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DEVELOPING ENGLISH LEARNING MATERIALS BASED ON CONTENT-BASED APPROACH FOR NURSING STUDENTS OF STIKES PAYUNG NEGERI PEKANBARU

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Abstract

The absence of English learning materials containing nursing topics is one of the factors that cause the students' low mastery of English for Nursing Purposes. Thus, the learning materials need to be developed. The ADDIE model covering the phases of analysis, designing, developing, and implementation, was used to produce the content-based learning materials for nursing students of STIKes Payung Negeri Pekanbaru. Evaluation phase, however, was excluded for further research to find out the effectiveness of the product. Those phases were to explore the students' needs; to design learning materials; to develop the design and to find out its validity; and to find out the practicality of the product. The respondents were the head of nursing program, lecturers, nursing students, and the experts of nursing contents and material development. The instruments were a set of needs analysis questionnaire, validation checklists, and questionnaire of product practicality. The findings indicated the real needs of nursing students that they prefer learning English for Nursing Purposes to General English. The nursing topics that they wanted most to learn were related to hospital, nursing care, medical treatment, diseases, and medicines. The experts' validations approved that the product was very valid and it was proved practical in implementation phase. It is suggested that the nursing content-based learning materials can be used to improve students' mastery of English for Nursing Purposes.

Keywords: *material development, content-based approach, Needs Analysis (NA) and English for Nursing Purposes (ENP)*

1. INTRODUCTION

Low mastery of English for Nursing Purposes is one of the factors to cause students' low mastery in comprehending the trilogy-nursing handbooks – *Nursing Diagnosis: Definition and Classification (NANDA), Nursing Interventions Classification (NIC),* and *Nursing Outcomes Classification (NOC)*. Those books are the sources where the nursing students can absorb the basic knowledge of nursing. Unfortunately, they found difficulty in comprehending specific nursing subjects as they consist of nursing terminologies which are mostly written in English. It was proved by the data taken from a test given to the third year students of STIKes Payung Negeri Pekanbaru who would take an internship-in-hospital practice. The test was held on January 15, 2015 for three classes that consist of 117 students. It was designed to find out the students' English vocabulary mastery related to 1) hospital team – people who work around the hospital and 2) their job description; and 3) expressions used for admitting and diagnosing patients. The test result showed that the students' average score was only 57.8 which was categorized in grade D.

Like a chain of failure, the students' failures in mastering nursing subject as the consequence of low mastery of ENP are likely to cause another failure to win a job market competition of working in an international standard hospital or to work overseas. Consequently, they are potentially unemployed. To keep away from such phenomena, the significance of improving students' masteries of English for Nursing Purposes in a nursing school is a must. Lee (1987:56) emphasizes that 'it is important for nursing students to have access to the course of English for Nursing Purposes, especially those who want to work in big cities'. Therefore, every nursing school in Pekanbaru takes English in an account of compulsory subjects. However, most of nursing schools in Pekanbaru, especially STIKes Payung Negeri did not have a standard learning material containing nursing

topics. Even though a team of English lecturers in that school has designed a course syllabus, it was mostly dominated by the discussion of grammar and topics related to learning English for General Purposes. Besides, competence standards defined in the course syllabus didn't seem to be in line with the topic discussions presented in each meeting. For example, the topic discussions are related to *name of things, expressions in greeting, introduction to interview, simple tenses, passive voice, degree of comparison,* and *how to get point from a song.* Based on those topics, it was found in the syllabus that the competence standards that should be achieved by the students were *the ability toperform a presentation, to speak English with correct pronunciation, to speak English in a drama performance, to retell important ideas of scientific nursing articles,* and *to write a 400-word paragraph.* It is obvious that the defined competence standards are not in line with the topic discussions. It was assumed that such condition was caused by designing course syllabus without performing a needs analysis. Consequently, each lecturer in the team tends to pick learning materials on the basis of his/her own preferences.

Based on the data of students' low mastery of English for Nursing Purposes and the inappropriate application of competence standards and topic discussions in the course syllabus, it is quite reasonable that the students have limited ability in using English for Nursing for academic and working purposes.

