

# INTEGRATING LUWU CULTURE INTO ENGLISH LEARNING: A DEVELOPMENT OF CUSTOMIZED MATERIALS FOR NURSING STUDENTS

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**Abstract:** This research aimed to fulfill the need of nursing students to master English with the integration of local culture. This research was conducted at Kurnia Jaya Persada Health and Business Institute, Palopo City, South Sulawesi, Indonesia, from March to May 2023. This study was a research and development through four stages: (1) needs analysis, (2) material design, (3) try-out, and (4) material revision. The need analysis was done by administering the questionnaire to 32 nursing students and interviewing four English lecturers in the study program. The English material developed consists of seven units. The tasks in each unit integrate the language aspects and skills. The materials for nursing provided are vocabulary and expressions in the health field also English skills for nursing. The features of Luwu local culture in the material are the local names in the tasks; the pictures of the traditional letters, costumes, houses, and sites; the reading text about the culture and history of Luwu; the specialized unit entitled 'My Local Culture'; the sub-topic about cross-culture communication; and the video about Luwu culture. The English material was judged by the four English lecturers with a mean score of 96.3. The material is valid with revision. The total response of the students toward the English material, after having the try-out stage, is 95.8% agree. The students have positive responses toward the English material. It helps them to increase their English competencies in nursing field and keep up instilling the local culture.

**Keywords:** *English material; local culture; nursing students.*

## INTRODUCTION

Language learning and local culture cannot be separated. Local culture grows while language is learning (Kramsch, 2015). English as a Foreign Language (EFL) learning will create an experience for students not only to learn basic knowledge of foreign culture but also to let them show knowledge about their local culture. Learning process based on local culture in an English classroom will stimulate the students to interact, negotiate, and define their identities. Assimilating local cultural values in studying English skills namely listening, speaking, reading, and writing will motivate the students to increase their personality and adaptability (Setyono & Widodo, 2019). In addition, mastering English based on local culture will help to expose Indonesian culture and potential in international

commerce and exchange contexts (Sapoetra, 2020).

In EFL learning, nursing students should be competent in using English without ignoring local culture. English and culture are urgently needed in the health care field during the globalization era. Local culture is necessary for completing English for nursing program which helps to increase the communicative competencies of nurses. Cultural competence is essential in nursing to promote caring for patients with diverse backgrounds (Ho & Oh, 2022). Nursing is closely related to human values which contained in local culture. Nurses are required to communicate with people that migrate worldwide (Nurindah et al., 2019). They have to hold on to cultural values in caring for the patients. There is also a trend of medical tourism that attracts tourists for cultural healing in which

the nurses should use English (Ratnasari et al., 2021). On the other hand, many of Indonesian nurses are sent to abroad. They must master English and not neglect their own local culture when working abroad.

Specifically for English nursing, the material should be customized for nurses' academic and occupational needs (Halim et al., 2019). It is necessary to fulfill the students' needs at vocational university (Nafa et al., 2023). The content and the supporting elements in the materials should be attractive and motivate the students to learn. The students will enjoy studying if they are provided with the standard material (Richards & Rodgers, 2001). Inserting appropriate visual aid in English material will help to increase students' communication skills (Syed et al., 2019). Meanwhile, incorporating local culture in English materials will increase their cultural awareness and personality. By learning local culture-based material, the students can study the values of life and apply them in daily life (Jopalina et al., 2023). The English material should be based on the students' needs and include the local cultural contents and values.

English for nursing is a part of English for Specific Purpose (ESP). The students who learn English for nurses will have different material from students who learn English for other fields (Rusanti & Dewi, 2021). There were six considerations in developing ESP materials, namely: a) the materials can stimulate to learning process; b) the materials can organize the teaching and learning process; c) the materials show the nature of language learning; d) the materials represent learning task; e) the materials useful for specific disciplines; and f) the materials provide certain model (Hutchinson & Waters, 2008). Writing a new learning material is considered the most proper way to develop an ESP-based learning material since the learning material can be designed according to the needs of the users (Suryati et al., 2019). Developing English material for nursing in the case of this study also considers the principles of ESP learning and materials.

