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DEVELOPING ESP TEACHER'S HANDBOOK TO TEACH SPEAKING FOR NURSING

Abstract

This study was conducted to develop a guideline called ESP teacher's handbook to teach Speaking II for the Nursing Department students which are appropriate with the students' needs and current ESP syllabus in University of Muhammadiyah Malang (UMM). The development of the product was because the result of the preliminary study showed that the Nursing Department students in UMM have lack of intention and confidence to participate actively in the classroom due to some materials that cannot interestingly trigger students' motivations. The cooperative learning and communication practice was emphasized in developing the product. It can be said that through the try-out and experts' validation, this teacher's handbook has fulfilled the challenge for producing an edutainment of teaching materials that can solve the problems and meet the needs mentioned in the background of the research.

English for Specific Purposes, Teacher's Handbook, Games

مستخلص

وقد أجريت هذه الدراسة لتطوير الكتاب التوجيهي للمعلم الذي سمي بـ ESP لتدريس مهارة الكلام الثاني لقسم التمريض، وهو الكتاب المناسب باحتياجات الطلاب وبالمناهج ESP في جامعة محمدية مالانج (UMM). وإن تطوير هذا المنتج بسب ما ظهر من الطلاب قسم التمريض في قسم بجامعة محمدية مالانج (UMM) الذين لا يملكون الحماسة والنشاط عند مشاركة الفصول الدراسية، وذلك لأن بعض المواد لا يمكن أن تؤدي المثير ولا تدفعهم إلى التعلم بفعال. وقد تم التأكيد على ممارسة التعلم والاتصالات التعاونية في تطوير المنتج. ويمكن القول أنه من خلال محاولة التدريبي والتحقق من صحة الخبراء، قد وصل هذا المنتج درجة الصحة في المحتويات واللغة ووصف المواد والمناسبة بالمنهج الدراسي. وقد يمكن هذا المنتج أن يحل المشاكل وتلبية الاحتياجات المذكورة في الخلفية للبحث.

اللغة الإنجليزية للأغراض الخاصة، دليل المعلم، والألعاب

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Abstrak

Penelitian ini dilakukan untuk mengembangkan buku pegangan guru untuk mengajar Speaking II untuk jurusan Keperawatan yang disesuaikan dengan kebutuhan siswa dan silabus ESP di Universitas Muhammadiyah Malang (UMM). Alasan dikembangkannya produk ini adalah karena fakta yang menunjukkan bahwa siswa di jurusan Keperawatan UMM memiliki motivasi yang rendah untuk berpartisipasi aktif dalam kegiatan belajar mengajar karena materi pembelajaran Bahasa Inggris khususnya Speaking tidak bisa menarik motivasi siswa untuk belajar dan berpartisipasi aktif. Setelah melalui validasi ahli dan uji coba produk penelitian ini dapat dikatagorikan bagus dalam hal isi, bahasa, panjangnya deskripsi dan kesesuaian dengan Syllabus. Selain itu, produk penelitian ini dapat mengatasi masalah yang sudah disebutkan dalam latar belakang masalah.

Bahasa Inggris untuk Keperluan Khusus, Buku Pegangan Guru, Game

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INTRODUCTION

Much of the work of nurses depends on speaking ability. Nurses must communicate well with patients and other medical personnels to avoid dangerous medical mistakes (O'Daniel, 2008: 3). Consequently, students of the Nursing Department need instructional materials which can afford them the ability to handle the scientific English discourse in the area of health.

The result of needs analysis shows that most of the Nursing Department students in UMM have lack of intention and confidence to participate actively in the classroom due to some materials that cannot interestingly trigger their motivations. There is not enough variety of activities which can engage and motivate the students because most of them are in the form of presentation.

The development of this product is based on the principles of communicative language teaching (abbreviated as CLT) and Cooperative Learning. CLT was used as the basis of development in this study because CLT is one of the most effective methods to develop students' communicative ability (Lightbown and Spada, 1999: 92). Since much of the work of nurses requires people who can work cooperatively in teams, Cooperative Learning will be used also as the basis of the development in this study.

