

**ENGLISH LEARNING WEBSITES FOR NURSING STUDENTS'
CORRECTION IN WRITING NURSING CARE PLAN
AT STIKES FALETEHAN SERANG**

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ABSTRACT

The aims of this research were: (1) to find out the types of English learning websites referred by STIKes Faletahan nursing students, (2) to investigate how STIKes Faletahan nursing students' self-correct their NCP, and (3) to analyze the responses of STIKes Faletahan nursing students' on the use of English learning websites to assist their NCP writing self – correction. The population of this research was 15 nursing students of STIKes Faletahan, Serang. The researcher used descriptive qualitative research, where the nursing students recorded the use of the English language websites in a logbook and interviewed by the researcher to gain a more comprehensive understanding of their experience, feedback and comments. The results showed that 93% referred to the notes, and 87% referred to the websites of software that corrected the sentences overtly and directly, there were three way to do their self-correction (1) checking only one website to find all errors, (2) checking different website to check all errors, (3) checking different website to check one error, and positive responses and remarks stated that the use of English Language teaching websites was effective in helping participants' self-correction. However, negative responses were also to be taken into consideration.

Keywords: *English learning websites; Self-correction; Nursing Care Plan*

Introduction

Writing is considered as one of difficult skills faced by the students when they are learning English. It is difficult because as stated by Hussain, et al (2013) that it requires much concentration, conscious efforts and practice in all its steps, i.e. composing, developing and finalizing. Until finishing the final draft, many intensive revisions are usually required (Hussain et al., 2013; Kirana, et al., 2018). In line with that, Hammer (2004) also supported the statement, that when writing students go through the process of thinking to create the idea, express the idea through the sentences into paragraph and organize the idea and revise it to make a good writing (Hammer, 2004). Moreover, it is a complex process because in completing a piece of writing, learners must be able to have the ability to convert the thoughts into writing (Paris, Ngonkum, & Nazaruddin, 2017).

The process in writing are involves some steps. Ramirez, et al (2018) stated that there are series of steps and strategies for learners like generating ideas; assembling the ideas coherently, organized to write the first draft, revised –as this is crucial stage because promotes and orientates the improvement of the text, rewriting and final version (Ramirez Balderas & Guillen Cuamatzi, 2018). Therefore, it is not surprising that students mostly commit errors in this skill; however, making errors are helpful in learning as cited in Mustafa, et al (2017) Raimes (1983, p.3) stated that as long as they are informed about the errors and taught how to correct them (Mustafa, Kirana, & Bahri Ys, 2017).

According to Lee (2005) the EFL students find problems when they are assigned a written task (Lee, 2005). The statement added by Mardijono (2003) as cited in Wijayatiningsih (2015) that the students problems in composing the written task is related to the grammatical errors, generating the ideas respectively in the writing form, and not aware of how to write well using coherence (Wijayatiningsih, 2015). Kirkgoz (2010) stated that verb tenses and prepositions are the most frequent errors made by students (Kirkgoz, 2010) . In addition, James (1998) in Saeed, et al (2015) writes that

another most commonly found error in EFL student writing is lexical errors it can be caused by carelessness, the interference of L1 and L2, over-generalization, over-simplification, misunderstanding of the rules, and partial knowledge of certain rules (Saeed, Hussain, & Fatima, 2015), but mostly the lexical errors appear because they are due to lack of practice.

Preliminary research has done in one of the Nursing College in Banten. The students should write a nursing care plan (NCP) or *Asuhan Keperawatan* as a daily report of the patients' conditions in English. Most of the students could write the NCP. However, they ignored the grammar or the structure of the sentences. They directly translated the NCP written in Indonesian language to English. Therefore, errors were found in the NCP. The errors found were of the sentences. The lecturer gave feedback about the error to the students in order the students do the correction. However, the students had no effort to do the corrections.