There are many EFL materials for nursing students that have been developed in Indonesia. Rusli et al. (2018) developed an English task-based learning handout for a nursing study program at a college of health in Padang Sidempuan. Suryati et al. (2019) developed ESP web-based learning material for nursing students at a health institution in Bali. Putra et al. (2019) developed English material for nursing students at

a vocational high school in Bali. Halim et al. (2019) developed e-learning media for a nursing department at a private university. Burhan & Putra (2021) developed English learning material based on need analysis for nursing students at a college of health in Solok. Rusanti & Dewi (2021) developed learning media based on a powtoon application for nursing students at a health institution in Bali. Temardi et al. (2022) developed a visual dictionary for nursing students at a health polytechnic in Singkawang. The researchers have developed English materials for nursing based on need analysis but do not give special focus on representing local culture.

Therefore, this research is conducted to fulfil the need of nursing students to master English without ignoring local culture. The local culture provided in the developed English material for nursing is based on the culture of Luwu, South Sulawesi, Indonesia. Luwu was under the governance of *Kedatuan Luwu* which is the greatest kingdom in South Sulawesi (Pawiloy, 2002). Luwu now covers the area of four regencies namely Palopo, Luwu, Luwu Utara, and Luwu Timur. Surely, Luwu has copious and various cultural contents and local wisdom that can be integrated into English material for nursing students. The novelty of this research is on the local culture supplement in English material for nursing students. The affiliation of nursing and local culture in English material is initiated through this research. This English material will be used in Kurnia Jaya Persada Health and Business Institute as the locus of this research. The English material is expected to be also used in nursing school or institution in Luwu area. This English material could also be a reference to develop English material for specific purposes with local cultural content.

## **METHOD**

This research was conducted at Kurnia Jaya Persada Health and Business Institute, Palopo City, South Sulawesi, Indonesia. This study took place over three months from March to July 2023. This study was a research and development adapting Gall et al. (2003) model through four stages: (1) needs analysis, (2) material design, (3) try-out, and (4) material revision.

In the need analysis stage, data were gathered through the administering of questionnaires and conducting interviews. The questionnaire consisted of ten closed-ended questions and was administered to 32 nursing students from one class (Nursing A) in the second semester. The

questions focused on the students' English learning aptitude, needs, and preferences (Wibowo, 2021; Arroyyani, 2022). The interview list consisted of five open-ended questions which were asked to four English lecturers at the institute. The questions were about the target and learning needs (Wahyudi, 2022), also the local culture integration. Through questionnaires and interviews, all respondents contributed to providing insightful information for the development of English material with local cultural content. The results of the nursing students' questionnaires and the English lecturers were tabulated and summarized.

In the design stage, the results of the need analysis were compiled into a course grid by considering the available syllabus and material. Based on the course grid, the outline of the material units was drafted. The references of nursing material and Luwu local culture were provided. Then, the lessons and tasks for each unit were prepared. The tasks cover the four English skills namely reading, listening, writing, and speaking. Next, the features of Luwu local culture were selected and supplemented to the proper lessons and tasks. After the writing of all units was finished, the material layout and graphic design were done. The material cover was also designed. Again, the features of Luwu local culture were added to the layout and graphic design in the right parts.

After the first design was completed, the material was judged by the experts. They are the four English lecturers at the institute. The experts' judgment was on three aspects namely material, language, and presentation (BSKAP Kemendikbud, 2023). The assessment sheet given for experts' judgment consisted of twelve statements over all of the three aspects with a Likert scale and a column for suggestions. The result of the judgment was analyzed using descriptive statistics. It was used as the base to revise the material.

In the try-out stage, the revised material was used during the teaching-learning process in one English class of the nursing study program. After

having the class, the nursing students were asked to fill the questionnaire consisting of five response statements about the material used in the learning. The result of the students' response questionnaire was tabulated.

In the revision stage, the researchers supply sufficient detail from the try-out stage to revise the material. The details of material that got low scores from the questionnaire were revised. The researchers did a final revision of the design of the material including the content, picture, language, layout, and cover of the book.