For this reason, the writer carried out a study concerning on developing English learning materials based on content-based approach. It can be an alternative solution at least for three reasons. First, content-based approach is appropriate to be used in a vocational school or at a university level school such as nursing school in which the learners are prepared to master English for academic and job related purposes (Davies, 2003:2). According to Snow (in Villalobos, 2013:72), content is the use of subject matters that may consist of topics or themes based interest or need in an adult EFL setting, or it may be very specific, such as the subject that the students are currently studying. The second reason is that the content-based syllabus can be developed in accordance with the principle of ESP (Chen, 2015:1) in this case, English for nursing academic and working purposes. The third reason is that content-based approach yields an increase in intrinsic motivation and empowerment seeing that the students are focused on subject matter that is important to their lives (Brown, 2007:49).

2. REVIEW OF RELATED THEORIES

Since learning materials are parts of important aspects that influence the success of foreign language teaching and learning, it is crucial to see the nature of language teaching and learning as the starting point to develop the learning materials.

In this study, the nature of language teaching and learning is seen from the concept of communicative approach that is explored from the philosophy of interactionist concept. It means that communication is not only the result of learning process but it also can be a media of language learning. The application of interactionist concept in language learning is found in communicative language teaching (CLT) (Richards and Rodgers, 2001: 153). They mention that the method focuses more on the roles of learners rather than teachers. Moreover, the method emphasizes learning process to the use of language for communication rather than to the process of imitating, drilling, memorizing and learning language structure. Furthermore, they mention that 'the communicative approach in language teaching starts from a theory of language as a means for communication' (Richards and Rodgers, 2001: 159). Briefly, Spratt, *et, al.* (in Ghazali, 2011:28) concludes that '… we do not learn a foreign language best through grammar and translating. Nor do we learn by constantly practicing until we form habits. We learn by picking up language, interacting and communicating'.

As the latest approach, communicative language teaching aims to develop learners' communicative competence. One of the routes to reach it is by the application of Content-Based Instruction approach (Richards, 2005:29). It includes designing or developing instructional materials to be used as a common starting point to focus on creating classroom processes that best facilitate communicative language learning (Villalobos, 2014:03). Besides, the use of CBI in a language teaching is also appropriate to be used in a vocational school or at a university level such as the nursing school where the learners are prepared to master English for academic and job related purposes (Davies, 2003:2; Richards and Rodgers, 2001:216).

To find out the connection between CBI and the work of developing English learning materials and how it works theoretically to help the success of language learning for the nursing students, it is important to explore the principles of CBI. Richards and Rodgers (2001:207) claim that there are two central principles as ground principles in CBI. They firstly state that 'people learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end itself'. Secondly, they state that CBI better reflects learners' needs for learning a second or a foreign language. These two principles reveal that CBI leads to more effective language learning and it meets the students' needs.

Therefore, content-based approach seemed appropriate to be used as a framework of developing English learning materials for Nursing Purposes. It was proved by Hussin (2002:22-39) who could outline the curriculum of learning English for nursing purposes. More specifically, the mastery of English for the needs of academic nursing skills and clinical skills, on her study, Hussin (in Orr, 2002:37) defines the language tasks and skills in the clinical settings to be a curriculum of English language learning program for Nursing Purposes.

The language tasks and skills mentioned in the curriculum are the guide in identifying nursing topics and texts used in the instruments of this study. She identified numerous language tasks that nurses must successfully complete in the clinical settings: (1) taking a nursing history of the patient; (2) writing nursing care plans; (3) giving and receiving change-of-shift reports or handovers; (4) writing progress notes, discharge summaries, incident reports, and referral letters; (5) making and receiving phone calls; (6) using language while providing nursing care; (7) teaching patients and families about health - care topics and how to provide care after discharge; and (8) participating in team meetings about patients.

To complete those tasks with patients and family members, Hussin (in Orr, 2002:38) identified a variety of informational and interpersonal language skills that nurses need to use. The informational skills nurses need are interviewing techniques, giving instructions, asking for cooperation, checking readiness, explaining medical information in language that is easy to understand, explaining procedures, asking for permission, giving feedback, understanding colloquial language, and teaching techniques.