The corrections may not be done by the students because as stated by Van Beuningen, De Jong and Kuiken in Yusof, et al (2016) that students may not be able to correct themselves due to inadequate linguistic understanding, particularly when dealing with complicated linguistic mistakes. Therefore, the best way to address the issues of absence of linguistic understanding is to equip the teacher with more extensive language skills. (Tariq & Yusof, 2016). It means the teacher should know more about linguistic competence and linguistic performance. But, it is not sufficient for the students because each student has different personal ability and weakness on linguistic when they use English language. Besides, in nursing studies program classroom, the students contain around 45 to 50 students in each class. So, it is impossible for the teacher to know specifically each students language problem.

The teacher has adopted the students' difficulties strategies to be solved by applying various teaching techniques. For example, some teachers educate students' inductively. It criticizing and providing comments on students' work or they used corrective feedback. Corrective

feedback refers to the teacher and peer responses to the error made by the learners on doing the work, it has been held by the teacher for centuries throughout student's learning, on their exercise book or exam paper. Sheen (2007) claimed that giving corrective feedback is an effective way as the teacher allows to provide corrective feedback widely in order to encourage the students to be aware of their errors (Sheen, 2007).

One of the corrective feedbacks is self-correction. According to Bitchener, Young, and Cameron (2005), self-correction means the teacher gives the choices to the students that would allow them to discern the correct form by themselves (Ramirez Balderas & Guillen Cuamatzi, 2018).

In order to develop students' writing skills, a series of strategies should be implemented in the English classes to help them to be more autonomous and effective as a writer which could benefit both their motivation and their transit to more complicated texts such as Nursing care Plan. One of the strategies is using the English Learning Websites as the reference media.

From the explanation above, this study is directed at investigating how learners and what From the explanation above, this research is aimed to investigate how the students use the English learning websites to self-correct their NCP and what type of English learning websites they refer to and the last is to investigate the students' perception after use English learning websites as a reference media on self-correcting their NCP.

Research Focus

According to the background above, the research focuses on the use of English learning websites which are beneficial to the students' correction in writing Nursing Care Plan.

Research Questions

1. What types of English learning websites that STIKes Faletehan nursing students refer to in self-correction of the NCP?
2. How the STIKes Faletehan nursing students self-correct in NCP?

3. What are the responses of STIKes Faletehan nursing students on the usage of English learning websites to assist NCP correction?

The objectives of the Research

The purpose of this research is to investigate the use of English learning websites to students' self-correction. The objective stated below:

1. To find out the types of English learning websites that STIKes Faletehan nursing students refer to
2. To find out how STIKes Faletehan nursing students' self-correct their NCP
3. To analyze the responses of STIKes Faletehan nursing students' on the usage of English learning websites to assist NCP correction

Site and Schedule of the Research

The research was conducted in April 2019 at STIKes Faletehan, which is located at Serang. The following are the activity of the research; in conducting this research the writer started by the preparing the research material. The proposal was developed from January to April 2019. After the proposal approved and accepting the permission to have the research, the writer has to acquire the advisors agreement of the research. Completing the requirement, the writer is permitted to consult the research to the advisors in April 2019. Working towards the schedule, the writer has finished the research well in one semester.

Setting of the Research

Based on personal observation in English classes in nursing program, the nursing students should write a Nursing Care Plan (NCP) or *Asuhan Keperawatan* (a report of the patients' conditions daily) as in the

curriculum. There are various types in writing NCP, formal and informal NCP. As for the target of this research is the Informal NCP writing.

In order to develop students' writing skills in NCP writing, a series of strategies should be implemented in the English classes to help them more autonomous and efficient writers which could benefit their motivation as well as their journey to writing more complicated texts such as Nursing care Plan. One of the strategies is using the English Learning Websites as the reference media.

Research Method and Procedure

The research adopted the qualitative approach as it allows the researcher to observe, describe and analyse the data in suitable ways. According to Taylor (2005) a qualitative approach is highly subjective and involves the researcher to observe the participants on their own places – this might be used to construct a hypothesis based on the processes description concerned (Taylor, 2005). The statement supported by Hatch (2002) that the qualitative approach may provide a deeper understanding of the reactions and background of the participants as well as a deeper understanding of the research phenomenon (Hatch, 2002).