## RESULTS AND DISCUSSION

### *The need analysis*

There are several data resulted from the interview of the English lecturers at Kurnia Jaya Persada Health and Business Institute. First, based on the syllabus, the objective of the English class for the nursing study program is that the students are able to develop the four English language skills with a variety of topics about nursing. The English subject for the nursing study program at Kurnia Jaya Persada Health and Business Institute was provided in the first semester with two credits. Second, the target need is that the students should be able to communicate basic health care and services in English. Third, the learning need is that the students should be provided with enjoyable materials on English language aspects (vocabulary and grammar) and skills (reading, writing, listening, dan speaking). Fourth, the appropriate English material for nursing students is basic English material on nursing topics. The English learning materials should be focused on the students' needs to support their future careers (Fadlia et al. (2022). Fifth, it is important to integrate local culture into the English material for nursing students. The forms of the integration of local culture the English material for nursing students are text and conversation that can help the students to communicate and promote their local culture.

The data resulted from the needs analysis questionnaire given to the students are presented in table 1.

Table 1. *The result of the students' needs analysis questionnaire*

No.	Questionnaire items	Options of the questionnaire items	Percentage of students' choices
1.	The students' English mastery	Beginner Intermediate	53% 47%
2.	The students' interest and motivation to learn English	A nursing student must master English for nursing. English is an addition to knowledge about healthcare and nursing.	47% 37%

		English language skills have an effect on getting a job.	16%
3.	The importance of basic English skills	Speaking	62%
		Vocabulary	32%
		Reading	6%
4.	The obstacles in learning English	Lack of vocabulary	56%
		Unable to pronounce words properly and correctly	28%
		Unable to use sentences in conversation or speech	16%
5.	The students' English learning need in listening skill	Understand conversation in English	62%
		Understand the commands and lecture materials in English	38%
6.	The students' English learning need in speaking skill	Pronounce words and sentences properly and correctly	50%
		Respond correctly and appropriately in conversation	50%
7.	The students' English learning need in reading skill	Understanding important vocabulary when reading	53%
		Looking for important information when reading	47%
8.	The students' English reading need in writing skill	Write sentences properly and correctly	78%
		Writing paragraphs	22%
9.	The learning method preference	Audio-visual aids	78%
		Getting information on my own	16%
		Project-works	6%
10.	The learning activity preference	Role play	40%
		Discussion	39%
		Gap-filling	12%
		Writing paragraph	9%

Based on the results of the need analysis, there is a need to develop English material for nursing students with the integration with local culture. The teaching and learning materials needed by the lecturer and the students in the designed English material are the materials that can increase English language knowledge, understanding, and skills for the nursing field through local cultural themes. By learning the material needed, the nursing students are expected to have English competence to be able to promote their national and international knowledge about nursing. So, the nursing students can communicate in English without ignoring their local culture.

#### *The design of English material*

Based on the results of the need analysis, the outline of English material was drafted into seven units. The units are Myself, Daily Activities, My Family, My Future Plans, My Friends, Unforgettable Experience, and My Local Culture. The selection of themes was dominantly on nursing students' lives integrating with local culture. It fits the level, target, and learning needs of the nursing students in English class, also the appropriate material for them. Each unit consists of five to nine tasks in which the language aspects and skills are integrated. It fits the objective of the English class for nursing students also their learning needs. The learning strategies for the tasks are varied from individual, pair, and group

work also classroom discussion. The learning methods and activities are varied from brainstorming, fill-in-the-blank, conversation practice, paragraph writing, to video watching and making. It is based on the results of the need analysis.

The outline of the English material meets the basic rules in developing learning materials according to Richards & Rodgers (2001). The materials should be suitable with the existing curriculum, guide the students in developing learning skills, and motivate them to expand their ability in learning. The outline covers the considerations in developing ESP materials proposed by Hutchinson & Waters (2008). The materials can stimulate and organize the learning process, represent the nature of language learning and tasks, be useful for specific disciplines, also provide certain models. In this English material, the specific discipline is nursing and the model provided is a local culture supplement.

The aspects and the language skills in the English material are vocabulary, grammar, listening, speaking, reading, writing, and reading. The language aspects and skills that are given more portion are vocabulary and speaking. It is based on the result of the need analysis, especially the students' answers on questionnaires number 3 and 4 also the teachers' interview questions number 2 and 3. But in general, the language aspect and skills are integrated each other in most

of the tasks in the English material. It is as the result of interview question number 4. The tasks and learning activities provided will help the students in improving the students' four English skills. The integration of the skills into the learning activities is adjusted to the students' level which is beginner to intermediate.

