



A Study Of Students' Ability In Understanding Medical Vocabulary At Nursing English Class Of "Universitas Sumatera Barat"

Asis Warni¹, Allen Christy Jufri²

¹Universitas Sumatera Barat, ²Sekolah Tinggi Teknologi Industri Padang

Email : iniasis@unisbar.ac.id¹, allenchristy086@gmail.com²

Abstrak

Penelitian ini bertujuan untuk mengetahui kemampuan siswa dalam memahami kosa kata medis di Kelas Bahasa Inggris Keperawatan "Universitas Sumatera Barat". Penelitian ini menggunakan metode deskriptif dan teknik total sampling dipilih sebagai metode pengambilan sampel. Jumlah keseluruhan sampel adalah dua puluh siswa. Instrumentasi penelitian ini adalah tes kosa kata. Hasil dan data penelitian menyatakan bahwa kemampuan mahasiswa dalam memahami kosa kata kedokteran berada pada taraf cukup baik hingga sangat baik. Sekitar 45% atau sekitar sembilan siswa berada pada tingkat sangat baik dalam memahami kosa kata medis, mereka mendapat nilai 82-92 dan tujuh di antaranya atau sekitar 35% pada tingkat baik. Nilai mereka berada di antara 72-78 dan sisanya, sekitar 20% atau empat siswa berada di level yang adil. Nilai mereka berada di kisaran 56-66. Kesimpulannya, enam belas siswa atau 80% dari total sampel berada pada tingkat baik hingga sangat baik dalam memahami kosa kata medis berdasarkan nilai mereka pada kisaran 72-92. Selanjutnya empat siswa atau 20% berada pada level cukup karena nilai mereka berkisar antara 56-66.

Kata kunci: *Kemampuan, Vocabulary, Medical Vocabulary.*

Abstract

This research aimed to find out the students' ability in understanding medical vocabulary at Nursing English Class of "Universitas Sumatera Barat". The research employed descriptive method and total sampling technique was chosen as the sampling method. The total amount of the sample were twenty students. The instrumentation of the study was vocabulary test. The result and the data of the research stated that the students' ability in understanding the medical vocabularies are on the level of fair to very good. Around 45% or about nine students are in the very good level in understanding medical vocabulary, they got marks from 82-92 and seven of them or about 35% in good level. Their marks are in between 72-78 and the rest of the them, about 20% or four students are on the fair level. Their marks are in the range of 56-66. In conclusion, sixteen students or 80% of the total sample are on level good to very good in understanding the medical vocabularies based on their marks on the range of 72-92. Next, four students or 20% are on level fair due to their marks on the range of 56-66.

Keywords: *Ability, Vocabulary, Medical Vocabulary.*

INTRODUCTION

Learning a language involves of mastering all the aspects of that language. In learning English, for instance, the students have to master all the language aspects, one of them is vocabulary. Vocabulary plays a great role in developing the students ability to understand the language and other language skills. Nation

(2001) states that vocabularies facilitate the students knowledge on the use of the language. If the students have enough basic on vocabularies, they have more chances to speak, read and write easily. On the other hand, the lack of vocabulary mastery lead them to have problems in delivering ideas both on speaking and writing. Thus, students cannot convey many thing if they do not have sufficient knowledge on vocabularies.

Moreover, Stockdale (2004) describes that vocabulary is an important part of language. Adequate vocabulary will help the students to choose the right word on right context or use the word correctly based on its meaning. So that, the flow of thought and ideas can be expressed smoothly. In fact, not all the students have sufficient knowledge about vocabularies. Some of them still have problems in understanding the words and use them in learning. This condition reduce the students' ability to write, speak, and listen in target language. Such difficulties found in almost all level of education. From the middle school to university level both in the language classes to general once.