The research method used in this research is descriptive qualitative, as Mack et.al mentioned that by conducting interview, focus group and participant observation, descriptive research is used to investigate the phenomena, this study will soon be more flexible. In other words, the data is acquired through an in-depth interview with the participants in descriptive research.

(Mack, Woodsong, Macqueen, Guest, & Namey, 2005).

Source of the Data and Data

1. Data

The data in this research are:

- a. English learning websites
- b. NCP

2. Source of the Data

a. Logbook

A logbook has been intended for this study as a guide for learners when they go through the process of coping with indirect corrective feedback and self-correcting using the websites of English teaching. This logbook is almost like a journal in which respondents write notes, comments and ideas in a text (paper or logbook) (Worcester, 2012).

This written record is intended to enable respondents to take note of their learning experience they are experiencing. The logbook is specifically intended by the investigator to make it easier for the learners to become more centered and autonomous in the process of self-correcting and making reference to the teaching websites. Any written record contained in this logbook will portray the learning process of the learners and this will be an important and meaningful finding of this research. The logbook is filled with details about the errors highlighted in their essay, how the errors are corrected, the English learning websites referred to by the participants, the correction they made and the written reflection of this learning process.

In this research the participants asked to fill the logbook in which there are errors found by the participant, corrections, and websites used by them to do self-correction and fill the response to the websites they used.

b. Interview

For this research, semi-structured interviews will be used because “a semi-structured interview attempts to understand themes of the lived everyday world from the subjects’ own perspectives” (Kvale, 2009). Furthermore, Dörnyei (2009) claims that

a semi-structured interview allows interviewers to ask open-ended questions and interviewees to answer questions as they please (Yusof, 2002). Before we conducted the interviews, we prepared an interview guide with seven main open-ended questions (which can be found in the Appendix), that were sent to the students a day or two before the scheduled interview. The decision to send the interview questions before the interviews took place, was made in order to somewhat prepare the students on what the interview would concern, and also to give them time to reflect on their answers. This way, reasoned that it would be able to collect more deep-set information. It will adopt an informal style (Mason (1996)). The advantage of this sort of interview is that it is possible to obtain wealthy and wide-ranging data, facilitating study exploration from distinct perspectives. (Mason, 1996; Mishler, 1986 - all cited in (Yusof, 2002).

The interview questions are mostly built and altered in this research based on three research goals depending on the responses and suitability of the participants. Answers will be recognized in other languages because this interview focuses on the content and feedback on this study, not the language performance of the participants.

Data Collecting Technique

In descriptive qualitative research, there are three tasks to evaluate information. These operations include data reduction, display of information, and drawing / verification of conclusions (Miles & Huberman, 1994). Based on those statements, the writer divides the activity into three operations in the analysis of information; they are data reduction, display of information and drawing of conclusions.

1. Data reduction

Data decrease implies the process of choosing, identifying, classifying and coding significant information. The scientist will get a lot of information when conducting research. The investigator must therefore select data that will provide useful study information. Thus, in order to evaluate the information, the researcher must first do a reduction. Based on the notion of data reduction, decreasing information in this research is selected by defining the websites of English learning referred to, how to do self-correction, and reactions to the use of English learning websites.

2. Data display

Data display implies simply displaying the data in the form of a phrase, narrative, or table. Data display relates to displaying information reduced in pattern form. It is advantageous to assist the researcher understand the data.

The investigator defines information that has been reduced to the form of sentences when showing information. Sugiyono indicated that the most common type of display data in qualitative research is narrative text. (Miles & Huberman, 1994) The researcher therefore arranges the information in a nice sequence of narrative text and in a table to facilitate understanding.

3. Conclusion

The last is conclusion and verification. The feature of conclusion is temporary in qualitative research. It can alter if strong evidence is not found by the researcher to support the next data collection. However, if the conclusion can be evidenced by validity and consistency in the prior information when the researcher returns to the field, the conclusion is credible.

In this research, the researcher makes conclusion from the data display.

