing treatment.
5. A nurse should have an _____ assessment skill in identifying the patients’ physical and psychological problems.
6. In _____ the patients’ problems, nurse need to refer to the nursing diagnosis.
7. The data from the patient _____ nurse to make a nursing diagnosis.
8. Patients who _____ for health care need to be honest to the examiner and tell about the true condition,

- a. categorizing
- b. implementation
- c. seek
- d. appropriate
- e. obtain
- f. complementary
- g. enable
- h. elicit
- i. clarify
- j. responsible
More to Learn

Write the words from the text that you do not know or understand.

<table>
<thead>
<tr>
<th>No</th>
<th>Words</th>
<th>Part of Speech</th>
<th>Related Words</th>
<th>Meaning</th>
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Learning objectives

By the end of the course:

9. Students are able to identify the main idea of the text correctly.
10. Students are able to identify the detail information of the text correctly.
11. Students are able to use steps of guessing meaning from context to find the correct meaning of core vocabulary related to medical context in Bahasa Indonesia appropriately.
12. Students are able to fill blank sentences with appropriate core vocabulary related to medical context correctly.
Warming Up

Look at the pictures below, mention three words for each picture.


Reading Section

Read the text below and pay attention to the target vocabulary in bold.

Pain Management

Pain is an unpleasant sensory and emotional experience resulting from actual or potential tissue damage. It is the most common reason for seeking health care. It occurs with many disorders and with some diagnostic tests and treatments. It disables and distresses more people than any single disease. Because nurses spend more time with the patient in pain than do other health care providers, nurses need to understand the physiologic basis of the pain, the physiologic and psychological consequences of acute and chronic pain, and the methods used to treat pain. Nurses encounter patients in pain in a variety of settings, including acute care, outpatient, and long-term care settings, as well as the home. Thus, they must have the knowledge and skills to assess pain and its effects on the patient, to implement pain relief strategies, and to evaluate the effectiveness of these strategies, regardless of setting.

Make your own vocabulary list

Write the difficult words or the words that you don’t know the meaning (except the bolded words) and try to find the Bahasa Indonesia of the words on your dictionary.

e.g. unpleasant = takenak
In health care, the primary care provider’s role is to identify and treat the cause of the pain and prescribe medications and other treatments to relieve it. The nurse collaborates with the primary care provider but also with other health care professionals while administering most pain relief interventions, evaluating the effectiveness of the interventions, and serving as patient advocate when the intervention is ineffective. In addition, the nurse serves as an educator to the patient and family, teaching them to manage the pain relief (analgesic) regimen themselves when appropriate.

The nursing definition of pain is whatever bodily hurt the patient reports existing, whenever the patient says it does. The cardinal rule in the care of patients with pain is that all pain is real, even if its cause is unknown. Therefore, validation of the existence of pain is based simply on the patient’s report that it exists. This definition is based on two important points.

First, the nurse believes patients when they indicate that they have pain. Pain is considered real even if no physical cause or origin can be identified. Although some painful sensations are associated with mental or psychological states, the patient actually feels a sensation of pain in such instances and does not merely imagine it. Most painful sensations are the results of physical stimuli and mental or emotional stimuli. Therefore, assessing a person’s pain as well as the mental or emotional factors that influence the individual’s perception of pain. Nursing interventions address both components.
The second point to keep in mind is that what the patient “says” about the pain is not limited to verbal statements. Some patients cannot or will not verbally report that they have pain. Therefore, the nurse is also responsible for observing nonverbal behaviors that may occur with pain.

Although it is important to believe the patient who reports pain, it is equally important to be alert to patients who deny pain in situations where pain would be expected. A nurse who suspects pain in a patient who denies it should explore with the patient the reason for suspecting pain, such as the fact that the disorder or procedure is usually painful or that the patient grimaces when moving or avoids movement. Exploring the possible reasons why the patient is denying pain is also helpful. Some people deny pain because the fear the treatment that may result if they complain of pain. Others deny pain for fear of becoming addicted to operates (substances derived from opium, also called narcotics) if these medications are prescribed.

