

CHAPTER I

INTRODUCTION

1.0 Overview

This chapter presents the research background, problem identification, research limitation, research questions, research objectives, research significances, definition of key terms, and novelty of the research.

1.1 Research Background

English for Specific Purpose (ESP) supplementary speaking materials for nurse students are an important component in the success of educational programs, especially in the field of nursing. The development of current English learning emphasizes the authenticity of the material that provides contextual activities, one of which is in the nursing profession. Entering the third decade of the 21st century, English is growing rapidly worldwide as a global language (Fang, 2017). English is the unifying language of the world, an official international language. In this term, English is used as a means of communication between various people in the world (Chairunnisa, 2018). Many people worldwide are learning to speak English, and others rely on it to find a job or succeed in it (Agustin, 2015). Handayani (2016) also gives a similar opinion that the use of foreign languages, particularly English, has progressed from a luxury to a need in a variety of productive sectors. English is crucial as a result of the globalization

process. Recently, it is considered the worldwide language of business. In practice, it is the language of the modern world.

ESP can be defined as an approach to teaching English to achieve the goal of using English in the field (Fitria, 2020; Liu & Hu, 2021). In addition, Hutchinson and Waters (1987) state that ESP covers the material based on students' needs. An instructional material, for example, ESP nursing is one important component in the success of educational programs, especially in the field of nursing. The development of learning English emphasizes the authenticity of the material that provides contextual activities or work involved, one of which is in the nursing profession. Learning in the real context is more effective than learning English focused on mastery of grammatical competence. Some textbooks/course books are no longer compatible with the latest developments in language learning theory; for example, the textbooks/course books still feature-based grammar lessons.

Students of Nurse are one of the higher university levels. English speaking is also required for nurse students since it will help them increase their understanding of English and will also help them acquire a job. The models for their English-speaking class might be chosen by the English lecturers. To improve communication skills, the Directorate General of Higher Education selects appropriate and exciting activities as an alternative method.

To guide students in the learning process, it can be supported by the provision of learning materials. Learning materials can be defined as a source of learning used by teachers or lecturers in the learning process (Aisyah et al., 2020; Putra et al., 2019). Learning materials have important roles in the learning process for the

following reasons. The first reason is that learning materials become essential components of the learning process (Nurliana, 2019). This is because students learn from the learning materials given by their teachers. The second reason is that learning materials guide the students in the learning process (Putra et al., 2019). The students are directed to learn systematically from the existence of learning materials. The third reason is that learning material can be used to evaluate students in the learning process (Aisyah et al., 2020; Magdalena et al., 2020). This is because the contents of the learning materials can be used as a consideration in evaluating whether students can reach the goals of each content. The last reason is that learning materials function as knowledge organizers in selecting materials to meet learners' needs (Kustini et al., 2020).

Implementing learning materials should consider students' needs for their demands in the future (Iswati & Triastuti, 2021; Salmani-Nodoushan, 2020). The needs of the students can be identified by conducting a need analysis since need analysis may provide useful information to help lecturers design materials in their teaching and learning process (Poedjiastutie & Oliver, 2017). In addition, Nurhana (2021) and Seri et al. (2020) mention that need analysis is also used to fill the gaps between what students learn and what students need. The answer to the gaps will guide teachers to design the teaching and learning process based on the students' needs. Therefore, need analysis needs to be done to meet students' needs.

Need analysis is the basis of ESP (Sulistio, 2016). It provides the main information resource on what students need to be mastered. ESP can be defined as

a language teaching approach aiming to meet the needs of students (Hutchinson & Waters, 1987). Besides, it can be also defined as an approach in which English is placed to be learned or taught to achieve the goal of using English in a particular area (Liu & Hu, 2021). In a nutshell, ESP provides a proper language learning activity that meets the demands of the learners.

There was a problem regarding the implementation of ESP. Firstly, it was implemented at Qamarul Huda Badaruddin University. However, the development of ESP has not been done successfully, as evidenced by the results of the 2022 questionnaire. The questionnaire result showed that most of the students faced difficulty in understanding the idea of English texts due to unfamiliar vocabulary. It can be solved by the use of experiential learning. It will be helpful if the interesting illustrations come with the texts to represent the ideas. The clearly instructed tasks involving the students' creativity can also increase their motivation.