Validity Test

Validity, reliability, and objectivity are criteria used to evaluate the quality of research in the conventional positivist research paradigm. In the research the writer uses confirmability criteria *which is confirmability* refers to “the extent to which the characteristics of the data, as posited by the researcher, can be confirmed by others who read or review the research results” (Bradley, 1993, p.437), to test the validity of the data by using two experts. The first expert is the RN (Registered Nurse) and the second is the English lecturer.

Result of the Research

General Description of Research Setting

This section will primarily present, explain and discuss the finding of the research on the use of English teaching websites to assist nursing students in writing NCP. Preliminary research has done to find out the students who were difficult to write NCP. They were asked to do the correction using English web. There were 15 participants involved in this research. They were asked to use web, recognize their errors when writing NCP and the response to the web and then write it on the logbook. Researcher then gained data from the students' logbook. Interviews were also done to get supporting data. The analyses of the data were done thoroughly to answer research question.

Research Findings

1. What types of English learning websites that nursing students of STIKes Faletahan refer to in dealing with self-correction of the NCP?

a. Logbook

Based on the analysis of the logbook, it was discovered in the English Language Websites column that there were different types of English Language Websites referred to by the participants. Some participants were referring to the same websites while others were viewing and learning from distinct websites, the data had been tabulated.

The 15 respondents referred to seven particular English language teaching websites (see table 4.1). It could be seen that 93% of the respondents referred to a website called "Reverso." One English linguistic teaching website that was viewed as "Grammar check" by 67% of the respondents. 53% of the respondents then referred to "Grammarix." And "Grammarly" was mentioned by 13% of the respondents. Only one participant (7%) viewed another 3 websites.

Table 4.1
English Learning Websites Participants Referred to

NO	English Learning Websites	Num. of participants	%	Language problem	Content
1	https://grammarix.com/	8	53%	Sentence construction and grammar	A software that corrects the sentence
2	www.grammarcheck.net	10	67%	Sentence construction and grammar	A software that corrects the sentence
3	www.reverso.com	1	7%	Spelling	Notes
4	www.reverso.net	14	93%	Spelling	Notes
5	www.grammarly.com	2	13%	Sentence construction and grammar	A software that corrects the sentence
6	https://www.techspot.com	1	7%	Sentence construction and grammar	A software that corrects the sentence
7	www.gingersoftware.com/grammarcheck	1	7%	Sentence construction and grammar	A software that corrects the sentence

Table 4.2 shows that 14 participants (93%) referred to the notes, and 13 participants (87%) referred to websites of software that corrected the sentences overtly and directly.

Table 4.2.
Types of English language Websites

The Content of English Language Website Referred to	Num. Of Participants	Percentage
Notes	14	93
A software that corrects the sentence	13	87

From the table 4.1 and table 4.2 above, it was found that *Reverso* and *Grammarcheck* were the most favorable websites that the participants refer to when they have difficulties on doing their Nursing Care Plan writing. This was due to the equipment of the websites as it was easy to access, understandable, simple and the respondents were able to write the phrases that could be spelled wrongly, and with just one click the respondents were able to acquire the right spelling as well as notes in an explanatory form of word definition and sentence description.. And for *Grammarcheck* and other websites like *Grammarix* and *Grammarly* were the most favored when it was difficult for the participants to correct the sentences and understand the grammar. Consequently, notes are the sort of English Language page selected by the respondents to help them deal with their self-correction.

Using *Grammar Checker* (*Grammarcheck*, *Grammarix* and *Grammarly*) websites had helped respondents directly to correct their wrong phrases. Participants would have to copy and paste the wrong phrases into the Grammar Checker box only. Then the right phrase was presented immediately in just one click.

This helped the participants as they were able to correct their phrases correctly, irrespective of how high or low the English skills of the participants were.. As the comments of the participants in the logbook, for example:

Participant 13

“It’s easy to find the error words and the correction, just one click then you get the result”

However, the websites also have the weakness, as the websites could not detect mistakes in some phrases, and this occurred to participant 4. For example, participant 4 wrote:

To extremities that are now paralyzed are at risk for becoming contracted.