In nursing English or English for nursing students, the language is taught as ESP or English for special purpose and the goal of teaching English for nursing students' is to give them adequate knowledge and competency in using English especially in medical context. So that, they can handle patients who have English as their native language besides that, they can also work abroad if the have a good English. Through the English class, the students are intended to have appropriate vocabulary especially in medical context. Hence, they have to master some vocabularies and use them in appropriate context of medical field. Moreover, vocabulary is also crucial in learning about the pronunciation, meaning, usage and order of the word in a sentence.

In addition, the knowledge and skill about vocabulary will help the students improve their language ability and express their ideas and feeling in a language activity intensively. On the other hand, lack of vocabularies mastery caused problems for the learners to develop their ability on other skills. As previously mentions that in English For Special Purpose or ESP, learning and teaching process are designed based on the need of the students. For example, English for nursing students is designed to meet the need of medical field. So, the students more focus in leaning the language skill in medical context. Especially, vocabulary, the students are learned more about the medical terminology in medical context. Based on this, the writers are interested to analyze the students' ability in understanding medical vocabulary at nursing English class of "Universitas Sumatera Barat".

LITERATURE REVIEW

Vocabulary in language learning plays an important role as a central element of language competency and the basic of other language skills such as speaking, listening, writing and reading. Richard and Renandya (2002) state that vocabulary is the core aspect of language skills and crucial for helping the learners to learn the basic skills of a language. Without enough basic of vocabulary, the students may find that learning a language is a very difficult activities. It leads the problems of developing their ability to use the language both spoken and written. Brown (1995) says that vocabulary is combination of words or group of words that may be use by the speaker of a language and involve the alphabetical order of that language.

Additionally, Schmitt (1997) states that understanding a vocabulary means knowing the meaning, the use and the appropriateness of the context. So that, the learners have to understand the way of using a word in particular context because different context gives different meaning to the word and often, some different words might have the same meaning and some others have the different once. Hiebert and Kamil (2005) argue that vocabulary is the ability to know the meaning of the word. It also include the use of the word in many skills of English such as speaking, listening, reading and writing. The more they understand and master vocabulary, the more easier for them to conduct sentences and deliver ideas in writing and speaking. It also help them to understand the information better in listening and reading.

Furthermore, Napa (1991) adds that vocabulary is one component of the language that is very important to help the learners in learning a language. It represents the crucial effort to understand other skills of the language. The vocabulary itself plays a significant role in language usage, without having adequate vocabulary or lack of ability in understanding vocabulary, the students will experience problems in using language both in written or spoken activities. It means, they cannot write and speak well if they have a lack of vocabulary mastery. Besides that, they will also find a problem in understanding listening and reading. In teaching and learning English, vocabulary plays a role in helping the students to understand the language component and usage. They have to master the vocabulary in general and also in specific context based on their subject. Moreover, for medical students who study English as ESP or English for Special Purpose, the vocabulary mastery is more focused on the medical field. It is based on their need to use English in helping them to practice and work after finishing their study. Based on that, this research was conducted on analyzing students' ability on medical vocabulary.

METHOD

This research was conducted by using descriptive design. Gay, (2000:11) states that descriptive research is used to report the way things are and collect the data in order to test the question of the research. A descriptive research also figures out each characteristic of some phenomenon. By conducting this kind of research, the writer wanted to investigate the students' ability in understanding of medical vocabulary at Nursing English class of medical faculty of "Universitas Sumatera Barat". The population of this research was second year students of Nursing Subject that had taken Nursing English class at the third semester of academic year 2022-2023.

The total amount of population was 23 students. Gay (2000: 102) says that population is a group to which the researcher would like the results of the study to be generalized and sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the large group from which they were selected. The sample of this research was all the students of the Nursing class or applying total sampling technique. Sekaran and Bougie (2013) mention that total sampling technique is a type of sampling that takes the entire population as the sample based on the same particular characteristics. In this study, the total amount of population was only 23 students, it was a small amount and all of them were taken the same courses and at the same class so that they were regarded to have the same ability. Thus all of them were taken as the sample of this research to know their ability in understanding medical vocabulary at Nursing English class.

