

**DEVELOPING SUPPLEMENTARY ENGLISH MATERIAL BASED ON
PROJECT-BASED LEARNING FOR NURSING STUDENTS OF
MEDICAL DEPARTMENT OF SMK CITRA SEMESTA INDONESIA
YOGYAKARTA**

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ABSTRACT

This research aims at developing Supplementary English Material to fulfill the students' need toward the material at vocational high school using Project-based Learning (PBL). It was conducted to investigate (1) the quality of the existing course book used in vocational high school, (2) the development of the Supplementary Project book in SMK Citra Semesta Indonesia Yogyakarta.

This research was categorized into Research and Development (R & D). It was conducted in two steps, they were exploration and development. The exploration step revealed: (1) the description of the existing course book used in vocational high school and (2) the need analysis of the ESP learning material. While the development step explained: (1) the description of the draft of supplementary project book, (2) the result of the trial of the draft, and (3) the final draft of supplementary project book.

The data in the exploration stage were collected through conducting document analysis, observation, questionnaire, and having interview. It was carried out to reveal the quality of existing course book used at vocational high school and the learner's need toward material. The findings show that the course book used at the vocational high school students contains general English material and it is less specific to be used for the students of nursing skill program. Hence, the findings imply the supplementary project book was needed to be developed by considering the need of the teacher and the students. The supplementary project book was developed by considering some aspects. It contains theoretical theories of ESP and PBL. Then, it was validated and reviewed by some experts on English language teaching and implemented in class. Through conducting observation, distributing questionnaire, and having focus group discussion that involved the researcher, the teacher, the expert, and students, the draft was revised to be the final draft of supplementary project book. Therefore, after going through the stages, it could be said that the draft is feasible to be applied as supplementary material to teach students of nursing skill program in vocational high school. It is expected that the book can give some contribution and improvement for English teaching and learning.

Keywords: *ESP, R&D, PBL, Supplementary, Vocational School*

1. INTRODUCTION

In Indonesia, there are several medical schools and colleges which treat their students become a professional nursing. In this research, the researcher focuses on the senior high school level especially in vocational high school which learns English as specific purposes.

Medical Department is one of the departments in Vocational School. The department also prepares the learners to compete in medical services especially in nursing field. Medical Department focuses in preparing the students to have abilities in science and art. To support their abilities, the students need English language learning especially English nursing skill program. The English nursing skill program is really important for the students. Actually, there are some components which influence teaching and learning process. One of the components is learning materials.

The aim of vocational school is providing the students for the work area. For that reason, students of vocational schools need English for Specific Purposes (ESP) to provide the next step for getting the job. In practice, there are variants of English use, depending on the specific purposes. This specification of English use will help learners to master English as well as what they need in term of specific purpose that they have. English is one of the compulsory subjects that have to be taught for vocational high school. As stated in the Rule of Minister of National Education No. 22 year 2006, English is an adaptive lesson which is aimed at preparing the students with English communication material context which is needed for their skill program in written or spoken form. Consequently, the teachers should plan, conduct, and manage the learning of English in order to meet their specific needs. SMK Citra Semesta Indonesia Yogyakarta is one of the vocational high schools in Yogyakarta that focuses on medical subjects which have two major programs, pharmacy and nursing. Nursing skill program become the last choice by the students after they are not accepted in the pharmacy program, despite the input of nursing skill program is higher than the pharmacy program.

Recently, there are many English course books for the students of vocational high schools. Some books that are often used by English teacher are Global Access, English for Vocational High School, Interchange, and Get Along. Each of them promotes different approach and also interesting topic and display. Although there are many course books published with different kinds of approach offered, language practitioners should choose the best and standard books based on the students' need. According to Cunningsworth (1995: 15-17) there are several guidelines for standardize course books used in the classroom. First, course books should correspond to learners' needs. They should match the aims and objectives of the language-learning programme. Second, course books should reflect the uses (present or future) which learners will make of the language. Select course books which will help to equip students to use language effectively for their own purposes. Third, course books should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid method. Fourth, course books should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