Secondly, the researcher also interviewed lecturers and students to identify what the lecturers needed to facilitate students in learning English. From the lecturer's view, the result showed that English-speaking material is important because the students need to develop their nursing knowledge by reading any references related to their job fields. Consequently, the materials must be related to their field and develop the student's ability to understand English for speaking, practice the vocabulary in contextual conditions, and recognize the linguistic features (e.g. grammar) existing in the texts. Besides, the variation of activities and tasks in reading texts can lead the students to develop their other language

skills, such as speaking and listening.

Thirdly, an interview was also conducted with the alumni of the Nurse Faculty of Health Qamarul Huda Badaruddin University, who had experience working in hospitals. Although English is rarely used in communication among healthcare workers, English conversation in medical or nurse terms cannot be avoided in their profession. Hence, practicing English speaking skills is necessary for the Nurse Faculty of Health Qamarul Huda Badaruddin University students.

Lastly, observation and pre-interviews with alumni attending the course were also done and a handbook was used in the learning process. However, the existing learning material only covers general English. In addition, the lecturers get the material from the internet covering grammar, like drilling some grammatical exercises and general vocabulary, which was reported by the alumni. The questionnaire result showed that most students had difficulty understanding the idea of English speaking due to unfamiliar vocabulary for speaking conversation.

A potential solution to address this issue is to create supplementary English materials grounded in experiential learning, tailored to the needs of students at the Nursing Faculty of Health, Qamarul Huda Badaruddin University. This approach is necessary as students require additional support to enhance their English-speaking skills through innovative experiential learning methods. Experiential learning as a learning method can help educators to connect the content of learning material with real-world circumstances, so that from the real experience of students, they can remember and understand more deeply the learning they get in the educational process, and ultimately can improve the quality of education.

Yamazaki and Kayez (2004) state that experiential learning emphasizes totality in the human learning process. The experience becomes the foundation that forms the four stages of learning: feeling, reflecting, thinking, and doing. Experiential learning emphasizes that experience has a major role in the learning process.

Passarelli and Kolb (2009) state that the experiential learning method is a major process in which experience is the core of the learning process. Humans should engage themselves as a whole in their activities all the time. The method is not only for a formal educational system but also for school environments. McLeod (2010) explains that this learning method, also published by Kolb (1984), has four stage cycles in his version, namely 1) concrete experience (students experience a new thing, which can be their background knowledge), 2) reflective observation (students arrange the concepts based on their new experiences of the observations), 3) abstract conceptualization (students modify the new ideas based on the concept that they already have), and 4) active experimentation (the learner applies the concepts).

There is a study focused on developing materials from Budasi (2019) entitled *Developing English Learning Materials for Students of the Housekeeping Department at PPLP Pansophia Singaraja*. This study aimed to know the process of developing materials for the students' housekeeping department at PPLP Pansophia Singaraja. This study was designed in the form of an R&D model proposed by Hanafin and Pack (2014).

Meanwhile, this study focuses on developing English supplementary speaking material-based experiential learning by using the ADDIE model. The

researcher uses this model because it relates to ESP, especially for nurse students, and wants to develop supplementary English-speaking material. According to Darmayanti, supplementary learning materials can be defined as materials taken from any source designed to supplement the existing learning materials to encourage situational English (Darmayanti et al., 2021). In addition, supplementary learning materials are additional learning materials to textbooks or core materials (Agustin et al., 2021; Nurliana, 2019). Some relevant studies have been conducted previously by some researchers. The studies which focused on supplementary English material, were conducted by Zubaidah (2021) and Dizza (2021).

For example, Zubaidah (2021) focused on developing supplementary reading materials on the recount, narrative texts, song lyrics, and design. She used in Glasgow's ISD conducted at Al-Khoirot Islamic Senior High School. Dizza (2021) focused on developing supplementary materials for the first semester of tenth graders of the Beauty Study Program at SMK Negeri 5 Pontianak. The supplementary materials were valid to be used for the grade X students of the Beauty Study Program at SMK Negeri 5 Pontianak.