To complete those tasks with colleagues, nurses need some of the same informational skills, but additional ones as well: giving instructions and explanations of procedures, as well as understanding them; understanding and giving directions; asking for repetition and clarification; asking for assistance and explanation; checking for readiness; understanding and presenting verbal information; making and receiving telephone calls; accurately conveying telephone messages; using appropriate medical terminology; completing, reading, and interpreting routine forms, charts, and instructions; completing medical histories; reading and interpreting medical records and histories; writing, reading, and interpreting notes and summaries; writing, reading and interpreting nursing care plans; and writing, reading, and interpreting letters and reports. Because so much of nursing involves establishing a relationship with patients, the nurses' interpersonal use of English is also very important. The language tasks and skills needed for interpersonal communication in nursing include expressing empathy; offering reassurance; interpreting nonverbal cues; using attending behaviors, nonverbal communication, reflective listening techniques, and clarification devices; paraphrasing; summarizing; using assertive responses; and expressing personal opinion (Hussin in Orr, 2002:39).

Based on the clinical situations, nursing contents, tasks and practices mentioned above, the writer believes that not all of them can be applied instantly for his nursing students. Therefore, to meet the appropriate contents, tasks and practices and ways of learning to his students' needs, it was essential that the writer initiated an activity so called Needs Analysis (NA).

The theory used as the guide in performing NA is the concept defined by Dudley-Evans and St. John (1998:125). It covers the analysis of 8 aspects related to *wants, means, subjective needs analysis; present situation analysis; target situation analysis and objectives needs; lacks analysis; learning needs; linguistics analysis, discourse analysis, genre analysis; what is wanted from the course;* and *means analysis*.

In addition to the concept of NA, another important literature to be reviewed is the concepts of syllabus design. The one that is appropriate with the application of content-based approach in this

study is *topical-or content-based syllabus*. Richards (2001:157) claims that 'with topical or content-based syllabus, content rather than grammar, functions, or situations is the starting point in syllabus design'. Besides, Chen (2015:1) mentions that the concept of content-based syllabus can be developed in accordance with the principle of ESP, in this case for nursing purposes. He states that the crucial point in designing content-based syllabus is to let learners understand the relationship between language and content.

In addition, Brinton, Snow, Wesche, and Mohan (in Richards, 2001:158) in detail claim that the advantages of content-based syllabuses are:

…1) they facilitate comprehension; 2) content makes linguistic form more meaningful; 3) content serves as the best basis for teaching the skill areas; 4) they address the learner's needs; 5) they motivate learners; 6) they allow interaction of the four skills; and 7) they allow for use of authentic materials.

Based on the advantages, the writer believes that content-based syllabus will be of great benefit to the learners as they are studying not only language structures but also specific contents in nursing field. Besides, it enables them to master specific nursing skill as it is discussed through contents or topics related to nursing that they mostly recognize. Then, the use of authentic materials in nursing context will lead them to prepare skills for working purposes.

In line with the importance of content mentioned in the concept above, Nunan (1991:216) states the urgency of selecting topic in developing materials as the application of content-based syllabus. He provides a procedure of developing teaching materials that covers the activities of selecting topics; collecting data; determining what learners will need to do in relation to texts; creating pedagogical activities/procedures; analyzing texts and activities to determine the language elements; creating activities focusing on language elements; creating activities focusing on learning skills/strategies, and creating application tasks.

The procedure mentioned above is followed by designing and developing materials to be printed in a handout model. It was based on the premise of that handout is one of interesting, attractive, and easy to understand learning sources (Tomlinson, 20011:xiii; Prastowo, 2014:187; Butcher *et al*, 2006:137). They claim that handout is simple and contain the key point of learning that students can possess and take them away with. It can be in a form of paper-based or electronic materials given to students before, during or after learning session (Butcher *et al*, 2006:137).

In designing handouts, it is important to consider the selection of font and the design of layout that can have a major influence on students' perceptions of learning materials (Brown in Butcher *et al.*, 2006:140). Based on guidelines for designing handouts, Butcher *et al.*, (2006:142) suggest that a handouts designer should take a serious consideration about size and style of font; line spacing and justification; use of white space; key point and emphasis; color of paper the handout is printed on; and the need to have both text and images.