By doing the observation and informal talk with the English teacher, it was found that in this school only used one book which designed by LP2IP Yogyakarta for all skill programs. The book is "English for Vocational Schools" which has three levels; novice, elementary, and intermediate. The novice level was designed for first grade, elementary level for second grade, and intermediate level for third grade. This book has a series, book A and B for every level. Each series designed for one semester. But the teacher only used one series (book A) in all classes, included nursing class, because every book has many materials which should be learn, but the students cannot reach them all in two semesters. Based on analysis on this book, it is found that the input text and language context has not matched with the nursing skill program, the content used English in general topics and the language are very high for the students' level of English in grade X of English for nursing class in SMK Citra Semesta Indonesia Yogyakarta. The teacher finds some difficulties in using the book, so they make focus learning material and drilling vocabulary in the first meeting. It becomes the reason why

the students of nursing skill program, especially in English for nursing class need additional specific English learning material in more simple content which can guide the students to improve their English.

2. THEORETICAL REVIEW

There are three major theories which used to construct and analyse the research finding, such as English for Specific Purposes (ESP), Project-based Learning (PBL), and Material Development.

a. English for Specific Purposes (ESP)

Teaching ESP is aimed at developing students' skills of professional communication in English depending on the area of their professional field. It means that such teaching should be connected to students' particular specialization. Therefore, English for specific purpose includes specialized programs which are designed to develop the communicative use of English in a specialized field of science, work, or technology. Hutchinson and Waters (1987: 8-9) defined that ESP is an approach to language learning which is based on learner's need which means that all contents and methods are based on the needs of the students. In addition, Hutchinson and Waters (1987: 25) proposed that there are two basic needs of ESP students: target needs and learning needs. Target needs can be perceived by necessities, lacks, and wants. Necessities are the types of need determined by the target situation, that is, what needs they have to know in order to function effectively in the target situation. In contrast, lacks are the gaps between what the learner already knows and the necessities. If necessities are the standards to be achieved by the learners and lacks are the gaps between what they have to achieve and what they do not have, hence, wants are the goals that the learners are going to themselves. If Hutchinson and Waters (1987: 26) defined lacks as the starting point, necessities as the destination, and wants as what the destination should be, they consider learning needs as the route to get these three to complete each other. If target needs can be seen by analyzing the target situation, hence, learning needs must be seen in the process of learning.

b. Project-based Learning (PBL)

Project-based Learning is a comprehensive instructional approach to engage students in sustained, cooperative investigation (Branford & Stein, 1993: 1). Within its framework students collaborate, working together to make sense of what is going on. Students pursue solutions to non trivial problems by: (1) asking and refining questions; (2) debating ideas; (3) making predictions; (4) designing plans and/or experiments; (5) collecting and analyzing data; (6) drawing conclusions; (7) communicating their ideas and finding to others; (8) asking new questions; and (9) creating artifacts (Blumenfeld et al., in Branford & Stein, 1993: 2). In this research, the researcher will use Problem-based Learning in developing English materials for second grade students of English Nursing skill program in Medical Department SMK Citra Semesta Indonesia Yogyakarta. Using PBL approach will help the students to improve their English as preparation skill in their future occupation.

c. Material Development

Learning material is one of the important factors in most language programs. In practice, it focused on evaluation, adaptation of published materials and creation (development of teaching materials by teacher in line with the existing syllabus). According to Richard (2001: 252) says that materials are anything that serves primarily to supplement the teacher's instruction. The aids used by the teachers and students supporting the teaching

learning process called as the materials. Material development is about making preparation of effective teaching materials which is similar to the processes involved in planning and teaching the lesson and it is aimed to design and create materials which can be reference and resource for effecting learning (Richard: 2001; 262). While Nunan (1989: 208) defined material development as a process of procedures cover selecting, adapting, and creating of teaching materials. Tomlinson (1998: 85) insists that materials development refers to anything which is done by writers, teachers or learners to provide sources of language input and to make use of those sources in ways which maximize the likelihood of intake: in other words the supplying information about and/or experience of the language in ways designed to promote language learning.