The vocabulary is either given directly at the beginning of the task or reviewed in the questions of the task. Words, phrases, and clauses are also offered in some tasks related to English structures. The expressions related to language communication function are also provided. In this English material, the vocabulary given at the beginning of the task is always accompanied by pictures. The activity to match the words and the pictures stimulates students to have self-learning and brainstorming. The grammar points given in the English material are suited to the topic in each unit. The grammar points are mostly integrated into other skills questions/activities of the task. It helps the students to have grammatical sentences in producing writing and speaking.

The speaking activities in the English material are in the form of performing conversation, conducting question-answer for gap-filling, describing people/objects/events, and sharing ideas/opinions. The activities designed suit the students' learning needs for speaking that are to pronounce sentences and respond to conversation correctly. The writing activities focus on writing simple sentences and arranging them into simple paragraphs in correlation with the unit topic. The sentences written utilize the related vocabulary and grammar in the unit. The writing activities are also given as warming up before speaking like in video making task and as follow-up after listening task. The activities suit the students' learning need for writing that is writing sentences and paragraphs correctly.

The reading activities focus on identifying the main idea, topic and supporting sentences of a paragraph, and the implied meaning of the texts. The activities designed suit the students' learning need for reading which is understanding important vocabulary and information in the text. The topics of the reading texts are both about health and local culture. The texts provided consist of 200-400 words with simple language and easy to understand. The texts are also accompanied by related pictures. The texts are followed by comprehension questions as the reading focuses. The reading text strengthens the contextualization of the vocabulary about the topic in the unit. The reading section in this English material is similar

to the material developed by Adlis (2022) in which the texts are added with questions, pictures, and cultural vocabulary. The listening section is provided in the form of direct conversation performed by the students also selected audio and video about nursing and local culture. The activities are adjusted to the students' learning need for listening that is understanding conversation and lecture materials in English. The lecture refers to nursing material.

The materials for nursing were provided in each unit. The materials are in the form of vocabulary and expressions in the health field specifically in nursing, medical care, dentistry, and hospital. The vocabulary of the health field is supported by the pictures of medical instruments and officers also hospital/health care environments. The materials also cover English skills for nursing with the topics of communication between doctor and nurse about patient care, the daily life of a nursing student, also the future plan as a nurse like job application and interview. The development of English material for non-English departments integrates the content of the field in the language aspects and skills (Rahmadhani & Supriadi, 2021; Aprianto et al., 2022).

Then, the features of Luwu local culture that were supplemented to the material are the local names for the medical officers in the tasks; the pictures of *lontara* (the traditional letters of Luwu), the traditional costume, the traditional house and sites; the reading text about the culture and history of Luwu; the last specialized unit entitled 'My Local Culture'; the sub-topic about cross-culture communication; the video about traditional food, costume, song, house, of Luwu, the tourism objects, religiosity, and other culture in Luwu. The video was created and acted by the students of Magister of English Education Study Program, Postgraduate School, Institut Agama Islam Negeri Palopo. The local culture topics in this English material are quite the same as the topics in the English textbook by Darmayenti et al. (2021) which covers local food, clothing, attractions, and other cultural elements. Certainly, the elements of Luwu culture have own uniqueness that fruitful to be integrated in the learning material.

The last part of the material design focuses on the layout, graphics, and cover. The material is written on A4 paper. The pictures were designed using Photoshop 2021 and Adobe Illustrator. The theme colors are toska blue and green. The examples for designing the pictures, especially the

ones with local cultural features were taken from official references listed on the bibliography of the material. What is more, the material is designed with multimodal material and supported with technology. In this English material, there materials are presented in the form of text, table, picture, audio, and video. The visual aid in the learning material will help the students to increase their communication skills (Syed et al., 2019).

This material also makes use of technology in submitting the student's assignment. The task should be submitted using PDF form. The product of the task which is in the form of the video should be also uploaded to social media. Several materials and media for nursing students utilizing technology are proven supportive for English learning (Halim et al., 2019; Rusanti & Dewi, 2021).



Figure 1. The view of the pages from the English material based on luwu local culture for nursing students

After completing the first design, the material was judged by four experts who are lecturers at the Kurnia Jaya Persada Health and Business Institute. The result of the experts' judgment is presented in table 2.

