

Development of Arabic-speaking material for nursing students: An experimental study

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Abstract

The ability to speak and communicate in Arabic as a foreign language is essential for nurses to carry out their duties in globalization. However, the lack of learning materials for medical purposes is an obstacle for nursing students to learn Arabic conversation. This paper aimed to explore the effectiveness of speaking materials in improving the speaking skills of nursing students. This study involved one experimental group consisting of 33 nursing students. In obtaining the data, this study used a quasi-experimental one-group pretest & post-test. Then the data obtained were analyzed using a t-test. The results of this paper show that speaking material can improve speaking skills for nursing students. Through speaking materials that contain activities related to medical purposes, they can master the various vocabularies and phrases and use them in speaking and communicating with their friends and their work environment.

Keywords: Communicative competence; nursing students; speaking material; speaking skills; specific purposes.

1. INTRODUCTION

Learning to communicate in foreign languages for specific purposes is still being discussed by academics in several recent studies (Čepon, 2016; Golfetto, 2020; Rajprasis et al., 2015; Saienko & Nazarenko, 2021; Wilson, 2018; Amirian et al., 2022). Competence in communicating in a foreign language is necessary for workers in various professions and fields (Apriyanti et al., 2021). So professionally oriented communicative competence learning is one of the language learning approaches that is becoming a trend today (Sokolova et al., 2015). Through communicative language learning, learners will interact with each other spontaneously and creatively according to their real-life situations (Sadoughi & Hejazi 2024; Brosh, 2019; Masuram & Sripada, 2020). A learning model following real life is a learning model that is a current trend in foreign language learning (Mims, 2003). For this reason, workers and employees in various professions and fields of work began to learn conversations using foreign languages, such as Arabic. Arabic for specific purposes began to be studied in several areas (Golfetto, 2020), such as tourism, education, and medicine. In medical terms, the study of foreign language communication for medical purposes has also been discussed in the medical community (Skelton & Richards, 2021) for the last few decades (Frank, 2000). Therefore, communication in Arabic as a foreign language has been studied by health workers such as nurses.

However, in learning Arabic, nursing students experience some obstacles in learning. The unavailability of Arabic learning materials containing medical science (nursing) content causes them to find it difficult to learn Arabic. This obstacle follows the results of previous studies that found a lack of variety of learning materials. The discrepancy between the content in the learning materials with the conditions and students' needs (Rahmawati et al., 2020) is also an obstacle for them in learning Arabic conversations (Sarip et al., 2018). The absence of such learning materials led to their lack of knowledge and understanding of Arabic vocabulary and terms related to nursing students. Learning materials that are not relevant to the conditions of the students tend to contain language that they do not need (Beresova, 2015). While they desperately need vocabulary stock to be used in conversations that suit their field (Manurung, 2015). Also, students' limited ability to master vocabulary is a significant problem in foreign language learning (Menggo et al., 2019).

The unavailability of learning materials in their field causes a decrease in their interest and motivation to learn Arabic. They explain that learning materials significantly affect students' motivation to learn a second language. The discrepancy factor between the learning material with the context and culture of the students will cause the learning process to be meaningless (Herendita, 2018), so the various obstacles and conditions that do not support it will hurt the achievement of students in learning to speak Arabic. These obstacles are also related to the lack of research and studies linking Arabic learning with medical science (nursing). This condition is different from the many studies of learning English related to medical purposes (Akbari, 2016; Alsuliman et al., 2019; Frank, 2000; Hamoen et al., 2020; Hull, 2016; Iizuka & Lefor, 2018; Lu, 2018; Salamonson et al., 2019). At the same time, various research and studies are also needed as input and support in overcoming multiple obstacles in teaching Arabic, especially for medical purposes.