In addition, Prastowo (2014:200-206) clearly describes the importance of making creative innovation in designing handouts. He mentions that the design and layout of handouts can be in a single or in a combination of narration text, table, images, or diagram. More specifically, he suggests that it is also important to include decorative symbols, shadings, borders, charts, picture of objects, funny cartoons, photos, and cliparts, all of which can be downloaded from public domain such as Google images. In short, handouts as the product of this research are parts of important teaching materials which can be used as learning sources. Thus, they should be simple, attractive, and interesting to students.

Quite a few NA-based ENP researches conducted in Asia have elicited some remarkable implication for the development of English learning process for nursing purposes. In Japan, Miyake and Tremako (2005) explored the needs of undergraduate, post-graduate and professional nurses focusing on the balance uses of 'social' and 'technical' English in terms of syllabus design, classroom activities, and professional requirement. Their study informed that 'social' English is more important as it enables nurses to communicate with patients and their families and enriches them as individuals. Besides, the result also suggested that 'technical' English in nursing should be introduced incrementally and is better limited to basic technical vocabulary. In Taiwan, Lee (1987) also conducted NA for the fact in his finding that learning is much more effective when instructional contents match students' needs. It can be reached by identifying specific needs of nursing students and by itemizing course contents toward designing a successful, customized ENP course.

In Indonesia, such studies have significant contributions as well for the local development of ENP. Sismiati and latief (2012) conducted a research of developing instructional materials on English oral communication for nursing schools with the characteristics of 1) the topics are based on the activities of nurses in hospital, 2) the vocabulary exercises are based on the nurses' needs in understanding the nursing context, and 3) the speaking activities are based on the needs to communicate in nursing settings. All of which were also found in NA. More specifically, Saragih (2014) carried out a research concerning on designing ESP materials for nursing students based on NA. The targeted participants of this research were prospective professional nurses who are studying at the last grade of nursing school. It is found that NA was the most important activity to conduct before designing materials for the purpose of learning ENP.

Compared with the four researches mentioned above which purely focused their significance to the development of nursing students for professional working purposes, the scope of this research has apparently been narrowed down and geared toward two purposes. Firstly, it focuses on academic-nursing setting such as helping the first year students in understanding the basic knowledge of nursing which is found in sources written in English. Secondly, it is used as a fundamental preparation to build students' understanding toward the significance of ENP for working purposes.

3. DATA ANALYSIS AND DISCUSSION

As this study applied research and development method referring to the ADDIE model – *analyze, design, develop, implement,* and *evaluation*, the data were analyzed in four phases, excluding *evaluation*,from various instruments for different respondents. The analysis was based on descriptive statistics such as frequency, percentage, and means.

In *analysis* phase frequency and percentage were calculated to find out the students' needs from a set of questionnaire that covers the aspects of *target situation analysis and objective needs; wants, means, subjective needs analysis; present situation analysis; lack analysis; learning needs analysis; linguistics analysis; what is wanted from the course;* and *means analysis.* The highest percentage of the students' responses toward that analysis was the first priority to be considered in designing phase. Before distributing the instrument to 45 the third year students, it was validated by an expert of nursing content.

The data of *designing* and *developing* phases were analyzed from an instrument called validation checklists to find out the validity of the product. There were three validation checklists to be completed by 1 expert of nursing content and 2 experts of materials developments and language uses. Those experts evaluated the design and the developed materials by scoring the content, language understanding, presentation, and writing mechanics. The scoring system referred to the rubrics of materials development developed from *The Guide of Materials Development issued* by *the Department of National Education in 2008.* The classification of the validity of the product was in accordance with Riduwan's category (2005:89).

In *implementation* phase, another descriptive statistics such as finding means, percentage and average score were calculated to summarize the practicality of the product. The calculations were obtained from responses that were classified to a-four point scale (1) impractical, (2) less practical, (3) practical, (4) very practical. Two sets of questionnaire were used as the instruments. The first one was distributed to 2 classes of the first year students. It was to evaluate the students' perceptions in terms of *the compliance of time*, *the convenience/ease of using content-based English learning materials for nursing students,* and *the benefits of using content-based English learning materials for the nursing students.* Another set of the instrument was given to 1 nursing subject lecture and 1 English lecture of nursing background. It was to find out the lecturers' perception related to *the compliance of time, the convenience/ease of using content-based English teaching materials for nursing students,* and *the completeness of the components of content-based teaching materials for nursing students.* The average scores from two groups of 90 students and 2 lecturers were calculated separately to find out the final score of product practicality from each group.