_Taken from:_ Brunner and Suddarth’s Textbook of Medical-Surgical Nursing 9th ed. By Suzanne and Brenda, p.175-176

**Comprehension Questions**

Discuss and answer the following questions based on the text.

1. What is pain?
2. What is the main idea of the passage?
3. What are things that affect pain?
4. What should the nurse do when dealing with a patient who reports pain?
5. What is the main idea of the last paragraph?
Discuss and write T for true and F for false based on the text above.

1. ___ Nurses do not need to know how to implement pain relief strategies because it is the doctor’s responsibility.
2. ___ Nurses should know about physical and psychological status in encountering a patient who feels pain.
3. ___ Some patients deny pain because of fear of the expensive treatment.
4. ___ Nurses should have knowledge to assess pain.
5. ___ Nonverbal behaviors on the patients do not have connection to pain.

**Part of Speech**

Study the part of speech below. Use your dictionary to fill the blank tables and look at the different form of each word.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
<th>Adjective</th>
<th>Adverb</th>
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**Notes:**
- **Verb** means *kata kerja*
- **Noun** means *kata benda*
- **Adjective** means *kata sifat*
- **Adverb** means *kata keterangan*

*Sometimes verb is possibly used as active, passive, and gerund.*

**Pain Management**
**Vocabulary in context**

Work in group of four or five, discuss and find the meaning of the bolded words by following the steps presented in the example below;

**Example**

Pain is an unpleasant sensory and **emotional** experience resulting from actual or potential tissue damage.

**Steps**

<table>
<thead>
<tr>
<th>Steps</th>
<th>Target word</th>
<th>Part of Speech</th>
<th>Guessing Meaning</th>
<th>Dictionary Meaning</th>
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<td>Target word (Write the bolded word of the sentence above)</td>
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<td>b.</td>
<td>Part of Speech (Write the correct part of speech)</td>
<td>Adjective</td>
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<td>c.</td>
<td>Guessing Meaning (Write your guessing meaning)</td>
<td>Emosional</td>
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<td>d.</td>
<td>Dictionary Meaning (Search and write the Indonesian meaning on your dictionary)</td>
<td>Emosional (by Echols and Hassan Shadily)</td>
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1. Pain is an unpleasant sensory and emotional experience resulting from actual or **potential** tissue damage.

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2. Pain is an unpleasant sensory and emotional experience resulting from actual or potential **tissue** damage.

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3. It **occurs** with many disorders and with some diagnostic tests and treatments.

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4. Because nurses spend more time with the patient in pain than do other health care providers,
nurses need to understand the physiologic basis of the pain, the physiologic and psychological consequences of acute and chronic pain, and the methods used to treat pain.

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5. Thus, they must have the knowledge and skills to assess pain and its effects on the patient, to implement pain relief strategies, and to evaluate the effectiveness of these strategies, regardless of setting.

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6. In health care, the primary care provider’s role is to identify and treat the cause of the pain and prescribe medications and other treatments to relieve it.

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7. In health care, the primary care provider’s role is to identify and treat the cause of the pain and prescribe medications and other treatments to relieve it.

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8. The nurse collaborates with the primary care provider but also with other health care professionals while administering most pain relief interventions, evaluating the effectiveness of the interventions, and serving as patient advocate when the intervention is ineffective.

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9. The nurse collaborates with the primary care provider but also with other health care professionals while administering most pain relief interventions, evaluating the effectiveness of the interventions, and serving as patient advocate when the intervention is ineffective.

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10. Therefore, validation of the existence of pain is based simply on the patient’s report that it
exists. This definition is based on two important points.

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11. Although some painful sensations are associated with mental or psychological states, the patient actually feels a sensation of pain in such instances and does not merely imagine it.

