

The Development of an English Nursing Textbook Oriented Towards Localization and Globalization to Improve Students' Vocabulary for Vocational High School

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Abstract

Background - This research is motivated by the ineffectiveness of the implementation of the textbooks used which causes a lack of vocabulary knowledge of students in the field of nursing.

Purpose - The purpose of this study is to produce a practical nursing English textbook used in the learning process at SMKS Kesehatan Mutiara Mandiri Sungailiat and to find out the effect of textbooks on improving the vocabulary of nursing students.

Method/approach - This research is a Research & Development study by applying the ADDIE development model consisting of analysis, design, development, implementation, and evaluation. The data collection method uses a questionnaire. The population of this study were class XI A students as the experimental group and class XI C students as the control group.

Findings - The results of the validation of the "Smart English for Nursing" textbook showed that several experts gave an assessment with good qualifications. While the average practicality test conducted by students and teachers was categorized as practical. In addition, the textbook has been applied by teachers to students in the learning process in class. This textbook is able to improve the vocabulary knowledge of nursing students. This is evidenced by the Sig. value data of $0.000 < \alpha = 0.05$. The value shows that there is a significant difference in students' vocabulary knowledge in the experimental group that uses the textbook with the control group that does not apply the "Smart English for Nursing Student" textbook.

Conclusions - The results of the study of nursing English textbooks are qualified, appropriate, and ready to be used in the learning process in the nursing department at SMKS Kesehatan Mutiara Mandiri Sungailiat.

Novelty/Originality/Value - The novelty of this research lies in the development of a vocational English textbook tailored specifically to the real-world needs of nursing students, integrating authentic nursing contexts and terminologies. Additionally, the use of the ADDIE model in a vocational health school context is still limited, making this study a unique contribution to English for Specific Purposes (ESP) material development in vocational education

Keywords: English nursing textbook; localization & globalization; students' vocabulary

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INTRODUCTION

In the era of globalization, competition in the world of work is getting tighter because prospective workers are not only competing with prospective workers in their own country but also other countries. In this context, the Republic of Indonesia must be able to compete by producing quality graduates from both vocational high schools and college graduates. Vocational high school graduates are expected to be able to work directly according to their expertise after completing their education and become major contributors to the workforce by being able to develop their professional attitudes (Wardoyo, 2024). However, there are obstacles faced by vocational high school graduates to be able to immediately enter the world of work, let alone compete with workers from abroad in this era. One of the obstacles is the lack of English language skills both academically and socially, making it difficult for them to compete in the world of work globally (Mulyani et al, 2022). This is in contrast to students in neighboring countries such as Malaysia, Singapore, Brunei, and the Philippines who have mastered English well. So many graduates from Asian countries fill the workforce as nurses (Thomas et al, 2025). This is because foreign language skills are the main key to competing in the world of work, even though the skills in this field possessed by Indonesian graduates are much better than graduates from other countries. English language contributes and influences in changing the pattern of social order (Narfais, 2024). Good and correct English language skills are needed to communicate with the national and international world to promote activities that focus on communication (Arslan, 2024).

In Indonesia, nursing education faces major challenges in delivering English language learning that is in accordance with practical needs in the field. Vocational High School Nursing students often lack material that focuses on terminology and clinical situations specific to nursing. Vocabulary used by medical professionals to describe the body, what it does, and the care it requires. Medical vocabulary is essential for describing things like body parts, their locations, and functions. Doctors, nurses, medical technicians, medical resorts, and administrative staff must use accurate medical terminology (Ananda, 2023). Many available English textbooks are more oriented toward general topics, without adjusting to the specific needs of nursing. This is also a problem faced by students of SMKS Kesehatan Mutiara Mandiri Sungailiat. Where, SMKS students still find it difficult to master basic nursing English, such as medical English vocabulary, medical equipment, and some expressions in nursing. This is due to the lack of speaking practice in class so students are unable to communicate in English. Speaking is one way to convey messages such as ideas, thoughts, and criticisms through spoken language process between two or more people (Kasmairi et al, 2023; Wangge, 2023).