As a learning facility, speaking material is considered to overcome various obstacles experienced by nursing students in learning to speak Arabic. Using suitable speaking material can foster students' confidence in speaking and communicating with each other in the classroom (Geelan et al., 2021; Mazraehno & Mazdayasna, 2016). For them, speaking material should follow their field and the specific purpose (Golfetto, 2020; Rahmawati et al., 2020). Through the use of 'Speaking' learning materials that follow their field and profession, their interest and motivation will increase in learning Arabic conversations (Sarip et al., 2018). Their knowledge and understanding of various vocabularies and phrases appropriate to their profession can improve their communication ability (Rahmawati et al., 2020; Estaji & Hashemi 2022). This achievement is also related to teaching materials as one of the factors that can improve students' speaking skills (Bailey, 2005; Songsiri, 2007). The speaking material will also help students express their ideas naturally (Menggo et al., 2019). So they will be motivated

and confident (Saienko & Nazarenko, 2021) to practice Arabic conversations that suit their field. And lastly, the speaking material can improve their skills in speaking Arabic following their field and profession as nurses.

Speaking material requires studies that can explore its effectiveness in improving Arabic speaking skills for nursing students. So that the learning material can be one of the leading facilities in the learning process to speak Arabic. It is expected that the use of learning materials can be an inspiration for the implementation of the foreign language learning process for specific purposes in various other fields.

2. METHOD AND MATERIALS

To assess the influence of Speaking Material on students' ability to speak Arabic, researchers conducted an experimental study with One group Pretest & Post-test. Through this study, researchers involved an experimental group of nursing students in Banda Aceh City. They will be engaged in pretests and post-tests to assess their ability to speak Arabic before and after using speaking material. In this case, the pretest will be carried out on students before implementing Arabic learning using the Speaking Material that has been provided. After completing the learning process using Speaking Material, the students were again tested on their ability to speak Arabic through Post-test activities. The experimental study will assess the extent of the improvement of nursing students' ability to speak Arabic by using Speaking Material.

2.1. Participants

Population refers to the entire group of individuals or objects studied (Ary et al., 2010). Related to this, the small group that wants to be observed is the sample in this study. This study targets nursing students at the Iskandar Muda Nursing Academy in Banda Aceh City, Indonesia. At the same time, the population in this study are nursing students who are undergoing lectures in the third semester of the 2020/2021 academic year. They are also participating in an Arabic-speaking learning program for that semester. Assuming they have a lot in common in age and educational background, the number of samples assigned to this experimental group is 33 students.

2.2 Data collection instrument

In collecting data, the researcher measured the Arabic speaking ability of the students through pretest and post-test. The tests given to them are in the form of speaking exercises in monologues and dialogues. In this case, the researcher assessed their speaking ability from several aspects including fluency, pronunciation, grammar, vocabulary, and comprehension (Rosser, 1979). The examiners scored with a description on a five-point scale on each of these aspects. The task designed by the researcher in conducting this experiment is to adopt the speaking assessment model initiated by Brown (2004). Brown proposes five categories of tasks in assessing speaking performance: imitative, intensive, responsive, interactive, and extensive. For this reason, the researcher made assignments according to the five categories. As for the tasks that become instruments in this study, they are: imitating words and phrases (imitative), picture-cued tasks (intensive), simple question and answer (responsive), interview (interactive), and storytelling (extensive).

3. RESULT

This session presented the results of the analysis of the scores obtained from the pretest and post-test carried out on nursing students. The findings in this study are to explore the differences between students' speaking skills before and after using speaking materials during Arabic conversation learning.

The normality test was performed using SPSS. Table 1 shows the results of the normality test. Based on the Kolmogorov-Smirnov and Shapiro-Wilk normality tests, the data is distributed normally if the significant value is > 0.05 . If the significant value is < 0.05 , then the data is not distributed normally.

Table 1

Test of normality

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post-test	.138	33	.114	.950	33	.131
Pre-test	.109	33	.200	.942	33	.077

Table 1 shows the different values between the normality tests of Smirnov Kolmogorov and Wilk-Shapiro. The normality test of Kolmogorov showed a significant value of 0.114 in the pretest results and 0.200 in the post-test results. At the same time, the normality test of Shapiro-Wilk showed a significant value of 0.131 on the pretest result and 0.077 on the post-test result. All significant values obtained from both types of normality tests have values greater than 0.05. Therefore, it can be concluded that the obtained data have a normal distribution.