Data drawn in each phase were interpreted and discussed. The results in analysis phase were obtained from the analysis of 8 aspects. The first one was personal information about learners and their attitudes towards English. It was found that 75.56% of the students realize that English is very

important. More specifically, they agreed that it is important not only for academic but also for professional needs. Therefore, 71.11 % of the students preferred learning English for Nursing Purposes to General English. However, 82.22% of the students seldom make extra efforts to improve their English. Consequently, the second aspect, lacks analysis informed that their masteries of English proficiency and English for Nursing Purposes were mostly categorized in 'poor' level. In addition, the third aspect, language information about target situation informed that such conditions were caused by the absence of needs analysis before class and learning materials containing nursing topics. For that reason, they could not improve their ability in using English for both academic and working purposes in nursing field. The fourth aspect of analysis was related to the situation where English is mostly used in nursing practice. It was found that the highest percentage was in the situation of *patient admission* 82.22%, followed by the situations of *writing patient admission* and *reading observation chart* each of which gets a portion of 80.00%, *reading patients' records* 75.56%, *administering medication* 73.33%, and *giving instruction and direction* 60%. The rest situations such as *educating patients, checking understanding, requesting information by e-mail, telephone call, explaining drug interaction,* and *giving advise* ranked the lowest that are all less than 20%. The fifth aspect was related to language learning needs that cover the aspect of language skills and learning activities that the students need most. It was found that 86.67% of the students need *speaking* skill and followed by *listening* 84.44%, *reading* 77.78%, and *writing* 17.78%. Learning activities that they wanted most to do was 'pair work' 80.00%. Another aspect was an analysis related to the nursing topics the students want most to learn. It shows that the students were interested in five topics that were ranged from 84.44% to 71.11%. They are *around hospital* 84.44%, *nursing care* 82.22%, *medical treatment* 77.78%, *disease* 73.33%, and *medicine* 71.11%. The other topics were not considered for the reason that they were chosen by less than 10% of the students. The next aspect was related to the analysis of learners' needs from course. It was found that the students need to improve their ability in using English for nursing for both academic and working purposes 91.11%. The last aspect was means analysis. It was informed that the students wanted to learn English using nursing contents materials from the first year at the 2nd semester 44.44% and wanted to be taught by a team that consists of specific nursing and English educational background lecturers.

Following the analysis phase, it was essential to outline a diagram as a guide in the designing phase. It can be seen in the following figure.
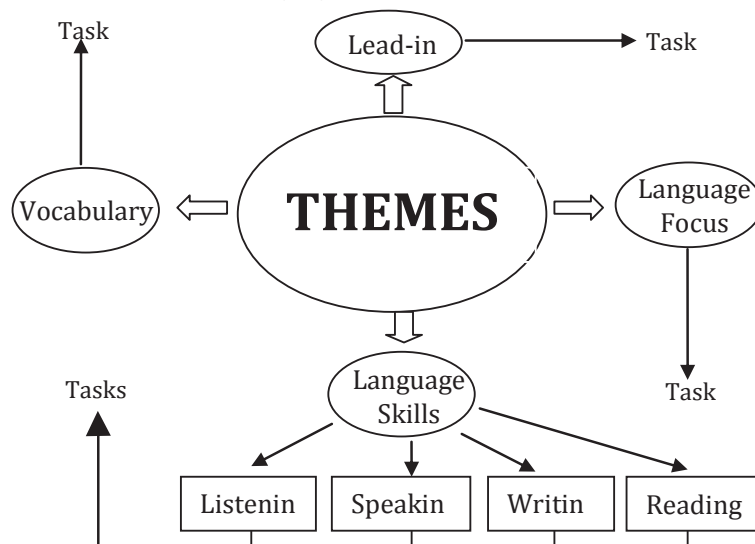

Figure 1: The Diagram of the Design

The diagram briefly shows how the designing process was initiated from the development of main themes that the students wanted to learn most. The themes were the data taken from the previous phase. From the themes/main topics, 10 sub-topics were developed in accordance with the number of handouts used for one semester, 14 meetings excluding mid-term and final tests.