The data of this research was taken using a vocabulary test. The students were given fifty words on five aspects of medical field. The students answered the test based on their own ability without using any dictionaries. Next the students' answers were scored and classified based on the formula developed by Arikunto (2002:276).

$$P = M/N \times 100\%$$

Where :

P = Percentage.

M = The student's score

N = The total score of the test.

From the percentage and the frequency, the students' scores were classified based on the five aspects of medical field that had been chosen in the test. Then, the students' ability was rated based on the qualification categories that refer to BSNP 2007 as the following.

Table 1. Qualification Categories of Student's Ability

No	Range	Category
1	81-100	Very good
2	70-79	Good
3	56-69	Fair
4	46-55	Poor
5	0-45	Very poor

Buku Model Penilaian (BSNP) 2007

RESEARCH FINDING AND DISCUSSION

The sample of the test was 23 students at the Nursing English Class but only 20 students had taken the test because three of them were not attending the class at the time. The 20 students had done the test about medical vocabulary on 1st December 2022. The test consisted of five aspects, the were medical equipments, medical practitioners, health problems, medical rooms and random vocabulary about health. The test given on sixty minutes duration of time and every student answered the questions without using any helps or dictionary. The score for each aspect of vocabulary is twenty and the total scores for the five aspects are 100 all together. The distribution of the students' scores can be seen on the following table.

Table 2. The distribution of students' scores on medical vocabulary.

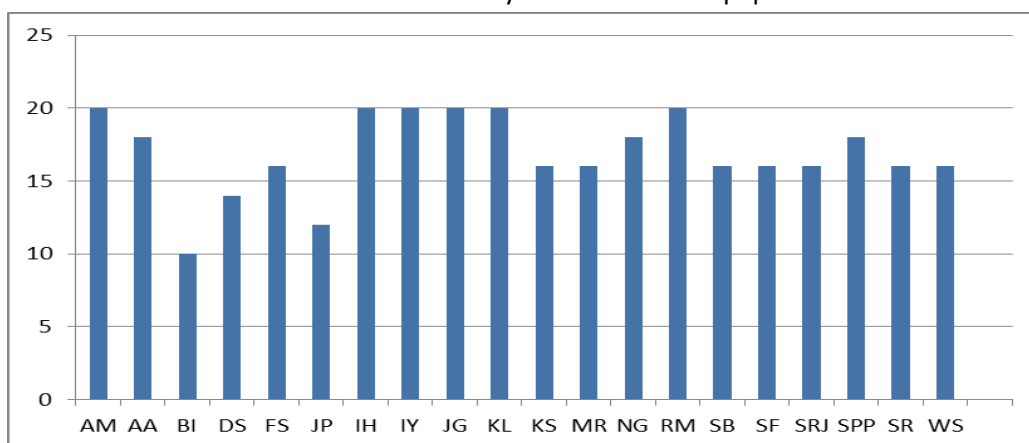
No.	Student' Name	Score on medical vocabulary					Total score
		Medical equipments	Medical practitioners	Health problems	Medical rooms	Random vocabulary about health	
1.	AM	20	20	20	16	16	92
2.	AA	18	20	16	16	16	86
3.	BI	10	12	14	10	10	56
4.	DS	14	18	14	16	16	78
5.	FS	16	18	16	16	16	82
6.	JP	12	12	10	12	16	62
7.	IH	20	20	14	16	18	88
8.	IY	20	20	20	16	16	92
9.	JG	20	20	20	12	16	88
10.	KL	20	20	20	16	16	92
11.	KS	16	12	20	12	14	74
12.	MR	16	16	12	14	14	72
13.	NG	18	14	18	12	10	72
14.	RM	20	20	20	16	16	92
15.	SB	16	16	12	12	10	66
16.	SF	16	12	20	12	14	74
17.	SRJ	16	12	20	12	14	74
18.	SPP	18	14	20	16	14	82
19.	SR	16	16	14	14	14	74
20.	WS	16	12	20	10	8	66

