

USING 'MEDICALENGLISH' TO IMPROVE EFL STUDENTS' READING MOTIVATION: A CASE STUDY IN NURSING DEPARTMENT

MedicalEnglish untuk Meningkatkan Motivasi Siswa: Sebuah Kasus pada Jurusan Keperawatan di Semarang

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Abstract: The importance of reading comprehension is immense. It contributes to the success of language learning and teaching. However, there are some factors such as less interesting and difficult text sources and other non-contextual factors that demotivate the students in reading. To deal with that issue, the implementation of a Learning Management System (LMS) called MedicalEnglish is introduced to the students in order to amplify the students' motivation in learning English. This study is intended to investigate the motivation of 22 Diploma students of the Nursing department in Semarang in reading using MedicalEnglish. In this qualitative case study, questionnaire and interview were selected as the instrument. The data collected from the two instruments were then descriptively elaborated. In conclusion, there is a significant improvement in students' motivation in learning reading after the implementation of MedicalEnglish. The result of this study is expected to provide additional reliable sources regarding the implementation of LMS in sustaining students' reading motivation.

Keywords: reading, motivation, LMS, EFL.

Abstrak: Pentingnya pemahaman terhadap membaca sangatlah besar. Hal ini berkontribusi pada keberhasilan pembelajaran dan pengajaran bahasa. Namun, ada beberapa faktor seperti sumber teks yang kurang menarik dan sulit serta faktor non kontekstual lainnya yang menurunkan motivasi siswa dalam membaca. Untuk mengatasi masalah tersebut, penerapan Learning Management System (LMS) bernama MedicalEnglish diperkenalkan kepada siswa untuk meningkatkan motivasi siswa dalam belajar bahasa Inggris. Penelitian ini bertujuan untuk mengetahui motivasi mahasiswa Keperawatan di kota Semarang dalam membaca menggunakan MedicalEnglish. Dalam studi kasus kualitatif ini, kuesioner dan wawancara dipilih sebagai instrumen. Data yang terkumpul dari kedua instrumen tersebut kemudian dijabarkan secara deskriptif. Kesimpulannya, terdapat peningkatan yang signifikan dalam motivasi belajar membaca siswa setelah penerapan MedicalEnglish. Tulisan ini juga menyoroti beberapa rekomendasi terkait penerapan LMS dalam kegiatan membaca.

Kata kunci: membaca, motivasi, LMS, EFL

INTRODUCTION

Studies show that some students across the world are demotivated in reading activities (Kasyulita & Ratnasari, 2016; Mohib Ullah & Fatema, 2013). According to Mohib Ullah and Fatema (2013), some students are less motivated in reading classes for quite a lot of reasons on themselves, teachers, reading materials, contextual factors, etc. On the contrary, it is believed that the role of reading in language learning is enormous because having a good skill in reading will be beneficial for the students either for their careers, further study, and other purposes (Brown, 2001; Harmer, 2007b, 2007a). Reading is useful for language acquisition. Harmer (2007a) argues that it has a positive effect on students' vocabulary knowledge, their spelling, and their writing. Reading texts also provides good models for English writing. Further, Harmer (2007a) also argues that in that activity, teachers can encourage the students to focus on vocabulary, grammar, or punctuation. They can also use reading material to demonstrate the way they construct sentences, paragraphs, and whole texts. Moreover, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and provide the springboard for

fascinating lessons. Brown (2001) strengthens the idea of the importance of reading skill by stating that 'written language utilizes a greater variety of lexical items than spoken conventional English'.

Motivation on the other hand also plays a big role in language acquisition. Motivation concerns what moves a person to make certain choices, to engage in action, and to persist in action (Ushioda, 2008). It is imperative for the teacher to motivate the learners so that they can succeed in their language learning. Koca (2016) explains that teachers may contribute as social agents, and they are able to affect students' socioemotional and intellectual experiences by establishing a classroom setting that activates both student motivation and learning. In addition, a literature review conducted by Mohseni Takaloo and Ahmadi (2017) indicates that motivation has an influential role in learners' reading comprehension. However, teachers as the assistant of the learning sometimes have to face a challenging issue in sustaining the students' motivation. Therefore, various strategies are crucial to be implemented in classroom interaction. According to Callahan (as cited in Mart, 2011), one of

the strategies that should be considered in planning the courses and creating lessons that are important in student motivation is by varying our teaching methods. Instead of the traditional lecture, teachers can incorporate the use of technology that allows for greater student interaction and the opportunity for students to practice newly acquired skills and knowledge.

Technology has been a crucial part of the teaching and learning environment (Ahmadi, 2018). Technology allows us to facilitate the students' learning (Ahmadi, 2018) and also to assist us as ways of showing (Harmer, 2007a). Since technology has become part of our lives, Ahmadi (2018) adds, it is a moment to reexamine the concept of integrating technology into the curriculum and aim to fix technology into teaching to uphold the learning process.