Messages can be received well if the sender has speaking skills. There are many very effective learning methods, one of which is the drill and practice learning method. The drill method and practice learning model can improve students' speaking skills (Prayogo, 2022; Fithriyani et al., 2024). Students felt more motivated to practice speaking because they were given drilling first. Some students who were enthusiastic in participating in the practice sessions that were carried out and even practiced independently after the practice session were over. In addition, the ineffectiveness of the implementation of the textbook "SPLASH (Smart Path for Learning English)" as a teacher's guidebook. The SPLASH book refers to the Merdeka curriculum, but this book can be used for several science groups such as health, social work, agribusiness, maritime, and agrotechnology. However, this book is considered less effective by English teachers at the school if used for vocational high school of nursing students. Due to the lack of English language discussion in the field of nursing.

One of the main objectives of nursing education at the vocational high school level is to prepare students to enter the workforce directly. Textbooks designed must be responsive to the needs of the local and global health industry. The need for English Nursing textbooks that focus on localization and globalization is becoming increasingly important. Locality or local wisdom as an element that forms the identity of the Indonesian nation and is a solution to social problems in the environment so that they can develop properly (Maria, 2022). Cultural identity is a detailed description of the characteristics of a culture that has passed down symbols and norms from generation to generation (Susanto, 2018). With this approach, students can learn English in the context of local culture, so that they have knowledge, appreciate local cultures, and strengthen the character of students. Textbooks that are oriented towards localization emphasize health situations that are common in Indonesia, such as clinical situations in Indonesian hospitals, the

use of everyday language, and local customs.

While the globalization approach discusses knowledge globally. Globalization has a major impact on society in the economic, political, cultural and educational sectors. Global education plays a role in changing learning in schools in terms of implementing learning and assessment. Education with a global perspective provides access to students to search for information with information technology with parental guidance (Hamdina et al., 2024). Learning with a globalization approach provides insight into international nursing practices, an introduction to international standards in health services, an introduction to cultures in other countries, and the ability to communicate with medical personnel from various countries (Wulandari & Mandasari, 2020). The combination of these two approaches will provide holistic learning so that learning materials that focus on applicable English language skills in the field of nursing will help students be better prepared to face challenges in the professional world.

The use of localization and globalization-based textbooks in nursing English education will have a significant positive impact. English that is appropriate to the vocational context means English teaching that focuses on communication, understanding, and meaning that can be understood and used in everyday life according to the major being studied, which is inseparable from local and global influences (Bolton & Jenks, 2022). Nursing Vocational High School students will have better English skills, in accordance with the local context and at the same time be ready to face global challenges. Thus, nursing students will be more competitive in the job market, both domestically and internationally, and be able to contribute better to health services. The purpose of this study was to obtain valid and practical localization and globalization-based nursing English textbooks to support the learning of Nursing Vocational High School students at SMKS Kesehatan Mutiara Mandiri Sungailiat. In addition, this study also aims to determine the effect of the "Smart for Nursing Student" textbook on improving students' vocabulary knowledge.

METHODS

The method used in this study is the Research and Development method. The Research and Development research method is a research method used to produce a particular product and then test the effectiveness of the product. The product developed in this study is an English textbook for the nursing department. The procedure for developing this textbook product uses an adaptation of the ADDIE development model namely Analysis, Design, Development, Implementation, and Evaluation. This is because the ADDIE model is arranged systematically, such that each stage that will be passed always refers to the previous stage which goes through a process of improvement so that the next stage obtains an effective and efficient textbook product.

This research was conducted at SMKS Kesehatan Mutiara Mandiri Sungailiat located at Jl. Imam Bonjol No. 1, Sungailiat, Bangka Belitung Islands province. The subjects of the study were nursing students of class XI-A. The sample in this study was one class consisting of 30 students with the cluster random sampling technique. The research instrument used in this development research was a questionnaire. The questionnaire was used to obtain data for the feasibility test from the textbook. The following are the steps in the textbook validation stage:

Subject Matter Expert Validation

This textbook went through a validation stage by material experts. The material experts in this stage were two experts in the field of English Education and 1 expert in the field of nursing. The material experts validated the textbook in order to identify any deficiencies that still existed. The results of the material expert validation will be used as material for revising the product. To collect research data, the researcher used instruments in the form of validation sheets and practicality questionnaires to obtain teacher and student assessments of the English textbook being tested. The validation sheets for this research include, material validation sheets, language validation sheets, and media validation sheets. The data collection instruments for this research include the validity grids for material, language, and media. The content validity test for this research used the Content Validity Index (CVI). In the CVI, the percentage

of items considered relevant is calculated for each expert, then the average percentage is taken. The results of calculating and analyzing activities using the CVI will later be defined descriptively through validity categorization/classification. The labels that are often used are: "1 = not relevant, 2 = somewhat relevant, 3 = quite relevant, 4 = very relevant". Then, for each item, ICVI is calculated by the number of experts who gave a relevant assessment, namely 3 or 4 (dichotomization of the ordinal scale to relevant = 1), divided by the total number of experts. Irrelevant assessments are 1 or 2 (dichotomization of the ordinal scale to irrelevant = 0) (Martatiyana, 2023).