This sentence was incorrect. The sentence supposed to change the preposition. When using the Reverso website when she inserted the sentence *“To extremities that are now paralyzed are at risk for becoming contracted”*, the Reverso website could not detect the problem. Consequently, the website recognized the sentence as a correct sentence.

When this issue happened, it was hard for the participant to detect her error and could not correct the error. This scenario occurred to 2 respondents, rendering the internet ineffective and obstructing the learning process of the respondents. In their logbook, for instance, they produced the same remark:

Participant 14:

On this website there is no error in NCP writing. The grammar and spell check write “not mistake detect” but I know it is error in the NCP.

Participant 1:

A little bit difficult to form a right sentence. I do not understand with the mistakes in the sentence.

These indicate that due to low linguistic knowledge, the participants did not have enough skill in using the software accurately. Users need to state precisely what they want to learn properly in the search engine, and this needs a certain amount of

linguistic understanding for learners to understand what they are looking for. It seems that the method of self-correcting using the internet, particularly when correcting English phrases, is also essential to get the correct answer. It implies that the scenario is in line with Van Beuningen, De Jong and Kuiken's declaration that if learners lack linguistic understanding, they may not be prepared to correct themselves because of inadequate linguistic understanding to enable it, particularly when they have to cope with complicated linguistic mistakes on their own.

The scenario also shows that not all internet software and websites are sufficiently reliable to be referred to, such as using "techspot" used by one participant.

Participant 3:

It is really making me dizzy, not easy to access and hard to understand.

So, some websites could not provide the right responses directly required by web users without adequate information. This suggests that the *Grammar Checker* may seem to be simple to use for a fast response, but it is not useful if the software most of the time does not detect the issue.

In addition, participants need an additional effort when using *Grammar Checker* because they should compare and contrast the right and wrong phrases to detect their errors and learn from the checker. And some of the respondents learned from this method of comparison, as a logbook participant stated;

Participant 7

When I get the correct answer from the grammarcheck website, I will compare with my incorrect sentence and try to understand the mistake I made". Then I try another website that is grammarix to make sure.

This shows that *Grammar Checker* such as *Grammarcheck*, *Grammarix* or *Grammarly* was not a credible website for ESP students because most of the time they were unable to identify the mistakes

and did not give the participants sufficient explanations about the mistakes. If the participants are unable to comprehend their errors and how to correct them, they may constantly make the same error.

Hence, the findings stated that the English Language Learning Websites were interactive, user-friendly, simple to use, and extremely resourceful, and that nursing learners were like using them for reference. The websites enabled the attendees to become their learning's' master.' They showed that they were able to carry out and explore their own learning.

b. Interview

Based on analysis of the 15 participants interview, on the question number one “From all of the websites offered to you when you wrote the NCP, what English learning websites did you use?” the data had been tabulated. It could be seen that 13 participants (87%) referred to the notes and 2 of them (13%) referred to the websites of software that corrected the sentences overtly and directly. For example:

Participant 1

“I use reverso.com and reverso.net ”

Participant 2

“The English Learning website that I use is reverso.net”

Participant 3

“I used the grammarcheck to do my NCP or Nursing Care Plan. “

Table 4.3 shows the English Language website type selected by the 15 respondents to help them deal with their self-correction.

Table 4.3.

Types of English language Websites

The Content of English Language Website Referred to	Num. Of Participants	Percentage
Notes	13	87%
A software that corrects the sentence	2	13%

After analyzing all of the websites that the participants referred to, it was discovered that most websites contained explanatory notes and supplied the respondents with additional information and examples. This will improve the knowledge of the respondents about their mistakes and how to correct the mistakes. The most favorable sort of English teaching website was notes, as shown in table 4.3.