Wichadee (2014) reported on the use of a Learning Management System (LMS) as a tool to facilitate students' writing and critical thinking skills. It was found that students' motivation to learn was at a high level. Most importantly, student motivation was positively correlated with their learning behavior (Wichadee, 2014). The fact that in the previous study LMS is effective to be applied in improving students'

motivation in other fields of learning, it is then interesting to conduct research investigating how the implementation of LMS, in this case, MedicalEnglish improves students' motivation in reading. MedicalEnglish is an internet-based Learning Management System (LMS) that is a breakthrough in motivating the learner in reading. This system provides medical students especially nurses and doctors with various reading materials, exercises, and medical term dictionaries. It is used by English practitioner such as nurses and doctors, and also teachers who teach English for medical and nursing.

METHOD

This study is classified as a case study. It is in line with the purpose of this study that the researcher intended to investigate the phenomenon of students' motivation in learning reading after the implementation of a Learning Management System (LMS) called MedicalEnglish. Related to this principle, this study was conducted under the following research question: Does the implementation of MedicalEnglish program contributes to the improvement of the students' motivation in learning reading?. The data collection procedure showed in figure 1.

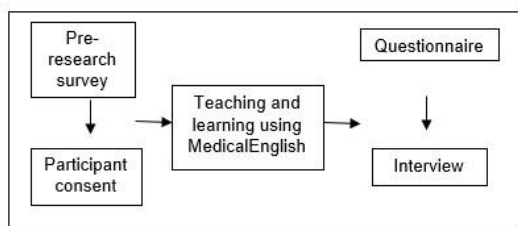


Figure 1. Data collection procedure

In conducting the research, first, an initial survey was conducted. This procedure aimed to find out details of the students, the lecturer, as well as the course. In this case, MedicalEnglish was being implemented as a learning platform in the class. Second, the students were asked for consent to join the research, and 22 out of 40 were willing to do so. That is to say that 22 diploma students of the nursing department in Semarang were the participants of this study.

Third, in collecting the research data, a questionnaire was distributed at the end of the course. It was intended to investigate whether or not the implementation of MedicalEnglish contributes to the improvement of students' motivation in learning reading. Students were requested to respond to each statement on a five-point Likert Scale, ranging from 1 (strongly disagree) to 5 (strongly agree). While the open-ended students' interview was carried

out to investigate and verify further the information they had already stated in the questionnaire. It is also used to explore how MedicalEnglish was useful in improving their motivation in reading. Both questionnaire and interview questions were adapted from the previous research with a similar topic conducted by Kassem (2018).

The data collected from the questionnaire were statistically processed in order to calculate the frequency and the percentage of the data distribution. While the interview data were analyzed by reading and coding them thoroughly. Then, the data processed from the questionnaire and the interview were descriptively interpreted.

RESULT AND DISCUSSION

1. Questionnaire

The questionnaire was distributed in order to get a general overview of students' motivation in learning reading after using MedicalEnglish. The data obtained were calculated based on the Likert scale in Table 1.

Table 1. Likert scale

Number	Corresponds
1	Strongly disagree
2	Slightly disagree
3	Neutral
4	Slightly agree
5	Strongly agree

The students were asked to read the statements and choose the number that best matches their opinion of each statement. The questionnaire results presented in table 2. Then, the result of each statement was calculated using the following formula:

$$p = \frac{f}{n} \times 100\%$$

Note:

<p>p : percentage f : frequency n : number of respondents</p>

Table 2. Questionnaire result

Items of questionnaire	Agreement
Reading skill is my favorite skill	54.6%
Like to read English articles	27.2%
Persist to comprehend English articles despite facing difficulties	72.7%
Much effort is required to improve reading skill	59,1%
Reading offers inspiration	54,5%
Plan to improve reading skill	86%
Comprehend articles for getting praise of the instructor	27.3%
Reading through MedicalEnglish is enjoyable	77.3%
MedicalEnglish helps for understanding written English	81.8%
More confident in reading after using MedicalEnglish	59.1%
Medical English contributes to the development of reading skill	72%
Plan of using MedicalEnglish in the next English reading project	63%

a. S1: Reading English is my favorite skill.

54.6% of 22 students state that reading is their favourite skill. Even though a number of the students preferred ‘neutral’, it is still can be inferred from the result that reading is considered as their favorite skill in learning English

b. S2: I like reading English articles.

27.2% of the students say that they like reading English articles. And 40.9% of them preferred ‘neutral’. The small percentage means that they do not really like reading English articles. We will

discover some of the reasons why it is so in the next point of this questionnaire.

c. S3: I persist in comprehend English articles even if I face difficulties.