Nursing Department students in UMM are adult learners. Teaching adults presents certain challenges. According to Knowles, et al. (2005: 2), adults have pre-set ideas and beliefs that can create communication barriers. Therefore, this research is set out to produce a teacher's handbook containing the collection of language games because games are used frequently in CLT and Cooperative learning because they serve

as excellent communicative activities in a social setting. The feelings of motivation and confidence found in the games can be used to keep a player engaged in the activity and thereby increase student's performance and knowledge retention As Demes da Cruz also states (2008: 18), 'While playing language games, students can be exposed to the target structures. They often become so involved in the game that they stop feeling anxious about their mistakes.'

According to Tomlinson (1998: 4), when developing classroom materials we should consider wants of the learners. Based on the results of the questionnaire, the students of the Nursing Department want to learn English through language games. On the basis of students' responses and theories above, the researcher intends to make a teacher's handbook containing a collection of language games for teaching Speaking II which are appropriate with the syllabus.

Specification of The Product

In this study, the researcher develops instructional materials to teach Speaking II for the nursing department of University of Muhammadiyah Malang (UMM) in the form of printed teacher's handbook, entitled "Teacher's Handbook: English for Nursing".

To solve the problems and meet the needs mentioned in the background of the research, the cooperative learning and communication practice was emphasized in developing the product. The product of this study contained a collection of language games which stressed on the significance of oppurtunity to interact, negotiate meaning and involve the students working in pairs or in small groups, which is assumed to be an excellent way of making the learning process more cooperative and communicative. It also can avoid the full exposure in the classroom that might embarrass the adult learners since according to Knowles, et al. (2005: 2), adults have pre-set ideas and beliefs that can create communication barriers.

The product of this study contains collection of language games that easily used for adult learners. Those games involved the students working in pairs or in small groups, which is assumed to be an excellent way of making the learning process more cooperative and communicative. It also can avoid the full exposure in the classroom that might embarrass the adult learners who have communication barriers.

This teacher's handbook consist of 51 pages consist of the introduction of the book, table of content, unit mapping, and 7 units of nursing- related topics. Each unit contains suggested games for comprehending and practising the materials. It provides clear step-by-step instructions to the teacher on preparation and the implementation of the games, the approximate time and in some chapters, there are students' handouts to be photocopied. The layout of the product can be seen in Figure 1.

Figure 1. The Sample Layout of The Product
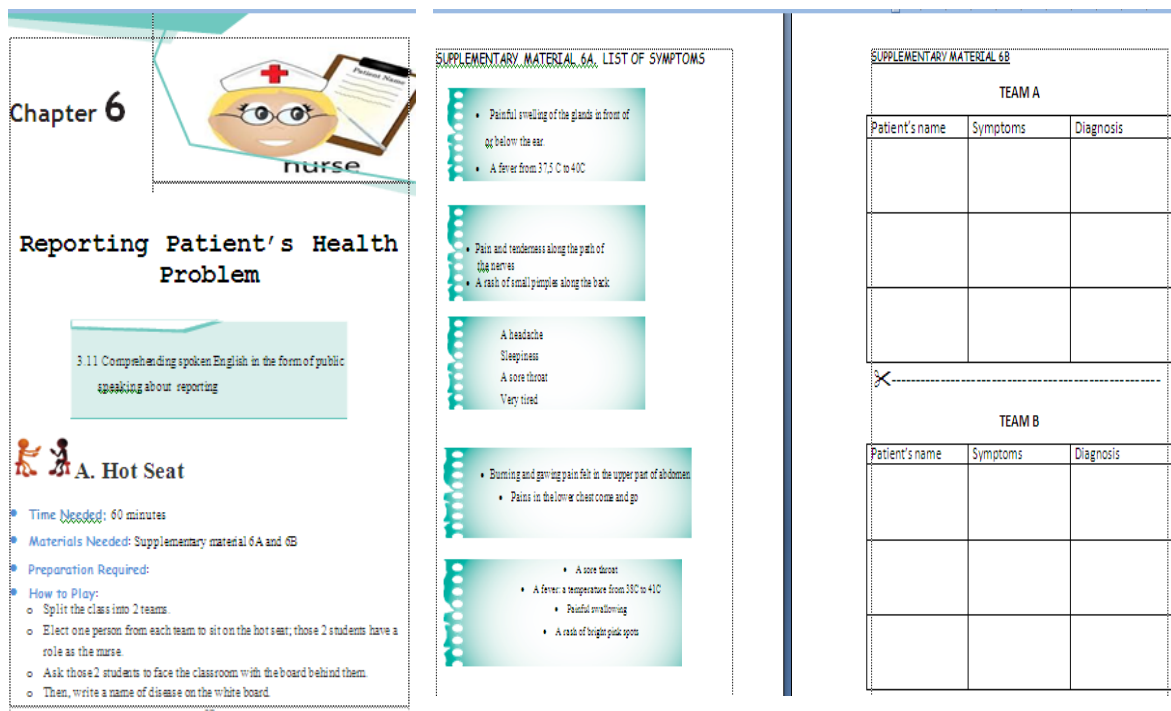
In this teacher's handbook the teacher is the facilitator of students' learning, manager of classroom games, advisor during the implementation of the games and a 'co-communicator' engaged in the communicative activity along with the students. Although class sizes vary considerably, the book assumes an average class size of 20 students. Where possible, the classroom should be physically rearranged to facilitate working in pairs or groups.