Table 2. The result of the experts' judgement

No.	The aspects	The indicators assessed	The mean score
1.	The material	contains scientific and factual truth	98
		stimulates students to open mind and deep learning	96
		is actual based on the development of nursing science and technology	95
		is contextual based on the characteristics of nursing field	97
		expands the students' 21 <sup>st</sup> century skills	96
2.	The language	contains appropriate diction according to the scientific concept and students' need	95
		has correct writing based on English grammar	96
		is communicative and effective	95
3.	The layout	presents systematic and coherence texts and pictures	98
		presents texts and pictures based on the students' level	98
		presents relevant and supportive pictures to the clarity of the material	98
		is interesting and creative	98

The mean score for four indicators of material aspect is 96.3. It means that the English material is valid and can be used but has to be revised according to the corrections and suggestions from the experts. The result of this English material judgement is the same as the English learning

materials for nursing at STIKES Aufa Royhan Padang Sidempuan that is valid with revision (Rusli et al., 2018).

*Try-out and revision*

In the try-out stage, the revised English material was used during the teaching-learning process in

the English class of Class A, Nursing Study Program of Kurnia Jaya Persada Health and Business Institute. The result of the students' response questionnaire after the try-out stage is on average positive based on the data presented in table 3.

Table 3. *The result of students' response questionnaire*

No.	Statements	Responses	Percentage
1.	The English material interests me to learn English material.	Agree	97%
2.	The English material increases my knowledge of the nursing field.	Agree	94%
3.	The English material increases my insight on English for nursing.	Agree	94%
4.	The English material has a clear language.	Agree	97%
5.	The English material has an interesting appearance.	Agree	97%

The total response of the students is 95.8% agree. It means that the students have a positive response toward the English material with local culture supplement. Some of the students also gave their direct feedback after having the try-out using the English material in learning. They explained that the material is very helpful in learning English for nursing and connecting it the Luwu culture. They said that they have experienced new interesting English learning using the developed material. It confirmed that the English material based on Luwu local culture can be used as a learning resource for the nursing students in Luwu area. It meets the lecturers and the students' needs for teaching and learning material and process by still approaching the local culture. The result of the try-out stage for this English material is relevant to the English material with local cultural content developed by Barella (2020) which could increase the students' vocabulary.

In the revision stage, the data from the suggestion column of the expert judgment are used to correct the mistakes and improve the quality of the English material. The lowest score of the material in the expert judgment is for the language aspect thus the correction is much more on the aspect. However, the material and presentation aspects are still corrected based on the suggestions from the experts. For the material aspect, the revisions made are on the order of the activities; the title of the sub-units; and the English technical terms in the nursing field. For the language aspect, the revisions made are word spelling/typing, diction, and grammar of the sentences in the instruction of the activities, the conversation, and the reading texts; mechanics of the instruction and the conversation; and the clarity of the instruction. For the presentation aspect, the revisions made are the format of the

font and the thumbnail of the video provided. Though the revision has been completed but the English material still needs to be further analyzed and refined before being published and officially used at Kurnia Jaya Persada Health and Business Institute or other nursing study programs in Luwu area.

**CONCLUSION**

The English material with Luwu local culture for nursing students developed through this research and development consists of seven units. The tasks in each unit integrate the language aspects and skills needed by the nursing students. The materials for nursing are vocabulary and expressions in the health field also English skills for nursing. The features of Luwu local culture supplemented are the local names; the pictures of the traditional letters, costumes, houses, and sites; the reading text about the culture and history of Luwu; the unit entitled 'My Local Culture'; the sub-topic about cross-culture communication; and the video about Luwu culture. The material is designed with multimodal material and supported with technology. The English material is valid with revision according to the experts. It also receives positive responses from the nursing students. The revision of the English material is made based on the comments from the experts. It covers the language, material, and presentation aspects.

It can be said that the affiliation of English for nursing content and local culture is realized through this research. The English material with Luwu local culture resulted in this research meets the needs of the nursing students at Kurnia Jaya Persada Health and Business Institute. It can help the students to increase their English language competencies by still embracing and even promoting their local culture in the nursing field.

This English material should be further reviewed for its betterment so it can be used officially at Kurnia Jaya Persada Health and Business Institute or other nursing study programs in Luwu area. Further research on the insertion or integration of local cultural content in English for nursing and other specific purpose should be also conducted to outline the standard procedure and product.

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