The score acquisition data obtained were analyzed by calculating the t-test value between the students' speaking ability scores at the pretest and post-test. We can see the results of the data analysis in Table 2.

Table 2

Recapitulation of the pretest and posttest result

	N	Ideal	Minimum	Maximum	Mean	Std. deviation
Pretest	33	25.00	11.00	22.00	15.7879	3.16976
Posttest	33	25.00	15.00	25.00	19.3939	3.06124

The data in Table 2 shows a different mean score between the scores achieved by nursing students, where the mean score at the pretest was 15.7879, while the average score performed at the post-test was 19.3939. The result shows a significant difference between the scores obtained by the students at the pretest and post-test. This data also confirms that the results of the conversation learning that were tested when finished using the speaking material were better than the previous learning.

Paired sample testing of the data obtained in the pretest and post-test using SPSS as shown in Table 3. The significance value obtained is based on the output of the SPSS used. If the significance value is lower than 0.005 (< 0.005), it indicates a significant difference between the results obtained in the pretest and post-test.

Table 3

Paired sample test

Pair		Paired Differences					t	Df	Sig. (2-tailed)
		Mean Std.	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
1	Pretest - Posttest	3.60606	1.29758	.22588	4.06616	3.14596	15.965	32	.000

Table 3 shows the paired sample test output, which has a significance value of $.000 < 0.05$. The result shows the difference in the average score of Arabic speaking skills of nursing students between the pretest and post-test. This data analysis confirms that the use of speaking material is very influential in improving the Arabic speaking skills of nursing students.

The results of the experimental study showed a significant difference between the average grades obtained by the students at Pretest and Posttest. The results showed that nursing students earned a

higher average score on the post-test than the Pretest grade point average. The study results also showed an average score on the item "vocabulary", which obtained the highest score among other achievements. The analysis results show the interrelationship and influence between the addition of Arabic vocabulary and speaking Arabic. And in the end, this study proves the effectiveness of Speaking Material in improving nursing students' ability to speak Arabic.

4. DISCUSSION

The availability of 'speaking' learning materials following the medical field (nursing) is beneficial for learning Arabic conversations. The result of this study supports several recent studies (Menggo et al., 2019; Rahmawati et al., 2020; Skoufaki & Petrić, 2021), which recommended the development of 'speaking' material as a learning facility and as an addition to vocabulary that is appropriate to the field and profession of students. Speaking material is also quite effective in helping students understand learning and familiarizing them with talking and communicating (Geelan et al., 2021; Nurlina, 2017). They can know and understand how to use words and sentences according to their field through speaking materials. Understanding these words and sentences will make it easier for them to express what is being thought and conveyed (Menggo et al., 2019; Sarip et al., 2018). The various examples of expressions in the dialogue on the learning material can be an example and benchmark for communicating. The presence of different new vocabularies in the sample sentences and phrases in the speaking material is beneficial for them to practice conversation. By incorporating various vocabulary related to the field of nursing, the material 'speaking' is very helpful for nursing students in learning Arabic conversations.

Students' knowledge and understanding of new vocabulary and terms related to nursing significantly help them improve their ability to speak Arabic. With the use of new vocabulary in various tasks and activities (Saienko & Nazarenko, 2021) contained in the 'speaking' learning material, they will be able to utilize it in practicing Arabic conversations. Conversational practices that use new vocabulary and medical terms will make expressing things related to their field and profession easier. Also, their ability to use vocabulary in conversation follows the argument presented by Uchihara et al., (2019) that students' knowledge of vocabulary is one of the essential factors that positively affect second language learning outcomes. Related to that, the findings in this study prove the influence of 'speaking' learning materials on the improvement of students in the addition of knowledge and understanding of new vocabulary related to their field (Menggo et al., 2019). Therefore, the study conducted by Skoufaki & Petrić (2021) recommended learning materials development that contains vocabulary and learning activities, following students' fields as facilities in foreign language learning. Of course, this requires studies and research that relate Arabic learning materials with various terms and content in the medical area (nursing).