Listed games in the developed book are no-tech games that easy to use in outdoor or indoor class. Most of the games are the adaptation of traditional games from Indonesia and famous games in the world. Those games are assumed to be effective because it can save the time to explain the procedures of the games since the students have already familiar with those games.

RESEARCH METHOD

The model of development in this study is adapted from Borg and Gall (1986: 775-776). Some modification of Borg and Gall's model was taken in this research. The model was modified according to the needs of research purpose (small scale) and to meet a gap that cannot be fulfilled by Borg and Gall's model. The modification lay in adding expert validation to the model and limiting the field testing to a limited classroom field testing.

Need analysis is the first task to be accomplished to identify the problems and potentials. The need analysis was done by analyzing the ESP syllabus for the second

semester in UMM and doing classroom observation. Knowing the core problem, the researcher attempts to reveal it by studying the theory.

The activity then moved to the second step: planning. In this step, the statement of the specific objectives to be achieved by the product as well as the specification defined. As the framework of the product has clearly established, the activity then go to development stage of teacher's handbook containing the collection of language games.

The proposed ESP syllabus for the second semester in UMM is tak¬en as the main basis to develop the speaking games in this study. There were some steps that should be done in developing the materials. The first step of developing the product was setting the content of the teacher's handbook based on the language focuses, topics and instructional objectives in the current ESP syllabus of UMM to provide a coherent framework for the researcher in planning the materials.

The next step was adapting and creating some games. The researcher considered a variety of factors in adapting and creating the materials. Two of the most important were their effectiveness in achieving the purposes of the course and their appropriateness for the teachers and the students. The researcher adapted the games from the various sources that later would be selected based on the process of selecting, deleting and evaluating. These were necessary to determine which games were suitable in term of content area, length and difficulty of the exercise, rearranging (this is necessary to make a new order of games, especially in terms of difficulty level). Creation process meant that the researcher composed the games of her own.

Once the product has been through the development process, the product is ready to be validated by the experts to get qualitative evaluation of the product. Experts in relevant field are asked to give their judgments and notes of the revision to get the quality assurance of the product to be developed. Expert validation sheet is developed to collect the data which then becomes the basis for revision.

After validation and revision process, it will be ready to be tried out to the participants. The try out will be conducted in a small scale involving only limited subjects and limited parts of the product. On this phase, expert comments are welcome for the improvement of the materials. When the materials have been revised, the textbook is ready to use.