The table shown that the highest score of the test is 92 and the lowest score is 56. They are four students who got the 92 scores and only one of them get 56. From the qualification of students ability based on BSNP 2007, the students ability in understanding medical vocabulary is on fair to very good level. Around 45% or about nine students are on the very good level in understanding medical vocabulary, they got marks from 82-92 and seven of them or about 35% on good level. Their marks are between 72-78 and the rest of the students, about 20% or four students are on the fair level. Their marks are on the range of 56-66. The percentage and the ability of the student for each item of medical vocabulary is explained on the following.

1. The student’s ability on medical equipments vocabulary

The first medical vocabulary tested to the students is about the equipments. It includes common vocabulary about equipments used in medical activities such as syringe, gauze and bandage. The highest score for this part is 20 because the test consist of five parts and the total scores are 100. The distribution of the score of the students shown in the following chart.

Chart 1. The students’ score on vocabulary about medical equipments

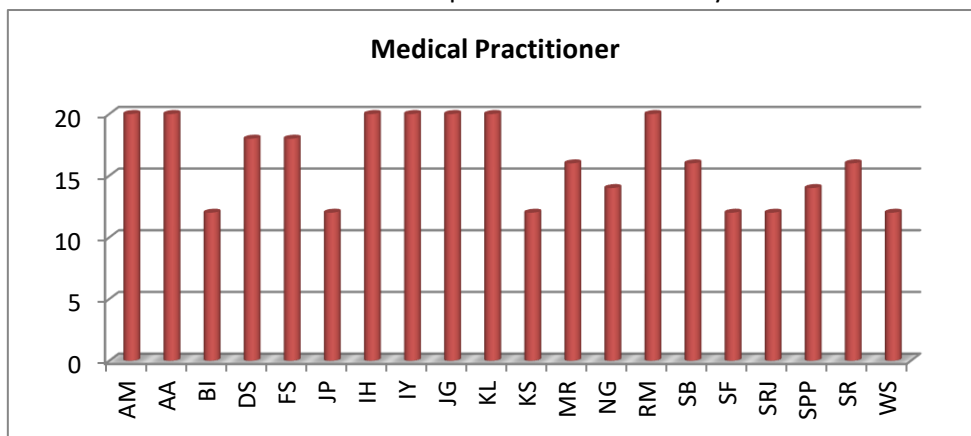


The horizontal line of the chart is students’ name and the vertical line is their marks on vocabulary about medical equipment. The chart shown that six students or about 30% of the students got the highest marks that is 20. Three students or 15% of them get 18, eight students or 40% got 16 and the rest of them or about three students got 14,12,and 10 for their mark. It is 5% for each of them or 15% all together.

2. The student’s ability on medical practitioners vocabulary

The second part of vocabulary test given to the students is about medical practitioner that include about medical professions like veterinarian, midwife and pediatrician. The highest score for this part is also 20 the same as the previous once. The classification of the students’ scores is tabulated on the chart below.

