

## An Analysis of Knowledge and Attitude of Alumnus of STIKes Santa Elisabeth Medan on Applying English in Domestic and in Abroad

Amando Sinaga<sup>1</sup>, Rusmauli Lumbangaol<sup>2</sup>

<sup>1,2</sup> STIKes Santa Elisabeth Medan

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Email :  
[Amandosinaga1305@gmail.com](mailto:Amandosinaga1305@gmail.com)

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### ABSTRACT

English as foreign language considered very essential to deliver and to access information, to observe knowledge, technology, art and guiding relationship with other nations. The purpose of this study is to analyze the alumnus attitude and knowledge in applying English. The study uses qualitative method by collecting the data of action research namely explaining the knowledge and attitude. In overseas, particularly in Japan, the using of English pronunciation, vocabularies and grammar are not frequently because the English using is rare in daily communication. The respondents use local language and even they hardly ever use English. Through this reasons, English lessons; grammar, pronunciation, vocabularies they ever studied are forgotten. But, it is also found that sometimes when English native patient come, they have to serve to do checking vital signs and so on but it is difficult for them because English is rarely used. But not for alumni who are working in German. It is found that there is a progress of knowledge and attitude. German is one of European country and English is largely used by people. So the applying English is almost every day. Domestically, the alumni knowledge and attitude are stagnant. It is not seen that there is no significant change of progress or decline. This finding is based on the alumni's ability to answer the question proposed. But, there are no significant progress. It can be concluded that the alumni's knowledge and attitude is determined by how often they use English.

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## 1. INTRODUCTION

English as an international language is very important to master in the current era of globalization [1]. Good English proficiency will certainly be one of the assets to face global competition [2]. Recognizing the importance of mastering English, learning English must be given and implemented as early as possible both in formal educational institutions of higher education and universities [1].

Higher education as a formal educational institution has an important role in preparing a generation that is globally competitive [2], especially for students whose graduates directly enter the world of work or who continue their education to masters. English proficiency based on student-level basic competency standards is intended to support the mastery and development of 4 English language skills, namely: listening, speaking, reading, and writing. Among these skills, linguistic elements such as structure or grammar, pronunciation, and vocabulary are simultaneously intended for students to acquire comprehensive English proficiency [3]. The ability to speak English skills can be mastered if there is more interaction with listening, reading, speaking and writing [4]. In fact, higher education English subjects have an allocation of study time according to the semester learning plan every week according to the curriculum in each health and general education [5].

Communication has an important role in human interaction. English can be used by humans to convey ideas, thoughts, desires, feelings and experiences to other people. Humans need English as a means of communication. Language as a communication tool plays a very important role in human life because with language humans can interact and talk about anything. According to the Oxford Advanced Learners Dictionary, alumni are former students at certain colleges, institutions or universities. Or in other words alumni are "people who have attended or graduated from a tertiary institution. Because alumni are people who have experienced a formal educational environment in an educational institution

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from tertiary institutions, alumni have an attachment, both formally and informally in science during the previous educational process who have been educated and trained to the fullest.

Knowledge is a result of knowledge from humans on the combination or cooperation between a subject who knows and an object that is known. Everything that is known about a particular object [6]. According to Notoatmodjo in [7], knowledge is the result of human sensing, or the result of knowing someone about objects through their senses (eyes, nose, ears, and so on). So knowledge is a variety of things that are obtained by a person through the five senses that have been studied.

Attitude has an important role in pursuing and studying a particular midwife or discipline, including learning English. According to [8], attitude is an expression of a person's feelings that reflects his likes or dislikes for an object. Meanwhile, according to Kotler (2009), Attitudes are evaluations, feelings, and tendencies of someone who consistently likes or dislikes an object or idea. According to [9], attitude is an expression of consumer feelings about an object whether it is liked or not, and attitude also describes consumer trust in various attributes and benefits of this object. According to [10], Attitudes are evaluations, feelings, and tend to be someone who is relatively consistent with an object or idea consisting of aspects of beliefs and evaluation of attributes.

## 2. METHOD

This study uses a qualitative research model with an action research data collection model, namely explaining how the knowledge and attitudes of STIKes Santa Elisabeth Medan alumni regarding the application of English domestically and abroad in 2023. Qualitative research describes the phenomenology that occurs according to the findings of the researcher, with interview, documentation and observation techniques, the subjective being studied. [11]. This research was carried out in January 2023 in STIKes Santa Elisabeth Medan [12]. The respondents to this research are alumni of STIKes Santa Elisabeth Medan who are working abroad and domestic. The alumni who are abroad are in Japan and Germany and all the participants work in the field of health services. Due to the space of the respondents, the researcher use Zoom and Whatsapp platform as the media to communicate during the research execution.

## 3. RESULTS AND DISCUSSION

Based on the research that has been carried out, there are differences in abilities and attitude among the alumni as respondents. It caused by some factors; community, neighborhood and the native language in the country where the respondents are working. The English applications are varieties and they are described in the exposure below:

### Characteristics of respondents

#### Age

The results showed that each of the country or place in where the participants are living affect their English using. The attitude and knowledge of all participants are describe as follows.