FINDINGS

The upshot of this study was an ESP teacher's handbook containing a collection of language games which are suitable for teaching Speaking II for the Nursing Department in University of Muhammadiyah Malang. The results of data analysis were separated

into three sub point, (1) Experts' Validation of the Developed Product, and (2) The Try-out. The details description of each result was as follows.

Experts' Validation of the Developed Product

The developed speaking games were given to the expert of TEFL (Teaching English as a Foreign Language) and the senior lecturer of ESP. The TEFL expert evaluated the games in terms of language, content, and length of the description. Meanwhile, the second expert who evaluated the games in terms of suitability with the current ESP syllabus was the director of LC (Language Center) and also a senior lecturer of ESP in UMM.

The first point concerns on the content. The TEFL expert and the ESP expert are in the same agreement that the content of those games were appropriate and relevant to the students' subject content. However, the TEFL expert suggested adding supplementary material 1B in the Chapter 1 since that chapter only provided the supplementary materials for the comprehending game and there is no supplementary material for practicing.

Related to the language, the TEFL expert asked the researcher to change some sentences in several games. For instance, the previous statement on page 3, it was written as follows: "in an enemy prisoner" then after being revised it became as follows "in a prisoner of the enemy". The next revision was the name of the game in the chapter 4; the expert suggested changing the name of Gasing game into Top game. The next revision is in the chapter 5. They are 2 revisions that should be done on page 28. The first phrase was written as follows: "filled symptomps". This phrase is then revised into "filled with symptomps". The second revision was related to mistyping. It was written as follows: "nusing" after being revised it became "nursing".

In term of the steps of delivery, the TEFL expert validator, ESP expert validator and the ESP lecturer voted that all scores of all chapters are 4. They said that all of the procedures of those games in the developed teacher's handbook are catagorized on excellent because the procedures are clear and easy to implement. Therefore, there is no revision needed.

The first qualitative data derived from the head of LC or the senior ESP lecturer. The drafts for expert validation were submitted on 22 June 2015. Based on his comment, generally those games are appropiate for adult learners and all of them are organized in logically order based on the new ESP syllabus in UMM. Furthermore, he stated that the topics and the games presented in the draft are interesting, various and appropiate for nursing department students. Therefore, there is no revision needed and that handbook is eligible to be used by ESP lectures who teach Speaking II in the Nursing Department.

Try-out

The researcher conducted field try-out of the product to the whole students in the Class A-1 that represent four parallel classes of the 2014/2015 academic years students of Nursing department of UMM.

The try-out in the present study also utilizes two sets of question¬naires: one set for the ESP lecturer and another set for the stu¬dents. ESP lecturer was invited to be involved in the field try-out since he knows better about the applicability of the teacher's handbook, the strength and the weaknesses of the product after implementing games of the developed teacher's handbook. Moreover, nursing students of A-1 class were also asked to fill out the questionnaire items to find out their opinion toward the games they experienced.

The researcher acted as a collaborator of the ESP lecturer in that class as well as the classroom observer to see the implementation of the games and students' responses. Try-outs were conducted for three games namely Marbles Racing game (chapter 3), Auction game (chapter 5), and Running Music game (chapter 6) based on the agreement with the ESP lecturer in the Class A-1.

The implementation of the first try-out ran well. The materials were pre¬sented without encountering much difficulty. The lecturer seemed motivated in conducting the try-out. The atmosphere was quite conducive because the stu¬dents were also eager to follow the try-out. The second try-out was conducted to find out more about the usability of the materials, particularly, to get more information on the process of how the teacher and the students could run the learning process using the materials developed.

After observing the implementation of those games, the researcher distributed a questionnaire to the students. As many as 25 students attended the class and filled in that questionnaire. The nursing students of that class were asked to fill out the questionnaire items to find out their opinion toward the games they have experienced and evaluate the applicability of the handbook. The student questionnaire focused on whether or not the students like those games, whether or not the games are easy to play and whether or not those games could improve their confidence to speak up.