The themes also became the starting points to decide the organization and the contents of the developed materials. The organization consisted of four main parts. They were lead in, vocabulary, language focus, and language skills. Then, the language skills were divided into four parts that cover listening, speaking, writing, and reading skills.

To complete the contents and tasks of ach part, the activities of selecting appropriate syllabus, determining learning objectives, choosing topics and sub topics, collecting and choosing appropriate texts, deciding learning sources, and designing tasks were documented as a blueprint of the developed materials.

The blueprint was validated by the expert of material development who recommended some suggestions. First, it was suggested to draw a chart to outline the organization of the materials. Second, it was suggested to include examples in nursing context in language focus section.

After designing phase, the writer developed the blueprint to be real printed materials in a handout model. To get a better result and a valid product, it was validated by the experts of nursing content and materials development that cover the aspects of *contents, language understanding, presentation,* and *writing mechanics.*

Based on the experts' evaluation validation, the developed materials were rated in the category of 'very valid'. However, they suggested revising some elements. Validator 1 recommended revising the front page of each handout. He suggested to include learning out comes in the upper-right or left part of the handout. He also suggested revising the level of difficulty of task in handout 1. So, the task had been revised from 'writing a short paragraph' to 'rearranging jumbled words to be a complete sentence'. Validator 2 advised to write numbering to the section that has more than one task. It was to avoid students' misunderstanding that they don't know what to do first. Validator 3 revised the materials in terms of nursing contents and their sequences. She recommended adding one more sub topic to the theme of *around hospital*. She suggested including the discussion about *departments in a hospital.* The sequences of the topic discussions were suggested to discuss *Signs and Symptoms* first, and then followed by the discussion of *Pain*.

Based on the validators' suggestions, the researcher revised and printed the materials to be a product that can be applied in a try-out session in implementation phase. After the try –out session, the researcher found that the lecturers and the students agreed that the developed materials were 'practical' for nursing students. However, the indicator of the compliance of time was rated the lowest score. It was reported that both groups rated the developed material into 'fairly practical'. The researcher assumed that it was caused by the length of the contents discussed in each handout. They were so long and too much that the students found difficulties in comprehending them in a-one meeting session. The highest score was obtained from the indicator of how benefits the materials are. It scored 91.74 and was categorized 'very practical'.

4. CONCLUSION

This is a research and development study that aims to develop English learning materials based on content-based approach for nursing students. More specifically, the primary purposes of the study are to find out the real needs of the nursing students, to design and to develop learning materials, and to find out the validity and practicality of the developed materials. As a result, the final products of this study are a set of content-based syllabus and a content-based handout.

The findings in analysis phase informed that the real needs of the nursing students. They preferred learning English for Nursing Purposes to General English. Therefore, it was found that the nursing topics that they want most to learn were *around hospital, nursing care, medical treatment, diseases* and *medicine.* Besides, learning activities that the students need most are *pair work* and followed by *group* work. Based on the five main topics, some sub-topics were developed and followed by creating tasks that mostly dominated by pair work activities.

The findings in designing and developing phases showed that the product was categorized 'very valid'. And, results in implementation phase proved that the products were 'practical' to be used in nursing school.

However, the writer realizes that there must be some weaknesses found in the final product for the limitation of the research. For example, to find out the real result of target situation analysis

where professional information about learners can be obtained, the researcher should have interviewed professional nurses who work in a hospital of English speaking country where international patients are treated. It wasn't performed for limited access and networks. Another limitation was found in implementation phase. The try-out has been conducted only for two classes (1A and 1B) in one higher nursing school (STIKes Payung Negeri Pekanbaru). Ideally, it should have been tried-out to all classes in the first semester. Moreover, it would be much better if the developed materials would have been tried out to other nursing schools.

Through the findings of this study, some pedagogical implication can be made for syllabus design and materials development. Besides, English lecturers are suggested to apply the developed materials in learning process as a main reference or as supplementary materials. Moreover, English lecturers should keep in mind that nursing students need English for specific nursing purposes better than general English. Therefore, they are suggested to use materials developed from contents/topics related to nursing. Since the result of this research focuses only on the validity and the practicality of the product, it is suggested that other lecturers do an experimental research to prove the effectiveness of the content-based learning materials for nursing students.

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