Subject Readability Test

After the textbook is declared valid by the validator, the instrument is then tested for practicality. The practicality test aims to determine the feasibility of the textbook that has been developed based on student assessments. The practicality test instrument is a questionnaire. The practical test is divided into two steps, namely a small-scale practicality test and a large-scale practicality test. While the teacher's practicality test is given to English subject teachers at the school.

The practicality questionnaire grid refers to 3 aspects, namely the material aspect, the media aspect and the learning aspect as many as 17 items. The questionnaire instrument was made using a Likert scale. The choices given were four. The Likert scale made had four choices because it had a more complete level of variability when compared to the three-choice Likert scale. This can show the differences in respondents' attitudes more optimally. After obtaining data on the practicality test, the researcher analyzed the data using a formula modified by as follows:

$$NP = x 100 \frac{R}{Sm}$$

Figure 1. Practicality test formula

Information:

NP = Percentage value sought

R = Score obtained

Sm = Maximum score

100 = Fixed number

After the percentages are obtained, they are grouped according to the following criteria:

Table 1. Practical percentage value

Mark	Rated Aspect
86% - 100%	Very Practical
76% - 85%	Practical
60% - 75%	Quite Practical
55% - 59%	Less practical
≤54%	Not Practical

Then determine the value of the practicality frequency distribution modified by Irianto (2014) as follows:

$$\begin{aligned} R &= \text{Highest data} - \text{Lowest data} \\ K &= 1 + 3.3 \log n \\ P &= \frac{R}{k} \end{aligned}$$

Figure 2. The practicality frequency distribution formula

Information:

P = Length of Interval class
R = Calculate the distance or span
K = Number of classes

After the development stage of the "Smart English for Nursing Students" textbook has been carried out. The next step is to determine the effect of the "Smart English for Nursing Students" textbook on students' vocabulary knowledge in grade XI. The population in this study were students in grades XI A and XI C. Grade XI A as the experimental class was given treatment by implementing the "Smart English for Nursing Student" textbook in the learning process, while grade XI C implemented the SPLASH "Smart Path for Learning English" book. This difference in treatment was carried out to see if there was a significant difference in students' knowledge after implementing the textbook in the learning process.

RESULTS AND DISCUSSION

One of the objectives of this development research is to determine the level of feasibility of the textbook "Smart English for Nursing Students" which is oriented towards globalization and localization of text context and to determine the effect of the application of the textbook "Smart English for Nursing students" on vocabulary knowledge in the field of nursing in class XI students at SMKS Kesehatan Mutiara Mandiri Sungailiat. Based on the research that has been conducted, data was obtained in the form of a product development and trial process. The process of developing the textbook "Smart English for Nursing Students" was carried out through several stages, namely (1) analysis, (2) design or planning, (3) development, (4) implementation, and (5) evaluation. The following is a description of the stages carried out by researchers in developing English textbooks for nursing.

Analysis Stage

At this stage, activities carried out such as (1) Distributing a needs analysis questionnaire to students to see student abilities, (2) reviewing the flow of learning objectives that are adjusted to the independent curriculum that will be implemented in the school (3) analyzing books applied in the learning process, namely the SPLASH (Smart Path for Learning English) book to see the suitability of the contents of the book with the course learning outcomes that nursing students must achieve, (4) reviewing literature and reference materials that refer to the development of textbooks. Then the results of this analysis are continued with an evaluation together with members of the research team.