Chart 2. Students’ scores on medical prattioners vocabulary

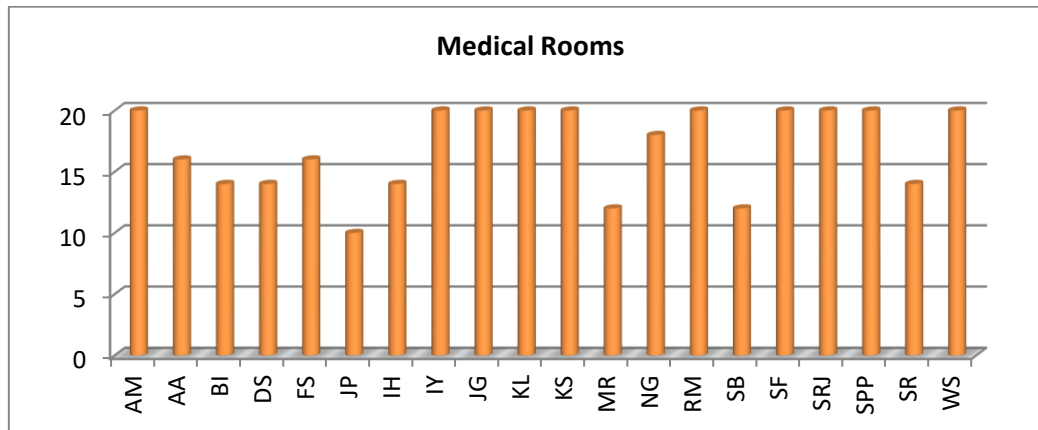


The chart clarified that seven students or 35% of them had 20 as their marks, two students or 10% had 18 for their marks, three students or 15% received 16 for their marks. The rest of them, about two students or 10% had 14 and six of them or 30% had 12.

3. The student's ability on health problems vocabulary

The third section of the test consisted of questions on vocabulary about health problems. The question mainly focus on the common types of health problems. For intances, sneeze, nausea and cough. The highest score for this part is also 20, more complete information of the students' score are stated in the following chart.

Chart 3. Students' scores on health problems vocabulary

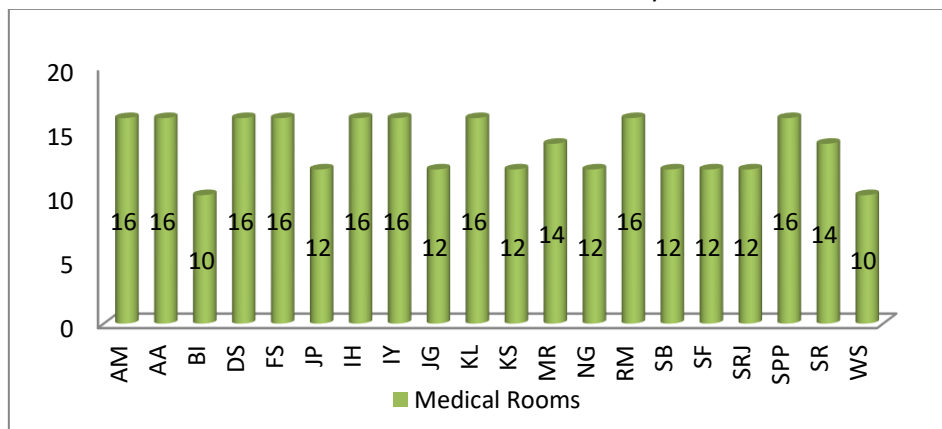


The chart describes that ten students or 50% have 20 as their scores. One student or 5% got 18, two students or 10% had 16, four students or 20% received 14 and two of them or 10% marked 12. The last one, about 5% or one student had the lowest score that is 10.

4. The student's ability on medical room vocabulary

The fourth part of the test is about medical rooms, consist of vocabulary of the room's name in the hospital. This vocabulary tested to the students to know their ability in knowing the room part in the hospital. The student's score distributed on the next chart.