2. How the nursing students of STIKes Faletahan self-correct their NCP?

a. Logbook

Table 4.4
Nursing Students' Self-correction

	Error	Self-correction		
		D1	D2	D3
P1	No error found	No error found	No error found	No error found
	Websites	• reverso.net	• Grammarix	• grammarcheck
P2	• Word - Painful	• Word - Painful	• word - painful	• word - painful
	Websites	• Reverso.net	• Grammarly	• Grammarly
P3	• Word - Result - Communicate - patient • Grammar - For gave	• Word - Result - Communicate - Patient • Grammar - To give	- word - result - communicate - patient • Grammar To give	- Word - result - communicate - patient • Grammar - To give
	Websites	• techspot.com	• Reverso.net	• Grammarly
P4	No error found	• No error found	• No error found	• No error found
	• Websites	• Reverso	• Grammarix	• Grammarcheck
P5	• Word - frequency • Grammar	• Word - Frequency • Grammar	- Word - Frequency • Grammar	- Word - Frequency • Grammar

	- To	- In	- In	- In
	Websites	Reverso.net	Reverse.net	Reverse.com
P6	<ul style="list-style-type: none"> • Word - frekuensi • Grammar - To 	<ul style="list-style-type: none"> • Word - Frequency • Grammar • In 	<ul style="list-style-type: none"> • Word - Frequency • Grammar • In 	<ul style="list-style-type: none"> • Word - Frequency • Grammar • In
	Websites	• Reverso.net	• Grammarix	• Grammarcheck
P7	<ul style="list-style-type: none"> • Word - Greeting 	<ul style="list-style-type: none"> • Word • Breathing 	<ul style="list-style-type: none"> • Word • breathing 	<ul style="list-style-type: none"> • Word • Breathing
	Websites	• Reverso.net	• Grammarix	• Grammarcheck
P8	<ul style="list-style-type: none"> • Word - Headache - Antihistamin 	<ul style="list-style-type: none"> • Word - Headache - Antihistamine 	<ul style="list-style-type: none"> • Word - Headache - Antihistamin 	<ul style="list-style-type: none"> • Word - Headache - Antihistamine
	Websites	• Reverso.net	• Grammarix	• Grammarcheck
P9	<ul style="list-style-type: none"> • Word - Hemorrhoids - Trimester - Breathing - Sodik 	<ul style="list-style-type: none"> • Word - Hemorrhoids - Trimester - Breathing 	<ul style="list-style-type: none"> • Word - Hemorrhoids - Trimester - Breathing 	<ul style="list-style-type: none"> • Word - Hemorrhoids - Trimester - Breathing
	Websites	• Grammarcheck	• grammarcheck	• grammarcheck
P10	<ul style="list-style-type: none"> • Word - Mr Susan - Contented 	<ul style="list-style-type: none"> • Word - Ms Susan - Connected 	<ul style="list-style-type: none"> • Word - Ms Susan - Connected 	<ul style="list-style-type: none"> • Word - Ms Susan - Connected
	Websites	• Reverse.net	• grammarcheck	• grammarcheck
P11	<ul style="list-style-type: none"> • Word - greeting 	<ul style="list-style-type: none"> • word - breathing 	<ul style="list-style-type: none"> • word • breathing 	<ul style="list-style-type: none"> • word • breathing
	Websites	• reverso.net	• reverso.net	• reverso.net
P12	No error found	• No error found	No error found	• No error found
	Websites	• Gingersoftware	• reverso.net	• grammarcheck
P13	<ul style="list-style-type: none"> • Word - Hemorrhoids - Trimester - Breathing - Sodik 	<ul style="list-style-type: none"> • Word - Hemorrhoids - Trimester - Breathing 	<ul style="list-style-type: none"> • Word - Hemorrhoids - Trimester - Breathing 	<ul style="list-style-type: none"> • Word - Hemorrhoids - Trimester - Breathing
	Websites	• Reverso.net	• Grammarix	• Grammarcheck
P14	No error found	No error found	No error found	No error found
	Websites	• Reverso.net	• Grammarix	• Grammarcheck
P15	<ul style="list-style-type: none"> • Word - Painful 	<ul style="list-style-type: none"> • Word - Painful 	<ul style="list-style-type: none"> • Word - Painful 	<ul style="list-style-type: none"> • Word - Painful

	Websites	• Reverso.net	• Grammarix	• Grammarix
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Based on the table above, it can be seen that the way they do their self-correction are:

