



## **THE USE OF ENGLISH LITERACY IN IMPROVING THE DEVELOPMENT OF HEALTH STUDENT RESEARCH**

**Nurrochim<sup>1\*</sup>, Aris Widiyanto<sup>1</sup>, Joko Tri Atmojo<sup>1</sup>, Asruria Sani Fajriah<sup>2</sup>**

<sup>1</sup>STIKES Mamba'ul Ulum Surakarta, Jln Riing Road Km 03, Mojosongo, Kec. Jebres, Kota Surakarta, Jawa Tengah 57127, Indonesia

<sup>2</sup>Institut Ilmu Kesehatan STRADA, Jl. Manila No.37, Tosaren, Kec. Pesantren, Kota Kediri, Jawa Timur 64123, Indonesia

\*[nurrochym@gmail.com](mailto:nurrochym@gmail.com)

### **ABSTRAK**

*Health literacy has received considerable attention in its development because of its important role in the world as a means to improve health and reduce health. The important role of literacy is needed for students as students at the highest level, where good literacy skills will determine academic achievement in lectures. The purpose of this study was to find out how literacy in English can improve the development of health student research. The design of this study used a cross sectional approach which was carried out at Stikes Mambaul Ulum Surakarta, Central Java. A sample of 120 people was taken using a stratified random sampling technique, then divided into two groups, each group collecting 60 people. Analysis of the data using independent t-test with the results obtained that of the two groups known to have the highest average developmental score found in the student group using English literacy research (Mean IP = 3.57). These results show that the differences in research development in the group of students not using English literacy and the group of students using English literacy were statistically significant ( $p < 0.001$ ). It was also found that the group of students using English literacy increased student research development with an effect value ( $ES = 7.60$ ) compared to the group of students who did not use English literacy.*

*Keywords: english health literacy; health student research; students*

### **INTRODUCTION**

Health literacy has received considerable attention in its development because of its important role in the world as a means to improve health and reduce health (WHO, 2013). The United States Institute of Medicine reports that nearly 90 million adults may have difficulty understanding and acting on health-related information. So that health workers play a role in providing effective information to the community must be obtained with the ability to provide broad knowledge and skills about literacy while in health education. (Liu et al., 2020). Researchers often use education as an assessment measure for literacy in health research, where literacy is an indicator of the level of education achieved and is a better assessment of the ability to acquire new knowledge. (Hahn et al., 2010; Raghupathi & Raghupathi, 2020).

Today, health literacy plays a very important role in improving the quality of human resources, which should be introduced as early as possible (Yusefi et al., 2019). (Yusefi et al., 2019). The important role of literacy is needed for students as students at the highest level, where good literacy skills will determine student academic achievements in lectures. (Suprpto et al., 2019). Literacy in health, which is growing rapidly, requires students to have global competencies, including the ability to read and understand the contents of literacy in foreign languagesg (Darling-Hammond et al., 2020). The limitations of reading materials in the health sector require students to be able to search for literacy appropriately. Under certain conditions students are forced to read literacy sources in certain languages and one of them is English (Darling-Hammond et al., 2020; Netten et al., 2011). Language barriers can challenge the improvement

of health literacy, becoming a challenge for health students to expand their knowledge in the wider world of health (Sørensen et al., 2012).

Literacy in the health sector does not only involve how we read but also includes how students have special skills in understanding the contents of the literacy. The use of English literacy is very dominant in the health sciences in Indonesia (Efriana, 2021). This is related to books and literacy sources that are written predominantly in English and are mostly studied in foreign languages so that students are required to read this literacy. In addition, high technological capacity at institutions abroad is a dominant factor in renewing literacy in the health sector (Lunt et al., 2011).

Currently, research related to health literacy in Indonesia is increasingly developing according to more specific targets and topics. Based on research conducted by Putri and Nurjanah (2016) concluded that access to and sources of health information had a relationship with health literacy where health students had higher access to literacy than non-health. Based on this, researchers are interested in knowing about “The Use of English Literacy in Improving the development of Health Student Research”.

## METHOD

This research is a quantitative research with a cross sectional approach, namely the research variables are measured or collected at one time, meaning that they make observations only once on the variables at the same time. The research was conducted on STIKes Mambaul Ulum Surakarta’s students. The population in this study were all 200 students. The sample was divided into 2 groups, namely a group that did not use English literacy and a group that used English literacy. The number of samples is 120 people with each group totaling 60 people. Sampling used the Stratified Random Sampling technique, namely sampling by dividing the population into strata (study programs) consisting of 30 people in Bachelor of Pharmacy, Bachelor of Nursing, Diploma 3 of Nursing, and Diploma 3 of Midwifery, each of which amounted to 30 people. The collection of data in this study is secondary data based on the value of the research achievement index obtained by students to determine the development of student research. This study was conducted with univariate analysis, Shapiro-Wilk normality test and independent t-test analysis with the STATA 14 program.