3. RESEARCH METHOD

Research methodology consists of two parts, namely research design and research procedure. The research procedure explains the detailed procedure in exploration stage and developing stage.

a. Research Design

The topic of this research is Developing Supplementary English Material based on Project-based Learning for Nursing Student of Medical Department of SMK Citra Semesta Indonesia Yogyakarta. Gall and Borg (2003: 569) stated that R&D is an industry-based development model in which they are systematically field tested, evaluated, and refined until they met specified criteria of effectiveness, quality, or similar standards. In line with this, Sugiyono (2013: 297) states that research and development (R & D) is a research method used to produce a product and examine the effectiveness of the product. It is aimed to help teachers and students to get the best educational product.

From the description, it can be seen that there are some stages in the research that should be done by the researcher, namely designing, field testing, evaluating, and refining. Based on the aim of this study, this study is classified as a Research and Development (R & D). The aim of this research is to develop an instructional project book which guides the students to make some individual or group projects using Project-based Learning approach in medical school. In this research, the product is developed by considering to the strengths and weaknesses of existing learning material or textbooks and some related theories in order to produce an appropriate material based on vocational school context. In developing it, the use of Project-based Learning and English for Specific Purposes will be explored much more. There are two stages in this research, namely exploration and development. Each stage has different steps and purposes.

b. Research Procedure

The aim of educational research and development in this study is validated, field-tested and evaluated and refined the educational products in supporting teaching and learning process. Within this research, there will be a process to develop and validate products as stated in Borg and Gall (1983: 772). The steps of this process are usually referred to as the R&D cycle. In order to create the effective products, some experts provide the models in some cycles.

Such simplification is termed by Borg and Gall (1983: 792). They state that for thesis and dissertation, it is best to undertake a small-scale project and to limit development to just few steps of the R&D cycle. It means that the implementation can be adjusted based on the condition. Because all of steps need more time in conducting the research and also the cost of capital in producing the product, the researcher uses the small-scale R&D proposed by Borg

and Gall. In the small-scale, the steps of R&D are divided in two big stages namely exploration and developing stages. The data in the exploration stage will be collected through conducting document analysis, observation, questionnaire, and having interview.

4. RESEARCH FINDING AND DISCUSSION

This section focuses on describing the research finding on the exploration and development stage based on the available data. In other words, it presents the solution of the objectives written in the formulation of the problems and discussion based on related theories to clarify the findings. The exploration stage consists of five parts of findings: (1) the analyzing of the existing condition in this case is the description of the existing and quality of course book, (2) the analyzing of syllabus used in nursing skill program, (3) the result of need analysis obtained from questionnaire, interview, observation, and document analysis, (4) product planning, (5) prototype design. The development stage consists of three parts: (1) expert validation, (2) tryout of the product and (3) developing final product.

There are two major findings in this research, exploration stage and development stage. Unfortunately the research is still ongoing, in this section the researcher only discuss about the finding in exploration stage which consist of: (1) the analyzing of the existing condition in this case is the description of the existing and quality of course book, (2) the analyzing of syllabus used in nursing skill program, (3) the result of need analysis obtained from questionnaire, interview, observation, and document analysis, (4) product planning, (5) prototype design.

5. CONCLUSION

There are many teaching components for the successful of English learning such as method, material, media, teacher, students, etc. All of them become synergy to support each other in the teaching learning process. Course book is one of teaching components that plays important role to provide materials for students which can be used to achieve the goal of English teaching and learning process in the class. Based on the research findings, the researcher found that the course book used in SMK Citra Semesta Indonesia Yogyakarta has not provided appropriate material needed by the vocational students especially for nursing skills program. The English teacher uses English for Vocational School by LP2IP as course book for all skill programs in that school. After the course book was analysed based on some guideline, it was found that the content of book contains general English material and therefore it is not appropriate with the students' skills program. Based on that problem, there should be an effort to improve the quality of English teaching and learning. Therefore the researcher developed Supplementary Project book as an additional material for first grade students of nursing skills program at SMK Citra Semesta Indonesia Yogyakarta. It was expected that the material can support the existing course book used at that school.

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