**Table 1. Informant Characteristics**

Informant	Names	Education	Age	Country	Occupation	Informant Role	Hospital Location
1	Hendra Nasution	Nursing Bachelor	23	German	Care worker	Ners	National Germany Hospital
2	Raskita Ginting	Diploma of Nursing	22	German	Care Worker	Ners	National Germany Hospital
3	Destian Sinaga	Diploma of Nursing	24	Japan	Care worker	Ners	Hanamisaki Hospital Japan
4	Sartiak Siaggian	Diploma of Nursing	25	Japan	Care worker	Ners	CHIBA Hospital Japan
5	Kelia Hutajulu	Diploma of Nursing	27	Indonesia	Care worker	Ners	Hyogo Hospital Japan

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6	Maria Sianaga	Diploma of Nursing	26	Indonesia	Care worker	Ners	Santa Elisabeth Hospital Batam
7	Jaerni Barus	Diploma of Nursing	23	Indonesia	Care worker	Ners	RSU Jakarta Terpadu

Based on the table 1, the alumnus of STIKes Santa Elisabeth Medan have spread in several countries; German, Japan and Indonesia. Most of the alumnus who are working in abroad are working as care workers. This different place of living has also made their attitude and knowledge in applying English becomes different. Those who are living in Asia are mostly use local language (Japan and Indonesia) but those who are working Europe use English as their daily language.

To measure the participants' knowledge and attitude toward English application in abroad and domestics, the researcher propose questions and obtain answer as follow;

1. To what extend do you know grammar such personal pronoun in English that you have learnt while you were studying at STIKes Santa Elisabeth Medan?
2. To what extend do you know "Starting an intervention" in English that you have learnt while you were studying at STIKes Santa Elisabeth Medan?
3. To what extend do you know "Checking Vital Sign" in English that you have learnt while you were studying at STIKes Santa Elisabeth Medan?
4. To what extend do you know the English vocabularies related to medical domain that you have learnt while you were studying English at STIKes Santa Elisabeth Medan?
5. To what extend do you know about the English vocabularies about starting intervention that you have learnt at STIKes Santa Elisabeth Medan?
6. To what extend do you know about the English vocabularies about cheking vital sign that you have learnt at STIKes Santa Elisabeth Medan?

"When alumni introduce other people in English, when alumni make questions in English, when alumni answer questions in English. when alumni are able to communicate with patient families in English, when alumni are able to use WH questions, when alumni are able to use Yes No Questions, when alumni are able to write sentences in the form of questions, when alumni are able to explain when patients take medication, when alumni are able to report nursing diagnoses[13] . When alumni are able to report symptoms of health problems. when alumni are able to describe symptoms using several expressions. when alumni are able to make nursing diagnoses in English when alumni are able to write simple present tense formulas, when alumni are able to write formulas or positive, negative and interrogative sentences in English. When alumni are able to use imperative sentences in English politely, when alumni are able to make questions to get information about health problems to fill out pain assessment forms."

"The pronunciation of words in English (pronunciation) related to "checking vital signs" has been well implemented when formulating sentences in the present, formulating sentences in the present continuous tense, formulating sentences in the future tense, formulating sentences in the future continuous tense, express all forms of intervention that will be carried out, provide communicative responses to patient complaints, ask about the dimensions of symptoms, apply data collection techniques, write procedure texts, explain bathing procedures, compose imperative, polite, impolite sentences, give instructions when helping take a bath ask needs of patients/others, present caring communication, understanding communication in English (communication), explain positive things in therapeutic therapy: self-realization, self-acceptance, increased self-respect), present up-to-date nursing vocabulary understand nursing terminology written in text, identifying nursing words, analyzing speaker sentences, analyzing questions and answers in listening conversations, summarizing messages in listening conversations especially between physiotherapists and patients, writing regular letters writing cover letters, students are able to read English parts, pronounce neglish words correctly, reading English sentences with the correct intonation identifying the main ideas in English passages, concluding the topic of one English passage [14].

Students are able to: solve basic English structures, be able to listen and get the speaker's intent in listening, be able to repeat what the speaker said with the same intonation, identify the role of English translation, identify the parts of speech in English[15].

"When doing work at the Japan Hanamisaki Hospital, the first thing to do is to see the patient's progress by checking vital signs accurately, both when taking POLS measurements when answering me using the question whether you still feel uncomfortable, then when calculating POLS, you often I use communication that makes me feel comfortable by asking a few questions, such as when mom or dad can breathe in a relaxed manner, when doing relaxation and inspiration." It's important because patients often ask, especially if my blood pressure has changed, nurses or patients like to ask what are the complications of the disease I'm facing, are there any risks to the development of my health? some are 70 years old so the communication used is therapeutic communication.

#### 4. CONCLUSION

Research results show that the average use of grammatical pronunciation vocabulary abroad, such as Japan, for some respondents is still not active or the passive use of English is still not applied because of the thick Japanese culture of using regional languages in every communication between partners, even rarely appears in English. The habit of Japanese people who still haven't made English a means of communication publicly, sharing in the use of Pronunciation Vocabularies Grammar is an obstacle that is still the Japanese perception that English is a language that is not often used properly. In some applications of Pronunciation Vocabularies Grammar in Japan, it is still not acceptable because of the strength of Japanese culture with local communication and some Japanese tribes, however, there are still alumni who still communicate with patients who come to Japan or live in Japan with some active interactions, both in vital check-ups and temperature, blood pressure and respiration

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