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12. Most painful sensations are the results of physical stimuli and mental or emotional stimuli.

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13. Therefore, assessing a person’s pain as well as the mental or emotional factors that influence the individual’s perception of pain. Nursing interventions address both components.

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14. Therefore, assessing a person’s pain as well as the mental or emotional factors that influence the individual’s perception of pain. Nursing interventions address both components.

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15. Some people deny pain because the fear the treatment that may result if they complain of pain.

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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
**Using appropriate vocabulary**

Write C for correct statements and I for incorrect statements. Change the underlined words for incorrect statement with correct words.

1. ___ The **complain** that is conveyed by the patient is the result of pain.
2. ___ Nurses need to **evaluate** patients’ response before implementing a pain reliever.
3. ___ The cause of pain should be **identified** by nurses and other health care providers.
4. ___ A proper nursing **intervening** should be applied to achieve effective treatment.
5. ___ The primary care provider should **prescription** medication based on the result of the pain assessment.
6. ___ Pain **potentially** occur when there is tissue damage in patient’s body.
7. ___ When a patient gets a bad **emotional** stimuli the pain will be worse.
8. ___ **A validation** data must be resulted from patient reports of pain.
9. ___ Pain also resulted from mental or emotional **stimuli** and nurses should address this aspect.
10. ___ Nurses should understand the **methodology** to treat a patient.
## More to Learn

Write the words from the text that you do not know or understand.

<table>
<thead>
<tr>
<th>No</th>
<th>Words</th>
<th>Part of Speech</th>
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Learning objectives

By the end of the course:

13. Students are able to identify the main idea of the text correctly.
14. Students are able to identify the detail information of the text correctly.
15. Students are able to use steps of guessing meaning from context to find the correct meaning of core vocabulary related to medical context in Bahasa Indonesia appropriately.
16. Students are able to fill blank sentences with appropriate core vocabulary related to medical context correctly.
Warming Up

Read the dialogue below.

Dialogue

Mr. Vano : “What happen to my left leg, Doctor?”

Dr. Elisa : “There are some fractures in your left leg bone.”

Mr. Vano : “Oh no! What I should do doc?”

Dr. Elisa : “We need to fix it then… and do a little surgery for your leg tomorrow.”

Mr. Vano : “Oh no…..! Is it worst?”

Dr. Elisa : “It’s ok Mr. Vano ….. I will _______________

Question

What is the doctor going to do?

Mention three possible things the doctor would do.

_____________ ___________ ______________

Reading Section

*Read the text below and pay attention to the target vocabulary in bold.*

Skin Traction

Skin traction is used to control muscle spasm and to **immobilize** an area before surgery. Skin traction is **accomplished** by a weight pulling on traction tape or a foam boot **attached** to the skin. The amount of weight **applied** must not exceed the tolerance of the skin. No more than 2 to 3.5 kg (4.5 to 8 lb ) of the traction can be used on an extremity. Pelvic traction is

---

**Make your own vocabulary list**

Write the difficult words or the words that you don’t know the meaning (except the **bolded words**) and try to find the Bahasa Indonesia of the words on your dictionary.

e.g. muscle = otot
generally 4.5 to 9 kg (10 to 20 lb), depending on the weight of the patient.

Appendicular (pertaining to the extremities) types of skin traction used for adults include Buck’s extension traction, Russell’s traction, Dunlop’s traction. Axial (involving the head and trunk) types of skin traction, including cervical head halter and pelvic belt, are used to treat back pain.

**Buck’s Extension Traction**

Buck’s extension (unilateral or bilateral) is skin traction to the lower leg. The pull is **exerted** in one plane when partial or temporary is desired. It is used to provide immobility and comfort after injuries to the hip before surgical fixation.

Before the traction is applied, the nurse **inspects** the skin for abrasions and circulatory disturbances. The skin and circulation must be in healthy condition to **tolerate** the traction. The extremity should be clean and dry before the foam boot or the traction tape is applied.