To improve the quality of Arabic language learning for nursing students, it is necessary for various studies and research related to the medical field (nursing). This is related to a study conducted by Hull (2016), which recommended a collaborative study between the health sector and language learning. By referring to the study and research, teachers and designers of speaking materials will know and understand various needs and things related to the content and topics contained in the learning material. Designing learning materials requires in-depth study because the excellent content in the learning materials will significantly contribute to students' communicative competence in foreign language learning (Sokolova et al., 2015). In this case, Mukminatien et al., (2020) added that the best content to be included in 'speaking' learning materials is content that suits the needs of students. Through the use of learning materials that suit the needs of nursing students, they will feel satisfaction in learning foreign language conversations and can use it in their work environment (Lu, 2018). For this reason, by referring to the results of previous studies, designers will find it easy to design 'speaking' learning materials related to the needs of students in using learning materials. The availability of 'speaking' learning materials that suit their needs will increase their interest and motivation in learning Arabic conversations (Sheikh et al., 2022).

The interests and motivations of nursing students are also indispensable in learning Arabic conversations. With strong motivation, students will enjoy learning Arabic and appreciate the importance of understanding the language in their lives. Teachers and designers of 'speaking' learning materials need to consider their interests and motivations in learning the intended language. Creating exciting learning materials and following their needs will undoubtedly positively affect their increasing interest and motivation in learning it (Hong et al., 2022). Incorporating exciting and appropriate content according to students' realistic situations in the learning materials will support their motivation in the language learning process (Bradley et al., 2023; Li & Li, 2024). Their involvement in language learning by using learning materials supports them in increasing their motivation and utilizing their potential (Widodo, 2017) to become successful language learners (Xiao, 2014).

Learning materials appropriate to the context and culture of the students will also improve their communicative competence (Herendita, 2018; Nurlina, 2017; Syafri & Ardila, 2017). In addition, using these materials can also improve intercultural competence in students (Richards, 2008). These competencies are related to a study conducted by Permatasari & Adriyanti (2001) which found that students' cultural-based learning materials could improve intercultural communication competence. Their experience of learning in the classroom is beneficial in practicing their speaking skills in real life (Brown, 2004). These various benefits are related to the results of several recent studies which show that language learning by using speaking materials that are appropriate to the context and culture of students can increase their motivation in behaving and communicating according to their field and work environment (Baker & Goodboy, 2019; Permatasari & Andriyanti, 2021; Ryan & Deci, 2018). Therefore, the interest and motivation to learn will significantly improve their achievement and ability to speak and communicate Arabic in their field.

Improving students' ability to speak Arabic is the purpose of the use of speaking materials. Using these materials can be used as a facility for learning Arabic (Golfetto, 2020). This is inseparable from the function of learning materials as a guide and their support in learning. Learning materials containing appropriate instructions according to real conditions commonly experienced by students will support them in language learning. Therefore, language learning using speaking materials that contain language and culture related to the medical profession will significantly assist them in improving their communication skills for medical purposes (Hull, 2016). Therefore, the speaking materials are expected to enhance their ability to learn speaking skills in the target language. The results of the experimental study in this study prove that the speaking material has a significant effect on improving Arabic speaking skills among nursing students.

5. CONCLUSION

This study found that 'Speaking' Learning Materials can improve Arabic speaking skills for nursing students. This shows the urgency of learning materials to the ability of students to learn Arabic. They can take advantage of speaking material as one of the supporting facilities in learning to speak and communicate in Arabic. This study expects teachers to utilize 'speaking' learning materials in the Arabic conversation learning process. Academics and experts in Arabic language education are also likely to increase studies and research that associate the Arabic language learning curriculum with the medical field (nursing). Therefore, the researchers and designer can refer to references and results of previous research in designing Arabic learning materials.

This study still has various limitations because it was only conducted in the context of some nursing students. Of course, future studies need to be carried out in a broader context, such as for all health workers and workers in other professions. Likewise, this research is only limited to the context of speaking skills. So future research needs to conduct studies in the context of other language skills, such as reading, writing, and listening, with the hope that all research with various contexts can be input in developing Arabic learning materials.

Conflict of Interest: The authors declare no conflict of interest.

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