Through the filled questionnaire, the variable under evaluation is interpreted as being satisfactory and the product could be accepted by the students. From the implementation of those 3 games, no one responded totally lacking (option "1") and poor (option "0"). It means that, most of the nursing students in UMM were in the same agreement that they were really satisfied with the games of that developed teacher's handbook.

Besides the quantitative feedback, the nursing students also gave qualitative feedback. A space was provided in the questionnaire for the nursing students to give their qualitative feedback in the form of comments,criticism, suggestions, language

corrections, and comments. They stated that the games was challenging and promoted relaxed learning. Most of the students also thought that learning ESP particularly speaking through games were easier and enjoyable because they could study and play at the same time. Moreover, they liked playing the game in a group because they could learn about cooperative work. Then, the students also stated that they could improve their confidence to speak up when they learn through games.

After the selected games of the developed teacher's handbook have been implemented, the ESP teacher was asked to give his reflection related to the product by answering questions in the questionnaire. Aspects in the instruments cover the similar criteria stated in the expert validation sheet.

Same with the TEFL expert validator and the head of LC, the ESP lecturer who taught Speaking II in the Nursing Department also said that the teacher's handbook is catagorized on excellent.

In terms of content, he said that the games and the materials are related to the nursing study. In addition, he stated that those games could make the students actively involved in the teaching and learning process. The next point concerns on the steps of delivery. According to him, the games are easy to prepare and easy to implement.

Related to the language, the materials were categorized into excellent because the language are clear, concise and easy to understand. The last thing from the ESP teacher was about the suitability with the new ESP syllabus in UMM. He said that all of games and the supplementary materials were organized in logically order based on the current ESP syllabus in UMM. He said that of the develop teacher's handbook was applicable to be used in his classroom. In short, he did not give any weak points of the developed teacher's handbook.

DISCUSSIONS

As mentioned before, the purpose of this research is to develop a teacher's handbook containing the collection of language games which are suitable for teaching Speaking II for the Nursing Department in University of Muhammadiyah Malang.

The materials which were developed using Borg and Gall's model (1986) obtained positive comments from the students and the ESP teachers. It is due to the fact that the developed materials have been developed based on the students' needs, have been validated on theoretical and empirical validation, as well as have accommodated the suggestion from the experts and users. In other words, in term of procedure of development, some crucial steps have been undertaken by researcher.

The final product is considered to have its strength in the application of CLTA approach and Cooperative learning. These characteristics are reflected in every chapter

of the developed product since fluency is emphasized over accuracy in order to keep learners meaningfully engaged in language use. Moreover, students regularly work in groups or pairs. The teacher is the facilitator of students' learning, manager of classroom activities, advisor during activities and a 'co-communicator' engaged in the communicative activity along with the students (Breen & Candlin,1980).

According to Knowles, et al. (2005), adults have pre-set ideas and beliefs that can create communication barriers. Since the games in the developed teacher's handbook involve the students working in pairs or in small groups, it can avoid the full exposure in the classroom that might embarrass the shy learners. Moreover, working in pairs or in small groups is an excellent way of making the learning process more cooperative.

Hutchinson and Waters (1987) mention that good materials are those that do not teach; they contain enjoyable activities which encourage learners to learn. Through the implementation of this handbook, the lecturer could activate students' speaking skill proven from their responsive answers from the students. Moreover, after giving questionnaires after trying-out the product, it was revealed that the Nursing Department students love learning through games because they could improve their confidence to speak and motivate them to learn.

CONCLUSION

Based on the research findings in the previous chapters, it can be concluded that this teacher's handbook has fulfilled the challenge for producing an edutainment teaching materials that can solve the problems and meet the needs mentioned in the background of the research.

Despite the use of this product of materials has a number of strengths, however, it also has its own limitation or weakness. The weakness is that this product was only used in semester 2. Despite one semester use, based on the lecturer's suggestion, it will be very helpful if the developer also provides printed students worksheet. This will help the ESP lecturer to save their time, money and energy in copying the worksheet.

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