72.7% of the students say state that they persist in comprehend English articles even if they face difficulties. It indicates that even if they do not really like reading English articles (as stated in statement 2), they put so much effort to engage with the reading materials.

d. S4: I exert much effort to improve my reading skill.

Even though 31.8% of the students preferred 'neutral', it still indicates that they exert much effort to improve their reading skills. It is proven by the percentage of the students who state so is 59,1% which outnumbers the 'neutral' and even the 'disagree' categories.

e. S5: Reading English inspires me.

54,5% of the students state that reading English inspired them. Even though 40,9% of them preferred 'neutral', it can be inferred that even though they do not really like reading English articles (as stated in statement 2) actually these articles inspired them in learning.

f. S6: I plan to improve my reading skill.

When it comes to the statement about their plan in improving their reading skills, 86% of the students answered agree and strongly agree. It means that regardless of the aspects of like and dislike, the inspiration of the reading materials, and their difficulties in engaging to the reading materials, most of the students have a desire to improve their reading skills.

g. S7: I try to comprehend articles for the praise of the instructor.

In this statement, the researcher tries to reveal another underlying motivation regarding the issue of reading

comprehension. 72,7% of the students disagree with the statement which leads us to assume that they do not comprehend articles simply for the praise of the instructor.

h. S8: Reading through MedicalEnglish is enjoyable.

In this statement, 77,3% of the students agree and strongly agree that it is enjoyable to read through MedicalEnglish. This result indicates the acceptance degree of MedicalEnglish among the students is quite big.

i. S9: MedicalEnglish assists me to understand written English.

The statement is intended to see the benefit of MedicalEnglish in their learning activity. 81.8% of the students agree and strongly agree that MedicalEnglish assists them to understand written English. Even though there are students who preferred 'neutral', still it can be assumed that the implementation of MedicalEnglish does help them in their learning of reading.

j. S10: After using MedicalEnglish, I am more confident about my reading skill.

59,1% of the students answer agree and strongly agree with the statement. This result means that after the implementation of MedicalEnglish, the

students feel that there is improvement in their reading skills.

k. S11: MedicalEnglish contributes to the development of my reading skill.

72% of the students agree and even strongly agree that MedicalEnglish contributes to the development of their reading skills. This percentage outnumber the 'neutral' response.

l. S12: I plan to use MedicalEnglish to assist me in my next English Reading project

The last statement is about the continuity of using MedicalEnglish in their further reading project. Most of the students (63%) state that they are going to continue to use MedicalEnglish in the feature.

2. Interview

In order to explore more about the students' motivation in learning reading after the implementation of MedicalEnglish, interviews were held. There are six open-ended questions addressed in this section. Likewise, the summary of the interview data is presented in table 3, in the last part of this section.

a. Question 1: How do you see your reading skill before you take this class?

Most of the students say that they have inadequate skills in reading. They often have difficulties in understanding the reading material. Moreover, the level of difficulty of the reading materials that they find in college is higher than in High School. They also find a lot of new vocabulary in their reading materials which later they find out as the medical terms. The answers to this question are related to statement 1 and statement 2 of the questionnaire that discusses their opinion toward reading and English articles.

b. Question 2: Do you prefer the old teaching method or the new one with MedicalEnglish? And Why?

Almost all the students respond that they prefer the new teaching method using MedicalEnglish since it provides them with a specific reading topic for nursing students. This program is also attractive and easy to use. They find out that it is effective in boosting their reading activity. One of the students argues that it will be so much better if the teacher combines both the old teaching method and the new one using MedicalEnglish to enhance the learning activity. But she agrees to the idea that this program is useful for her.

c. Question 3: Did MedicalEnglish motivate you in improving your reading skills? And why?

The students' answer is highly similar. They explain that after they are introduced to MedicalEnglish, they are motivated in improving their reading skills. Their answers are based on the following reasons: MedicalEnglish helps them to figure out their weakness in vocabulary and helps them enrich it. By having a good vocabulary enrichment, they think that it is easier for them to comprehend the reading materials. MedicalEnglish also provides them with self-exercise and self-assessment that motivate them to do the exercises and get a good score. They also say that this program is easy to use and very practical.

d. Question 4: Do you think the use of MedicalEnglish affects your reading performance in class?

The answers to this question are mostly yes. The students experience an improvement in their reading performance in class. They are more confident in their reading skills. There is a student who answers that the improvement she experiences is not quite significant. However, she agrees that there is a change in her reading performance in class.

e. Question 5: In what way has the new teaching method using MedicalEnglish improved your reading skills?

After revealing that there are some improvements in the students reading motivation after the implementation of MedicalEnglish, the researcher tries to explore the detail of the improvements. The students explain that the improvements they get are in the form of vocabulary enrichment, understanding of grammar, the accuracy of pronunciation, and the comprehension of the reading materials.

f. Question 6: Are you motivated to continue learning English especially reading after the completion of this class?