Chart 4. Students' scores on medical rooms vocabulary

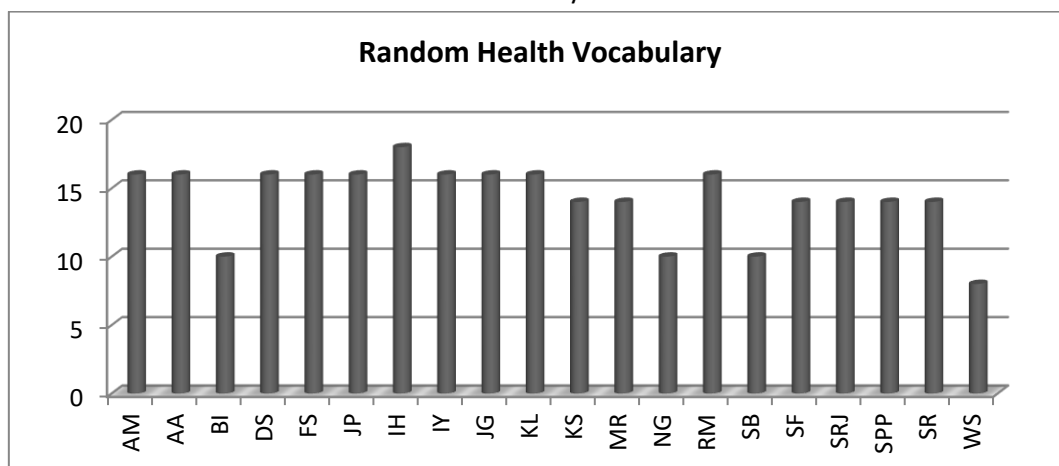


The chart shows that none of students reach the highest score of this part. The students only got 16 for the highest mark. Nine students or 45% of the students got 16, two students or 10% of the students had 14, seven students or 35% of them received 12, and the lowest mark of 10 is gotten by two students or about 10% of them.

5. The student's ability on random vocabulary about health

The last part of the test is about testing the students ability in understanding random vocabulary on medical field. The distribution of the students' score is listed on the following chart.

Chart 5. Students' scores on random vocabulary about health



From the chart, can be concluded that no students got 20 as the highest score of the section. Only one student or 5% got 18, nine students or 45% got 14, three students or 15% had 10 and the lowest score of this part received by one student that is 8.

In short, can be concluded that the highest score for this test is 92 and the lowest one is 56. For each section of the vocabulary tested, the highest score is 20 and the lowest one is 8. There are three sections that the students are able to reach the highest score, namely vocabularies on medical equipments, medical practitioners and vocabulary about health problem. On the other hand, there are two parts of the test that the students cannot have the highest score, they are vocabularies on medical room and random words about health. The highest score for each of them is only 16 and 18. Despite of that fact, in general the students' ability in understanding the medical vocabularies are on the level of fair to very good. Sixteen students or 80% of them are on level good to very good in understanding the medical vocabularies. It is based on their marks on the range of 72-92 and the rest of them or about four students (20%) are in level fair based on their marks on the range of 56-66.

BIBLIOGRAPHY

- Airasian, Peter and L. R. Gay. (2000). *Education Research: Competence for analysis an application* (6th ed.). New Jersey: Merrill Prentice Hall.
- Arikunto, S. (2002). *Metodologi Penelitian Suatu Pendekatan Proposal*. Jakarta: PT. Rineka.
- Brown, J. D. (1995). *The Elements of Language Curriculum A Systematic Approach to Program Development*. Boston, MA Heinle & Heinle.
- Hiebert, E. H. and Kamil, M. L. (2005). *Teaching and Learning Vocabulary: Bringing Research to Practice*. London: Lawrence Erlbaum Associates.
- Nation, I.S.P. (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.
- Napa, Pieter A. (1991) *Vocabulary development skills*. Penerbitan, Yogyakarta : Kanisius.
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching An Anthology of Current Practice*. Cambridge Cambridge University Press.
- Stockdale, M. S., & Crosby, F. J. (Eds.). (2004). *The psychology and management of workplace diversity*. Blackwell Publishing.
- Schmitt, N. (1997). *Vocabulary Learning Strategies*. In D. N. Schmitt, & M. McCarthy (Eds.), *Vocabulary Description, Acquisition and Pedagogy* (pp. 199-227).
- Sekaran, U. and Bougie, R. (2013) *Research Methods for Business A Skill-Building Approach*. 6th Edition, Wiley, New York.