Design Stage

The design stage is the stage of creating a framework for the material that will be discussed in the book. This textbook is designed to improve the vocabulary of SMK Nursing students in grade XI. The textbook consists of five chapters that discuss the theme of nursing based on localization and globalization. At this stage it is divided into 2 parts, namely (1) selecting materials that are oriented towards localization and globalization, (2) selecting the form and method of assessment and evaluation of learning for each topic. At this stage the structure and framework of the contents of the textbook are designed. This textbook is designed as many as five units by integrating four English language skills, namely listening, reading, speaking, and writing. The topics discussed in each unit are (1) Did you know this story?, this unit discusses local legends such as the background of the names of hospitals in Sungailiat, Bangka Belitung Islands. (2) What do you call it? Discusses cardiovascular disease. (3) Accidents and Emergencies, in this unit the material discussed is about accidents, emergencies and first aid procedures for bone fractures. (4) How's everything about your health?, this unit discusses diabetes mellitus. And the last unit is Let's share your arguments which discusses street food vrindapan. The results obtained at this stage are re-evaluated with the research team.

Development Stage

At this stage, the activities carried out are searching for and collecting several sources relevant to enrich localization and globalization-oriented materials, creating images or illustrations in textbooks, and arranging textbook layouts. This book is also equipped with conversations and word power in the field of nursing that are adjusted based on the topics discussed. In listening skills, there are records that students can listen to repeatedly to better understand the contents of the conversations in the recording.

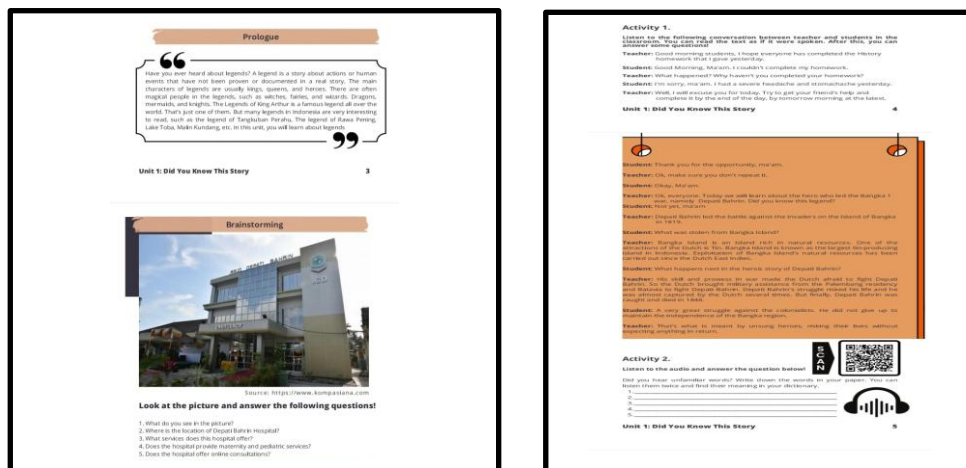


Figure 3. Content of the textbook “Smart English for Nursing Students”

Material expert validation results

The designed textbooks are then continued with the validation process on the aspects of material, language, and media which are tested by experts. The validation test aims to determine the feasibility of the textbook. At this stage, experts are asked to provide an assessment of the textbook before it is tested in the field. The assessment of the validity test of the textbook material is given to experts in the fields of material, language, and media.

Table 2. Instrument validation results

Aspect	Item	Validator 1	Validator 2	Validator 3	Number of approvals	I-CVI
Material	1	1	1	1	3	1
	2	1	1	1	3	1
	3	1	1	1	3	1
	4	1	1	1	3	1
	5	1	1	1	3	1
	6	1	1	1	3	1
	7	1	1	1	3	1
	8	1	1	1	3	1
Language	1	1	1	1	3	1
	2	1	1	1	3	1
	3	1	1	1	3	1
	4	1	1	1	3	1
Media	1	1	1	1	3	1
	2	1	1	1	3	1
	3	1	1	1	3	1
	4	1	1	1	3	1
Σ	16	16	16	16	Mean I-CVI	1.00
Relevant Proportions		1.00	1.00	1.00		

Based on the validation results from several validators, it is known that I-CVI and Mean I-CVI = 1.00, and the proportion of relevant assessments by each validator = 1.00, thus indicating that the validity of the textbook in the contextual approach is categorized as "appropriate". In the development process, the material is adjusted to the applicable curriculum, namely the independent curriculum. According to the validator, the material in the developed product meets language standards, the content is by the context of nursing based on localization and globalization. It completely presents four skills, namely listening, speaking, writing, and reading, and the appearance of the book design is attractive. In addition, the book is also equipped with word power in the health sector to increase students' vocabulary in learning English in the field of nursing.