## RESULTS

Table 1.  
Value of Achievement Index of STIKes Mambaul Ulum Surakarta student research development

characteristics	n	Mean	SD	Min.	Max.
Bachelor of Pharmacy	30	3.37	0.21	3.05	3.90
Bachelor Of Nursing	30	3.39	0.24	3.09	4.00
Diploma 3 of Nursing	30	3.50	0.27	3.12	4.00
Diploma 3 of Midwifery	30	3.45	0.25	3.10	4.00
The Groups that do not use English Literacy	60	3.29	0.17	3.05	3.79
The Group uses English Literacy	60	3.57	0.23	3.15	4.00
Total Sampel mahasiswa	120	3.43	0.25	3.05	4.00

The results of table 1 show that the highest average score for student research development is the densest in the Diploma 3 of Nursing study program (IP score = 3.50). The result of the average value of the research development of the entire sample of students is 3.43.

Table 2.  
 Results of Independent t-test analysis of research developments for students at STIKes  
 Mambaul Ulum Surakarta

Variable	The Groups that do not use English Literacy	The Group uses English Literacy	p	Effect Size
	Mean ± SD	Mean ± SD		
The value of research development	3.29 ± 0.022	3.57 ± 0.030	<0.001	-7.60

Based on table 2, it is known that from the two research groups, it is known that the highest average value of student research development is found in the group of students using English literacy (Mean IP = 3.57). These results indicate that there are differences in the development of research in the group of students who do not use English literacy and the group of students who use English literacy are statistically significant ( $p < 0.001$ ). The table above also shows that the group of students using English literacy increased the development of student research with an Effect value (ES = 7.60) compared to the group of students who did not use English literacy.

## DISCUSSION

The results showed that the average research development in the group of students using English literacy (Mean IP = 3.57) was higher than the group of students not using English literacy (Mean IP = 3.29). This is in line with the research article. Jumaroh & Aisyah (2021) that there are several possibilities behind this finding. Many lecturers ask students to look for lecture references through foreign language scientific articles. Students only read and study English scientific articles distributed by lecturers in order to complete assignments. Lecturers teach, give examples, and familiarize students with accessing scientific articles in English. According to the students, several things that hindered their interest in reading English literature were their difficulty in understanding the meaning of each word in the text they wanted to read. Students believe that they must understand every word they find in every passage they read. In learning a foreign language, when the main focus of each activity is to translate each linguistic unit, the process of understanding the language will actually be hampered. In addition to meaning, the biggest obstacle for students in reading English literature is that students find it difficult to find reading sources. This is a sign that students are not used to looking for information on the internet in English which they think is foreign (Jumaroh & Aisyah, 2021).

The results of this study showed that there was a statistically significant difference in the development of the two groups ( $p < 0.001$ ). This explains that the group of students using English literacy increased the development of student research with an effect value (ES = 7.60) compared to the group of students who did not use English literacy. Literacy activities can be done anywhere, indoors or outdoors. Basically, literacy activity is the skill of tracing and getting information, so it is an important skill for students to master. The ability to obtain information is demonstrated through the ability to identify the information used, the ability to use and obtain information, the ability to correct information and use information efficiently and correctly. Good literacy skills determine student academic achievement in lectures (Suprpto et al., 2019). (Suprpto et al., 2019). Health literacy among students is expected to be able to increase knowledge about health by reading and writing (Alfan & Wahjuni, 2020).

One of them is embedded learning. The university adopts the practice of supporting ESL (English Second Language) students through the use of embedded learning strategies, writing

assistance workshops, and one-on-one support. However, local students who need literacy support due to their diverse cultural, linguistic or educational backgrounds are not always identified and may therefore not receive the assistance they need (Hillege et al., 2014; Jefferies et al., 2018).

## CONCLUSION

Based on the calculation results that the average research development in the group of students using English literacy (Mean IP = 3.57) was higher than the group of students not using English literacy Mean (IP = 3.29). Some things according to the authors that hinder their interest in reading English literature are their difficulties in understanding the meaning of every word in the text they read. This explains that the group of students using English literacy increased the development of student research with an effect value (ES = 7.60) compared to the group of students who did not use an English literacy.

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