Some studies focused on developing English learning material, such as Rohimajaya (2021), Budasi (2019), Gultom (2016), and Wahyudi (2016). Sitohang (2014) states that learning materials are organized materials or supporting tools for students and teachers in the learning process. Rohimajaya (2021) developed English materials for the students of ISD at the Technology and Information Faculty, Mathla'ul Anwar University Banten. The newly developed

modules were proven valid, practical, and effective for ISD students. The other study that focused on developing English material was done by Gultom (2016) and Wahyudi (2016). Gultom (2016) focused on developing English learning materials for Borneo University of Tarakan nurse students. Research and Development (R & D) was employed in the study to perform a needs analysis, create the course grid, produce the materials, obtain validation and change the contents, test the materials, review the materials, and write the final draft of the materials as the stages. Besides, Wahyudi (2016) focused on developing English learning materials based on a content approach for Stikes Payung Negeri Pekanbaru nurse students. The data revealed that ESP in nursing was the true demand of the students. The ADDIE model was chosen to develop learning materials for nursing.

From the articles above, some of them focus on speaking. For example, the studies conducted by Firdaus and Sitti Fatimah, and Yoyok Febrijanto and Sandy Kurniajati. Speaking skill is one of the skills needed to be concerned to know students' ability. Speaking skill refers to a productive skill in which a language is produced orally (Afifah, 2020; Wijaya, 2018). Firdaus and Sitti Fatim's research conducted a study entitled Improving Nurse Students' Speaking Ability through Information Gap, Oral Report Activities at STIKES Merchubakti Jaya' aimed at improving the students' speaking ability through information gap and oral report activities in STIKes Merchubaktijaya Padang. In addition, Yoyok Febrijanto and Sandy Kurniajati (2017) also conducted a study on ESP under the title of Developing ESP Nursing based on Communicative Language Teaching. The

study showed that nursing materials were an important component in the success of educational programs, especially in the field of nursing.

Two studies focused on the speaking-based experiential learning method. The first study was conducted by Naulan Millatina, Sofyan A. Gani, and Iskandar Abdul Samad (2020) entitled *Implementing Experiential Learning to Enhance Students' Speaking Skills*. The result showed that the experiential learning method was more effective than the conventional method of teaching speaking. Moreover, the students responded positively to the use of experiential learning methods in their speaking class. The second study was conducted by Ardiansah (2020), entitled *The Effect of Experiential Learning toward Students' Speaking Skills of The Second Year at SMPN 1 Tualang*. The results showed that there was an increase between the pre-test (62), post-test (70.3) experiment class, and pre-test (60), post-test (61.16) control class. Fathurrohman (2015) suggests that experiential learning is a learning process in which a process of change utilizes experience as a learning medium, so learning is not only from books or educators. Fathurrohman (2015) further explains that experiential learning will be very effective if it uses all the wheels of learning, from setting goals, making observations and experiments, re-examining, and planning actions.

Most of the studies developed ESP materials based on need analysis. In collecting data, all studies applied observation, questionnaires, and interviews. Some of them develop materials for ESP, whereas others develop supplementary materials for students in the nursing department. Most of the studies develop materials that involve listening, speaking, reading, and writing. Some develop

materials based on the theory suggested by Hutchinson and Waters (1987), and others develop materials based on ADDIE Model and Dick & Carey Model (Yoyok Febrijanto and Sandy Kurniajati 2017); under the title Developing ESP Nursing Based on Communicative Language Teaching in this research, ESP nursing materials are an important component in the success of educational programs, especially in the field of nursing.

The learning materials based on students' needs are needed to give meaningful and authentic insight to the nurse students in the learning process. These speaking materials for English Nursing can prepare the students for their future job demands. In a nutshell, developing speaking materials for speaking is essential and urgent to be conducted. The researcher also reviewed 6 books that are related to English Speaking material (See page 94). Therefore, the present study aims at developing supplementary English-speaking materials for nurse students based on experiential learning at Qamarul Huda Badarddin University viewed from the Nurse students' learning materials needed.

1.2 Problem Identification

Based on the previous studies and preliminary observations, the identification of problems concerned with the provision of learning materials in the learning process is as follows.

- a. It was found that lecturers still used learning materials providing general English without ESP.

- b. The general English textbook used in the university does not provides to practice speaking sufficient opportunities for the context of nurses' work area.
- c. The nurse students need supplementary-based English-speaking materials.
- d. They should be taught through experiential learning for English to nurse students.

Considering the identification of the problems above, the researcher wants to conduct a study focusing on the material development according to the needs of nurse students.

1.3 Research Limitation

This study was firstly limited to developing English-speaking materials for the second semester of nurse students of the faculty of Health at Qamarul Huda Badaruddin University. The material to be developed consisted of topics related to nurse students' needs. This study also developed the student's needs into a set of material development using a selected theory. In addition, this study also investigated the quality of the developed material by involving the selected experts in the field of English-specific purposes. Then, the effectiveness of the material was also examined.