1. Checking only one website to find all errors
 - P9 used only grammarcheck website to find errors and do self-correction. Word errors were checked by this website.
 - P11 used only Reverso.net to find errors and do self-correction. Word errors were checked by this website.
2. Checking different website to check all errors
 - P3 used techspot, reverso.net and grammarly to find errors and do self-correction. Words and grammar errors were checked by this website.
 - P5 used reverso.com and reverso.net and to find errors and do self-correction. Words and grammar errors were checked by this website.
 - P6 used reverso.net, grammarcheck and grammarlx to find errors and do self-correction. Words and grammar errors were checked by this website.
3. Checking different website to check one error
 - P2 used reverso.net and grammarly to find errors and do self-correction. Words errors were checked by this website.
 - P7 used reverso.net, grammarix and grammarcheck to find errors and do self-correction. Words errors were checked by this website.
 - P8 used reverso.net, grammarix and grammarcheck to find errors and do self-correction. Words errors were checked by this website.
 - P10 used reverso.net and grammarcheck to find errors and do self-correction. Words errors were checked by this website.

- P13 used reverso.net, grammarix and grammarcheck to find errors and do self-correction. Words errors were checked by this website.
- P15 used reverso.net and grammarix to find errors and do self-correction. Words errors were checked by this website.

b. Interview

Based on the interview, the research question number 2 would be answered in the interview question number 5 "How you apply the websites when you do self-correction on your NCP writing? As seen from the comment below:

Participant 9

"it's so easy, I just open my laptop and search the websites on the Google chrome after I found it I just copy my letter (NCP) and put it to blank wall and click check and the result come out"

Participant 1

"How to apply to reverso website is really easy, just through the Google and I just type the link www.reverso.com."

Participant 4

"First, we type the sentence we want to check, then open the Google, Type grammarchecker, and then click the grammarchecker website "nah" there you can find a column, in that column we paste the writing we want to check, then click free check later there is the result."

The comments indicate that the nursing students know the way to use the English learning websites. They have no difficulties on using the English learning websites. Therefore, the use of English learning websites is easy.

3. What are the responses of nursing students of STIKes Faletehan on the use of learning websites to assist self-correction in the NCP?

a. Logbook

The participants showed their response in the last part of the logbook. And the result found that some of the participants agree that it was very easy using English learning websites to assist their NCP writing (73%) but the others (27%) of the participants found it difficult to use. This can be seen through their written in logbook:

Participant 1

Using this reverso website it is easier to find the word error and replace it with the correct word.

Participant 11

I like to use reverso so much. This website is really easy to use. I can correct the errors easier

Participant 9

With this website (grammarcheck) it's easier to check again the words structure of the sentence.

This shows that the research becomes the eye-opener for the participants to use different media to learn how to search for greater comprehension of linguistic information and which source can be used to provide interaction or direct answers. This also shows that respondents were able to use websites in the future, which means they had been trained to become autonomous learners by this research.

b. Interview

After the interview of 15 participants, it was discovered that all participants agreed that using English teaching websites to help their NCP write self-correction is very helpful. As mentioned below:

Participant 1

“Yes. I think that website (reverso) is very helpful”

Participant 2:

“I really feel that it is helpful when I use the website because it is really easy to access and understandable than the others”

The responses show that the websites have a beneficial effect on the self-correction of nursing students. In addition, the use of these language learning websites has proved to be a useful source of information as nursing students can access it anywhere and at any time, as shown below.

Participant 8

“It’s good, I can use my “ponsel” to open the website and I can check my NCP anytime.”

However, in her written feedback, one participant stated that she had an issue with her internet connection and laptop.

Participant 12

“Sometimes it is not good using this. Because I don’t always have internet connection in my dormitory. And in my house there is no signal for the internet.”

This stated that technology may appear to be one of the most useful media of studying English language, but it depends on the students' ability to access it or not. Not all nursing students, especially at STIKes Faletahan, have the privilege of accessing the internet every time and everywhere and have the necessary

ICT knowledge as some students may come from low, medium or high income families' background. Students may feel demotivated without the access and not be able to effectively finish the duties they have been offered. They would then need to refer to other sources like books or educators, which may not be available all the time as well.

