

DEVELOPING EXPERIENTIAL LEARNING-BASED SUPPLEMENTARY ENGLISH SPEAKING MATERIALS FOR NURSE STUDENTS AT QAMARUL HUDA BADARUDDIN UNIVERSITY OF WEST NUSA TENGGARA

Hasbullah

Abstract

This study aimed to: (1) analyze the needs of the experiential learning-based supplementary English speaking materials for the nurse students at the Faculty of Health of Qamarul Huda Badaruddin University in Lombok West Nusa Tenggara; (2) develop experiential learning-based supplementary English speaking materials for the nurse students at the faculty; (3) investigate the quality of the supplementary English speaking materials for the nurse students at the faculty; and (4) investigate the effectiveness of experiential learning-based supplementary English speaking materials for the nurse students. This study was designed using a research and development of ADDIE Model suggested by Bob and Gall (2008), while the developed materials in this study was designed using Hutchinson and Waters' theory (1987). The data in this study were collected using questionnaires and interviews, and they were analyzed descriptively. The results of the study indicate that the general needs of the student include their learning objectives, difficulty levels, expectations, enjoyment, learning variations, types of exercises, assignments, media, desired roles, lecturer roles, and types of assessments required; twelve tenses, forty-five language functions; and fifty vocabularies were also needed. Based on the results of contents and media experts' judges, the developed learning materials is considered suitable for students. The value mentioned by the two experts was 3.93 which was lower than 4.485. This indicated that the quality of the developed product was categorized as good materials. The product effectively improved the speaking skills of the nurse students at the faculty. This was demonstrated by the results of pre-tests which reached 73.60 and post-tests reached 84.60. In this case, the post-test scores were higher than the pre-test ones. Additionally, the results were not only higher but also showed significant differences between the pre-test (0.000) and post-test scores (0.050).

Keywords: English speaking materials, needs analysis, and supplementary materials

**PENGEMBANGAN MATERI TAMBAHAN BERBICARA BAHASA
INGGRIS BERBASIS PEMBELAJARAN PENGALAMAN UNTUK
MAHASISWA KEPERAWATAN DI UNIVERSITAS QAMARUL HUDA
BADARUDDIN NUSA TENGGARA BARAT**

Hasbullah

Abstrak

Penelitian ini bertujuan untuk: (1) menganalisis kebutuhan materi tambahan berbicara bahasa Inggris berbasis pembelajaran pengalaman bagi mahasiswa keperawatan di Fakultas Kesehatan Universitas Qamarul Huda Badaruddin di Lombok, Nusa Tenggara Barat; (2) mengembangkan materi tambahan berbicara bahasa Inggris berbasis pembelajaran pengalaman bagi mahasiswa keperawatan di fakultas tersebut; (3) menyelidiki kualitas materi tambahan berbicara bahasa Inggris untuk mahasiswa keperawatan di fakultas tersebut; dan (4) meneliti efektivitas materi tambahan berbicara bahasa Inggris berbasis pembelajaran pengalaman untuk mahasiswa keperawatan. Penelitian ini dirancang menggunakan metode penelitian dan pengembangan model ADDIE yang disarankan oleh Bob dan Gall (2008), sementara materi yang dikembangkan menggunakan teori Hutchinson dan Waters (1987). Data dalam penelitian ini dikumpulkan menggunakan kuesioner dan wawancara, dan dianalisis secara deskriptif. Hasil penelitian menunjukkan bahwa kebutuhan umum mahasiswa mencakup tujuan pembelajaran mereka, tingkat kesulitan, harapan, kesenangan, variasi pembelajaran, jenis latihan, tugas, media, peran yang diinginkan, peran dosen, dan jenis penilaian yang diperlukan. Selain itu, diperlukan penguasaan dua belas tenses, empat puluh lima fungsi bahasa, dan lima puluh kosakata. Berdasarkan hasil penilaian dari ahli konten dan media, materi pembelajaran yang dikembangkan dianggap sesuai untuk mahasiswa. Nilai yang diberikan oleh dua ahli adalah 3,93, yang lebih rendah dari 4,485, menunjukkan bahwa kualitas produk yang dikembangkan dikategorikan sebagai materi yang baik. Produk ini efektif dalam meningkatkan keterampilan berbicara mahasiswa keperawatan di fakultas. Hal ini dibuktikan dengan hasil pre-test yang mencapai 73,60 dan post-test yang mencapai 84,60, di mana skor post-test lebih tinggi daripada skor pre-test. Selain itu, hasilnya tidak hanya lebih tinggi tetapi juga menunjukkan perbedaan signifikan antara skor pre-test (0,000) dan skor post-test (0,050).

Kata Kunci: Materi berbicara bahasa Inggris, analisis kebutuhan, dan materi tambahan