To apply Buck’s traction, one nurse elevates and supports the extremity under the patient’s heel and knee while another nurse place the foam boot under the leg, with the patient’s heel in the heel of the boot. Next, the nurse **secures** Velcro straps around the leg. Traction tape overwrapped with elastic bandage in a spiral fashion may be used instead of the bit. Excessive **pressure** is **avoided** over the malleolus and proximal fibula during application to prevent pressure ulcers and nerve damage. The nurse then passes the rope affixed to the spreader or footplate over a pulley fastened to the end of the bed and attaches the weight—usually 5 to 8 pounds—to the rope.

**Russell’s Traction**

**Skin Traction**
Russell’s traction, which may be used for fractures of the tibial plateau, supports the flexed knee in a sling and applies the horizontal pulling force using traction tape and elastic bandage to the lower leg. If prescribed, the leg may be supported by a pillow to ensure proper knee flexion and to prevent pressure on the heel.

**Dunlop’s Traction**

Dunlop’s Traction is applied to the upper extremity for suprancondylar fractures of the elbow and humerus. Horizontal traction is applied to the abducted humerus, and vertical traction is applied to the flexed forearm.

*Taken from*: Brunner and Suddarth’s Textbook of Medical-Surgical Nursing 9th ed. By Suzanne and Brenda, p.1737-1738

**Comprehension Questions**

Discuss and answer the following questions based on the text.

1. What is skin traction?
2. What is the main idea of the passage?
3. When does a patient use skin traction?
4. What are types of skin traction? Mention them!
5. What are the differences of each type of skin traction?

Discuss and write T for true and F for false based on the text above.

1. ___ Skin traction is used after surgery to immobilize the surgical operation area.
2. ___ Pelvic traction is normally 4.5 to 9 kg.
3. ___ Buck’s extension is used for fractures and is sometimes prescribed to apply a pillow to prevent pressure on the heel.
4. ___ Dunlop’s traction is applied to arm.
5. ___ The nurses should examine the patient’s skin abrasion and circulatory disturbance before applying skin traction.
**Part of Speech**

Study the part of speech below. Use your dictionary to fill the blank tables and look at the different form of each word.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
<th>Adjective</th>
<th>Adverb</th>
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<tbody>
<tr>
<td><em>accomplish</em></td>
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*Notes:*

Verb means *kata kerja*

Noun means *kata benda*

Adjective means *kata sifat*

Adverb means *kata keterangan*

*Sometimes verb is possibly used as active, passive, and gerund.*

E.g. passive - Skin traction is *accomplished* by a weight pulling on traction tape or a foam boot attached to the skin.

**Vocabulary in Context**

Work in group of four or five, discuss and find the meaning of the bolded words by following the steps presented in the example below;

**Example**

Skin traction is used to control muscle spasm and to *immobilize* an area before surgery.

**Steps**

<table>
<thead>
<tr>
<th>Steps</th>
<th>Target word (Write the bolded word of the sentence above)</th>
<th>Immobilize</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td><em>Target word</em></td>
<td><em>Immobilize</em></td>
</tr>
<tr>
<td></td>
<td><em>(Write the bolded word of the sentence above)</em></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td><em>Part of Speech</em></td>
<td><em>Verb</em></td>
</tr>
<tr>
<td></td>
<td><em>(Write the correct part of speech)</em></td>
<td></td>
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<tr>
<td>c.</td>
<td><em>Guessing Meaning</em></td>
<td><em>Berhenti</em></td>
</tr>
<tr>
<td></td>
<td><em>(Write your guessing meaning)</em></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td><em>Dictionary Meaning</em></td>
<td><em>Melumpuhkan, menghentikan</em></td>
</tr>
<tr>
<td></td>
<td>*(Search and write the Indonesian meaning on your)</td>
<td></td>
</tr>
</tbody>
</table>
1. Skin traction is **accomplished** by a weight pulling on traction tape or a foam boot attached to the skin.