DISCUSSION

The result of the research found that the participants used websites to do self-correction. They use 7 websites to do self-correction. The most widely used website is *reverso.net* which is used by 14 participants. And the least used web is *spotech*, *reverso.com*, and *gingersoftware*. Based on their opinions, this happens because the ease of the website is accessed. But then it was found that there were 2 participants who only used 1 web. This is caused by the ease of using the web.

Correcting the errors, participants were very different in using the websites. There are loyal participants who only use one website and some use more than two websites in their self-correction. For example, Participant 4 on day one used *reverso.net* website and then on the second day used a different web, which is *grammarix*, and on the third day using another web again that was *grammarcheck*. Most of the errors found on the NCP were the prepositions and the words error it was caused by the carelessness of the participants. This finding is in line with the statement of Kirkgoz (2010) that most frequent errors made by students are verb tenses and prepositions (Kirkgoz, 2010) and James (1998) writes that these errors can be caused by carelessness, L1 and L2 interference, over generalization, over simplification, misunderstanding of the rules, and partial knowledge of certain rules (Saeed, Hussain, & Fatima, 2015)

Using the web in writing is very useful for students. This could be seen in the response given by the participant, there is a positive and negative response. The participant response stated positivity (87%) and who stated

negative (13%). For example, P2 stated that the use of the web is very useful but he also states that its use is complicated for example having to click some column that he could not understand. This finding indicates that this research has the same result with the previous research by Tariq and Yusuf (2016) The findings showed positive responses and remarks indicating that the use of English Language teaching websites was effective in helping respondents deal with indirect corrective feedback and self-correcting.

Other participants stated that not all webs can show errors from the text. Evidently when he checked with the one of the website (grammarix) he did not find a mistake but then by using web grammarix he could find errors. This means that not all webs could easily display errors and immediately gave the results. These indicate that due to low linguistic knowledge, the participants did not have enough skill in using the software accurately. Users need to state precisely what they want to learn properly in the search engine, and this needs a certain amount of linguistic understanding for learners to understand what they are looking for, it seems that the internet-based self-correcting method, particularly when correcting English phrases, is also essential to get the right answer. It implies that the situation is in line with Van Beuningen, De Jong and Kuiken's declaration that if learners lack linguistic understanding, they may not be prepared to correct themselves because of inadequate linguistic understanding to enable it, particularly when they have to cope with complicated linguistic mistakes on their own.

CONCLUSION

The types of English learning websites that STIKes Faletehan nursing student refer to could be seen that 14 participants (93%) referred to the notes, and 13 participants (87%) referred to websites of software that overtly and directly corrected the sentences, that is, a correct answer was provided immediately. One English language learning websites that was viewed as "*Grammar check*" by 67% of the participants. 53% of the

participants referred to "Grammarix". And "Grammarly" mentioned by 13% of the participants. . Only one participant (7%) viewed another 3 websites

The second objective of the study is how the nursing students of STIKes Faletehan self-correct their NCP. From the finding can be seen that the way they do their self-correction are: (1) Checking only one website to find all errors, (2) Checking different website to check all errors, and (3) Checking different website to check one error.

The third objective of the study is the responses of STIKes Faletehan nursing students on the use of learning websites to assist self-correction in the NCP. Based on the comments written by the 15 participants in the logbooks as well as the interview of 15 participants, Positive and negative feedback has been received throughout this activity.

RECOMMENDATION

1. Recommendation Based on the Findings

Based on the findings and conclusion of the study, here are several recommendations to be considered:

1. Students should explore their English learning not limited only to the websites.
2. Students do not always depend on the teacher on doing correction.
3. Teacher should give the students media to develop their linguistic knowledge.

2. Recommendations for Future Research

Because this research concentrated solely on STIKes Faletehan, Serang, it is suggested that further research be conducted on learners from other universities and faculties to see whether there are similarities in the findings. In addition, future study could also explore how long it takes for learners to be able to self-correct after getting indirect feedback and

what kinds of hints the teacher could offer to guide the weak learners until they can adjust themselves.

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