The answers to this question are quite similar. They are encouraged to continue using MedicalEnglish in their next reading projects. A student says that she does not want to continue using this program not because this program is not helpful for her, but mostly because she wants to explore other available programs on the internet.

Table 3. The emerging themes of interview data

Aspects	Emerging themes
Prior reading skill	The inadequate skill of reading Difficulties in understanding reading materials Reading materials in college is more complex than in high school
Preferences of teaching method	Prefer new way of teaching through MedicalEnglish Medical English provides a specific reading topic Medical English is attractive and easy to use The idea of combining both old and new methods of teaching (MedicalEnglish)
Reading motivation by MedicalEnglish	Reading motivation is increased after the use of MedicalEnglish MedicalEnglish figures out students' weaknesses in vocabulary MedicalEnglish helps enriching students' vocabulary Good vocabulary mastery makes students easy to understand reading materials MedicalEnglish provides self-exercise and self-assessment Medical English is easy to use and practical
Impact of MedicalEnglish on reading performance	Improvement in reading performance More confident on reading skill
Kinds of improvement served by MedicalEnglish	Vocabulary enrichment Grammar understanding Pronunciation accuracy Reading comprehension
The motivation of learning English reading	Willingness to use MedicalEnglish in the next reading projects Willingness to use other programs/software in the next reading projects

3. Discussion

The result of this study indicates that the implementation of an LMS called MedicalEnglish contributes to the improvement of the students' motivation in learning reading. This opinion can be inferred from the result of the questionnaire and strengthened by the interview. At first, it is believed that students do not really like reading English articles, and even reading is not considered an interesting activity for

most of the students. However, later most of the students explain that the underlying issue why they say so is because they have difficulties in reading. This problem seems to be contextually identical from a study claiming that its research participants faced difficulties in reading due to a lack of vocabulary mastery (Nurjanah, 2018). Also, it was reported by the study that the participants expected interactive learning activities for motivating them in reading. Moreover, it

is interesting to figure out that even though the students have difficulties in engaging with their reading activity, they are still encouraged to comprehend their reading materials and the reason for this act is not as narrow as getting praise from the teacher. In correspond to this, another study reported that one of the most popular reasons for students to read was for preparing assignments (Akmal et al., 2020). They even explain that they put so much effort into the reading activity. The results of the questionnaire also describe that the students are still motivated to improve their reading skills. Interpreting the results of the two instruments, it is not exaggerating to say that in fact, the students originally need assistant in improving their reading skills. Thus, the implementation of MedicalEnglish is well-accepted in their learning process.

There are many benefits in implementing MedicalEnglish in the reading activity. According to the students, the benefits are vocabulary enrichment, understanding of grammar use, and accuracy in pronunciation. Those benefits are claimed by the students as important assistance to comprehend the reading material. The implementation of the MedicalEnglish also contributes to the improvement of

their confidence in their reading skills. Moreover, there is a chance of sustaining their motivation in learning reading since most of the students are encouraged to continue using this program. The findings of the study enriched other studies researching the employment of LMS in language instructions. However, other studies reporting different impacts of LMS though the impacts are relatively positive in nature. For example, a study reported that LMS offered easy communication with peers and teachers, the flexibility of access - anywhere and anytime, and cost-efficiency (Rosmiana et al., 2020). Likewise, it was reported that LMS facilitated students' writing and critical thinking Wichadee (2014). Despite various benefits provided by LMS, actually there are some disadvantages of employing LMS as reported in a study revealing that low digital literacy competencies, poor internet access, lack of technological training, and students' unwillingness to use LMS might become significant challenges in implementing LMS (Rojabi, 2019).

CONCLUSION

The goal of the present study is to explicate to what extent does the

implementation of MedicalEnglish program contributes to the improvement of EFL nursing students' motivation in learning reading. In general, the results of the present study shed light on three main issues related to the benefits of LMS for reading, students' confidence, and the continuation of employing the LMS. Overall, the benefits of the LMS for improving students' reading included the enrichment of vocabulary, the improvement of grammar understanding, and the improvement of word pronunciation. In terms of reading performance, the students are more confident with their reading skills after the implementation of LMS. Meanwhile, the majority of the students are willing to use the LMS for another project of reading in the near future.

Furthermore, the findings and the discussion of this study result in some recommendations for the teachers, the

school policymaker, and future research. For the teachers, it is suggested to raise their awareness to implement LMS as one of the teaching activities, especially in reading. For the school policymaker, regarding the effectiveness of technology implementation in the classroom context, it is important for the policymaker to support the classroom activities led by the teacher with various options of Learning Management Systems (LMS) since not all of those platforms can be accessed for free. Lastly, for future research, it is suggested to conduct other studies of motivation in relation to students' language skills in a wider perspective.

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