<table>
<thead>
<tr>
<th>Target word</th>
<th>Part of Speech</th>
<th>Guessing Meaning</th>
<th>Dictionary Meaning</th>
</tr>
</thead>
</table>

2. Skin traction is accomplished by a weight pulling on traction tape or a foam boot **attached** to the skin.

<table>
<thead>
<tr>
<th>Target word</th>
<th>Part of Speech</th>
<th>Guessing Meaning</th>
<th>Dictionary Meaning</th>
</tr>
</thead>
</table>

3. The amount of weight **applied** must not exceed the tolerance of the skin.

<table>
<thead>
<tr>
<th>Target word</th>
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<th>Guessing Meaning</th>
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</thead>
</table>

4. The pull is **exerted** in one plane when partial or temporary immobilization is desired.

<table>
<thead>
<tr>
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<th>Guessing Meaning</th>
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</table>

5. Before the traction is applied, the nurse **inspects** the skin for abrasions and circulatory disturbances.

<table>
<thead>
<tr>
<th>Target word</th>
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<th>Guessing Meaning</th>
<th>Dictionary Meaning</th>
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</thead>
</table>

6. The skin and circulation must be in healthy condition to **tolerate** the traction.

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<tr>
<th>Target word</th>
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<th>Guessing Meaning</th>
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</thead>
</table>

7. Next, the nurse **secures** Velcro straps around the leg.

<table>
<thead>
<tr>
<th>Target word</th>
<th>Part of Speech</th>
<th>Guessing Meaning</th>
<th>Dictionary Meaning</th>
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</thead>
</table>
8. Excessive **pressure** is avoided over the malleolus and proximal fibula during application to prevent pressure ulcers and nerve damage.

<table>
<thead>
<tr>
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<th>Part of Speech</th>
<th>Guessing Meaning</th>
<th>Dictionary Meaning</th>
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</thead>
</table>

9. Excessive pressure is **avoided** over the malleolus and proximal fibula during application to prevent pressure ulcers and nerve damage.

<table>
<thead>
<tr>
<th>Target word</th>
<th>Part of Speech</th>
<th>Guessing Meaning</th>
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</table>

10. If prescribed, the leg may be supported by a pillow to ensure proper knee flexion and to prevent pressure on the heel.

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<tr>
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<th>Guessing Meaning</th>
<th>Dictionary Meaning</th>
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</thead>
</table>

**Using appropriate vocabulary**

Choose the correct answer based on the context provided below.

- **pressure**
- **inspect**
- **tolerate**
- **pressure**
- **immobilize**
- **apply**
- **exert**
- **secure**
- **avoid**
- **attach**

Nurse Shinta is going to ______ (1) the foam boot on Mr. Yoga’s right leg. This is used to ______ (2) the leg because in two days time Mr. Yoga will have surgery to fix his right leg. Nurse Shinta ______ (3) a weight to pull Mr. Yoga’s right leg and keep it in a proper position. Since Mr. Yoga is overweight, the amount of weight ______ (4) is 3.5 kg. Before Nurse Shinta attach the traction, she needs to ______ (5) Mr. Yoga’s skin condition. The condition of the skin must be healthy to ______ (6) the traction. In applying the traction, Nurse Shinta has to be very careful to ______ (7) excessive ______ (8). After the foam boot has been attached in Mr. Yoga’s right leg, Nurse Shinta will ______ (9) the strap around Mr. Yoga’s right leg. To ______ (10) the leg always in proper position, Nurse Shinta applies a pillow under the leg.

**Skin Traction**
More to Learn

Write the words from the text that you do not know or understand.

<table>
<thead>
<tr>
<th>No</th>
<th>Words</th>
<th>Part of Speech</th>
<th>Related Words</th>
<th>Meaning</th>
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