Based on the validation results from the experts, it can be stated that the localization and globalization-based English nursing textbook can be used to continue to the next development stage. Before proceeding to the next stage, the textbook is revised according to the validator's suggestions. From the language aspect, such as the need to carefully correct grammar. Meanwhile, in terms of material, the validator suggests using reading texts that are long enough to suit the age of the students. In line with research by Yulinda et al (2022), it also states that the length of the reading is a factor that must be considered in choosing reading texts (Yulinda et al., 2022). This is done so that readers or students do not find it difficult to understand the reading and do not get bored quickly studying the book.

Implementation Stage

At this stage, the development results have been improved and have been declared "feasible" by experts. Continued with the implementation stage which is applied in classroom learning which aims to determine the effect of the "Smart English for Nursing Students" textbook on students' vocabulary knowledge in the field of nursing. The method used in this study is a quantitative research method with quasi-experiments. The population in this study was class XI Nursing class A as the experimental group totaling 30 people while class C as the control group. The hypothesis test used in this study is the t-test. The t-test is used to determine differences in the results of the treatment. The following are the results of the t-test on students' vocabulary understanding between the experimental group and the control group as follows:

Table 3. Results of the t-test for the experimental and control groups

Test	t	df	p-value	Mean Difference
Pretest	1.278	58	0.206	3,667
Posttest	16.117	58	0.000	38,200

Based on the table above, it states that the Sig. value of the pretest is $0.206 > \alpha = 0.05$. This means that there is no difference in students' vocabulary knowledge abilities in both the control and experimental groups. While the posttest value states that the Sig. value is $0.000 < \alpha = 0.05$. This shows that there is a difference in students' vocabulary knowledge in the experimental group that uses the textbook with the control group that does not apply the "Smart English for Nursing Student" textbook. So that textbooks that are oriented towards localization and globalization can make it easier for students to understand nursing English material.

Evaluation Stage

The evaluation stage is the final stage of this research. After the textbook has been developed, the next step is to conduct a practicality test of the textbook after implementing the book in the learning process. This practicality test goes through several stages, namely a small-scale practicality test involving 6 grade XI students, a large-scale practicality test involving a large group of 30 students, and continued with a practicality test of subject teachers, in this case, English teachers at the school. This aims to produce a final product that is feasible and practical before being applied in the next learning process.

Evaluation Stage Small-Scale Student Trials

After receiving feedback from the validator, the draft of the Smart English for Nursing textbook was revised according to the comments of the experts to become the draft of textbook II. Furthermore, a small-scale trial was conducted involving 6 SMKS Kesehatan Mutiara Mandiri Sungailiat class XI students majoring in nursing. The results of the small-scale trial are described in the following table:

Table 4. Student assessment on a small scale

Rated aspect	Respondents					
	1	2	3	4	5	6
This "Smart English for Nursing Student" textbook is interesting, so it makes you motivated to learn.	3	4	3	3	3	3
The selection of images and illustrations in the module keeps you interested.	4	4	3	3	3	3
The material in this textbook is oriented towards localization and globalization	4	4	4	3	3	4
The presentation of the material in this book is easy to understand	3	3	3	3	3	3
Attractive textbook display	4	4	3	3	4	4
The textbook "Smart English for Nursing students" has an attractive color selection.	3	4	4	4	4	4
The language used is clear and easy to understand	4	4	4	4	3	3
I don't get bored quickly when learning using this book.	4	3	4	3	4	3
The textbook "Smart English for Nursing Students" can help me understand the material.	3	3	3	3	4	3
I don't find it difficult to use this textbook in learning English.	3	3	4	4	4	4
The presence of images and colors in this textbook makes me understand real examples of the material.	4	4	3	3	4	3
I can relate the material in the nursing field contained in the module to everyday life.	3	3	3	3	3	3
This textbook makes me more active in learning English.	3	3	3	3	3	3
This textbook motivates me to study independently.	3	3	3	3	3	3
The use of this textbook makes learning more active and enjoyable.	4	3	4	4	4	3
The exercises in this textbook made me understand the subject matter better.	4	3	3	4	3	3
The exercises in the textbook can be a benchmark for your understanding of the material.	3	3	4	3	4	3
Amount	59	58	58	56	59	55
Percentage	86	85	85	82	86	80
Average percentage	84					

Based on the data in Table 2, the percentage of assessment can be calculated as 84%. In this questionnaire, there are several comments from students, namely: (1) this book is very good but needs to add some more conversations, (2) The use of font size and color use is not contrasting enough, (3) there are still some words that are mistyped. So, some input from

students will be re-evaluated with the research team to obtain a practical textbook applied to the learning process.