1.4 Research Questions

Based on the facts stated above, the problem that needs to be solved is the

unavailability of appropriate English-speaking material. The problem of this study, then, can be formulated as follows.

- a. What experiential learning-based supplementary English speaking materials for nurse students are needed at the Faculty of Health of Qamarul Huda Badaruddin University in Lombok West Nusa Tenggara?
- b. How were the experiential learning-based supplementary English speaking materials for nurse students at the Faculty of Health of Qamarul Huda Badaruddin University in Lombok West Nusa Tenggara developed?
- c. How was the quality of the experiential learning-based supplementary English speaking materials for nurse students at the Faculty of Health of Qamarul Huda Badaruddin University in Lombok West Nusa Tenggara?
- d. How effective were the experiential learning-based supplementary English speaking materials for nurse students at the Faculty of Health of Qamarul Huda Badaruddin University in Lombok West Nusa Tenggara?

1.5 Research Objectives

Relating to the statement of the problem above, this study is intended to develop appropriate English-speaking material in the form of a book for the students of the Nurse Faculty of Health at Qamarul Huda Badaruddin University.

- a. To analyze the nurse students' needs for their supplementary English-speaking

materials that accommodated experiential learning at Qamarul Huda Badaruddin University.

- b. To develop supplementary English-speaking materials that accommodated experiential learning for nurse students of the Faculty of Health at Qamarul Huda Badaruddin University in Lombok West Nusa Tenggara.
- c. To investigate the quality of the supplementary English-speaking materials that accommodated experiential learning for nurse students at Qamarul Huda Badaruddin University.
- d. To investigate the effectiveness of the supplementary English-speaking materials that accommodated experiential learning for nurse students at Qamarul Huda Badaruddin University.

1.6 Research Significances

This research has two significances theoretical and practical significance. Theoretically, the result of this research should contribute to the literature on ESP in general and supplementary English material development for the nurse department in particular; it provides theoretical steps for developing English materials, especially for the nurse department.

Practically, this research gives contribution to students and lecturers. For students, the result of this research is used as an alternative learning source to enrich students' knowledge about learning material in the nursing department because it is based on the students' needs. For lecturers, the results of this study

can be used as a guide for lecturers in teaching English and also to supplement the existing English materials for the nursing department.

1.7 Definition of Key Terms

To avoid misinterpretation, there are two terms defined as the following:

1.7.1. Conceptual Definition

The conceptual definition provides the concept of some important variables as follows.

a. Supplementary Materials

Supplementary learning materials are defined as learning materials taken from any sources which are designed to support teaching and learning activities (Darmayanti et al., 2021).

b. Material Development

Fahrurrozi and Mohzana (2020) consider three aspects of material development they are 1) national curriculum, 2) skills-oriented, and 3) related to other disciplines.

c. English Speaking

English speaking is the ability to identify and understand what others are saying. It involves understanding a speaker's accent or pronunciation, his grammar, and

his vocabulary, and grasping his meaning (Howatt and Dakin; 1974, in Saricoban: 1999).

d.ESP

Hutchinson & Waters (1987) define ESP as an approach to language teaching in which all decisions about the content and methods are based on the learners' reasons for learning.

e.Experiential Learning

Experiential learning is learning through reflection and a process of making meaning from direct experience. Experiential learning focuses on the learning process for each individual (Kolb, 1984).

1.7.2 Operational Definition

The operational definition provides a description and measurement of the important variables as follows.

a. Supplementary Learning Materials

Supplementary learning material is an additional learning material that that for enhancing the students speaking ability in English.

b. Material development is a process of developing and validating English-speaking material for students at the Faculty of Health at Qamarul Huda Badaruddin University, that follow ADDIE Model of development.

c. English speaking material is a set of learning materials in the form of a book comprising passages, vocabulary exercises, and various tasks of speaking.

- d. ESP is a language teaching given to students who have professional study and job-related reasons in that English is used in a common context or the context of the student's subject area.
- e. Experiential learning is the model of approaching learning, which provide opportunities for the students to practice learning in a real life student of nurse's profession.

1.8 Novelty of the Research

Many researchers focused on English teaching material for ESP especially teaching supplementary materials for nurse students; that is why this study develops materials for speaking skills which is integrated with English for nurses and examines the effectiveness of speaking supplementary materials that accommodate the principles of experiential learning.