Subject Teacher Trial

The results of the practicality test by English subject teachers in the textbook "Smart English for Nursing Students" are presented in Table 5.

Table 5. The result of the teacher assessment of the textbook draft

Rated aspect	Score
A. Practicality of Use	
The material contained in the textbook is clear and simple.	4
The language used is easy to understand	3
The overall contents of the textbook are easy to understand.	3
The size and type of letters are clear and easy	4
The textbook has a practical size and is easy to carry.	3
B. Time Conformity	
By using this textbook, the use of learning time becomes more effective.	3
Students can learn according to their respective abilities/learning methods.	3
C. Benefit	
This textbook supports the teacher's role as a facilitator.	4
This textbook can reduce the workload of teachers to explain the material repeatedly.	4
Teachers can easily help students' learning activities	4
This textbook is oriented towards localization and globalization so that it provides students with an understanding of local history as well as global understanding.	3
Illustrations and pictures help students understand the material.	3
Textbooks help students learn independently	3
Amount	44

Based on the data in Table 5, it states that 84.61%. So, it can be concluded that the draft of this textbook is categorized as "practical" and greatly supports the role of teachers as facilitators and reduces the burden on teachers to explain the material repeatedly. So, it can be concluded that the textbook is worthy of being a companion book in implementing English nursing learning at SMKS Kesehatan Mutiara Mandiri Sungailiat in the nursing department.

Large-Scale Student Trials

After conducting practical tests on a small scale, the next step is to conduct tests to try the practicality on a large scale. The number of students on this scale is 30 students. Here are the results of the student assessment on a large scale:

Table 6. Frequency distribution of practicality questionnaire scores

Interval Class	fo	%fo
67-72	3	10.00
73-78	2	6.66
79-84	10	33.33

85-90	10	33.33
91-96	1	3.33
97-103	4	13.33
Amount	30	100

Based on the data in Table 6. shows that the frequency distribution and level of practical achievement in calculating the distance or span (R) is 33 ranges with a number of classes as many as 6 and the length of the interval class is 6. There are 3 students in the range of 67-72 with a percentage of 10%, in the range of 73-78 as many as 2 students with a percentage of 6.66%, in the range of values starting from 79-90 as many as 20 students with a percentage of 33.33%. While in the range of values 91-96 as many as 1 student with a percentage of 3.33% and the range of values 97-100 there are 4 students with a percentage of 13.33%. So, the textbook "Smart English for Nursing Student" that has been compiled has met the requirements for the eligibility of content/material in the English subject of nursing at SMKS Kesehatan Mutiara Mandiri Sungailiat. This is because the lowest assessment result in this practicality test was 67 for 1 person and can be grouped in the "quite practical" category, while the assessment results of 29 students can be grouped in the "practical & very practical" category.

CONCLUSION

The textbook "Smart English for Nursing Student" produced in this study has been implemented in the learning process in the nursing department at SMKS Kesehatan Mutiara Mandiri Sungailiat in the 2023/2024 academic year. This product has gone through several stages using the adaptation of the ADDIE development model [1], namely Analysis, Design, Development, Implementation, and Evaluation and is categorized as a practical book for use in the nursing department. The book developed is very suitable for use in English subjects and provides benefits in improving the quality of English learning. This is evidenced by the Sig. value data of $0.000 < \alpha = 0.05$. This value shows that there is a significant difference in students' vocabulary knowledge in the experimental group that uses the textbook with the control group that does not apply the "Smart English for Nursing Student" textbook. So that textbooks that are oriented towards localization and globalization can make it easier for students to understand nursing English material. The values of local wisdom embedded in the form of text and context in textbooks are balanced with global developments. It is expected that students will be able to revitalize the values and potential of natural resources, human resources, geography, culture and history of Indonesia. The development of English textbook that are oriented towards globalization and localization of texts and contexts can improve the quality, expansion of access and relevance of education based on culture and local wisdom in line with the development of technology and information. Through this textbook, local and global developments become more balanced so that a transformation occurs that is of high value in supporting the progress of the nation.

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