

DEVELOPING SUPPLEMENTARY ENGLISH READING MATERIALS
(A Research and Development Conducted at Nursing Department Grade X of SMK Teknologi Muhammadiyah Limboto)

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Abstract

The main problem of this research was "how to develop supplementary English reading materials for nursing students' tenth grade in SMK Teknologi Muhammadiyah Limboto?" The objective was aimed to identify the nursing students' need and to produce the supplementary English reading materials for the first grade students in nursing department of SMK Teknologi Muhammadiyah Limboto. The subject was the nursing students grade X-1 in 2016/2017 academic year which consists of twenty nine students (2 males and 27 females). This research used R & D (Research and Development) method. The data is gathered from students' need analysis, analysis of English reading materials grade X in the students' book of 2013 curriculum, developing supplementary English reading materials for nursing students, expert validation of the supplementary English reading materials, the validation of readiness and usage of instructional materials, and students' response after used the supplementary English reading materials. The findings showed that more than 40% students are difficult to read the health text and understanding the terms on it. The result of students' book analysis is none of reading materials available for nursing department, mostly provided General English. To develop the supplementary English reading materials for nursing students, there were five stages need to follow. They are text collection, text selection, revision, trialling, and evaluation. This supplementary English reading material helped the nursing students' learn English based on their needs.

Key words: *supplementary material, English for nursing, materials development*

Introduction

English as an international language nowadays is not only covering educational field but also nursery. An article of *Pikiran Rakyat* (2006; cited in Rencana Strategis Program Studi S1 Ilmu Keperawatan STIKKU 2010-2015) showed that the world needs about 2 million nurses every year especially in US, Europe, East Asia and South East Asia. This condition should be giving a big opportunity or a good chance for the Indonesian nurses to work overseas. But, in fact the Indonesian nurses cannot compete with the other nurses from the other country such as Philippines, Bangladesh and India. One of the main problems here is about their lack of English (Munir et.al. 2013).

In Indonesia, English is taught as a compulsory subject, from the secondary school to the university level. In Vocational High School (or called as SMK) in particular, English is taught based on the students' major such as tourism, secretary, and nursing, therefore they need to learn English related to the major itself. This is one of the characteristics of teaching English for the Specific Purpose (called as ESP). As Hutchinson and Waters (1987, p.6) said that "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning". It can be concluded that learning English for the Vocational High School students should be based on their need to support their job in the future. Students of Vocational High School are actually prepared to be professional labors in a particular job. It has been mentioned in Undang – Undang Pendidikan Nasional nomor 20 tahun 2003 pasal 3 penjelasan pasal 15. One of the skills they need to have is the ability to speak English as the international language.

If we are looking the teaching and learning English in Vocational High School today, it seems

that the availability of the materials which suit students' need is lacking. In the previous observation in nursing department of SMK Teknologi Muhammadiyah Limboto, the researcher found that the English teacher used a compilation book but the content of materials mostly discussed about English Grammar in the context of English for Hotel and Tourism. It is found that none of teaching material about nursing or health available which against the concept and aim of how ESP should be taught.

Considering some facts which are explained previously, the researcher assumes that the teaching and learning English in Vocational High School is still weak. Therefore, the researcher would like to develop supplementary English reading material for nursing students' in SMK Teknologi Muhammadiyah Limboto to help them learn English based on their major. This is one step closer which can produce Indonesian professional nurses for their better future.

There are some researchers which have been conducted studies in developing instructional materials of English for nursing (Sismiyati & Latief, 2012; Mulyadi, 2014). They come with the same idea that the English instructional materials of nursing still lack. But, they are mostly focus on speaking skill. They argued that speaking skill is more important for nursing students. Different with them, in this research, the researcher focus on reading skill because of some reasons. First, the researcher found that the skill which is emphasized more in Vocational School (SMK) is reading. Second, the result of interview to students showed that all of them want to continue their study to the university after they graduate. Because they want to continue their study, the researcher assumes that they will get more article and journal to be read in the future. As Mutjaba (2014) found in his study at a course in East Java in The State University of

Surabaya (UNESA) that 70% or 14 participants answered yes for using English books and journal. He also said that this happened because their literatures were mostly written in English. They got difficulties to find Indonesian journals concerning with medical case since many researchers are dominated by western researchers. Third, reading can enrich the students' vocabulary especially some terms or technical words in particular field. Harmer (2007, p.99) believed that reading has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. Therefore, there is a reason to believe why reading becomes essential for students who learn English for Specific Purposes.

Definition of Instructional Materials

Teaching materials is an essential element both for teachers and students in the classroom. As Dudley-Evans & St John (1998, p.170) stated that materials are used in all teaching. The core materials are usually paper based but, where possible, ESP teachers also want to use audio and video cassettes, overhead transparencies, computers and, occasionally, other equipment or real objects. In line with Dudley-Evans & St John, Tomlinson (2003, p.2) also stated that materials are anything that can facilitate the learning of language and it can be in the form of textbook, cassette, CD-ROM, DVD or internet. In this research, the researcher focuses the instructional materials in the form of textbook.

The Concept of Supplementary Materials

Today, supplementary materials are believed to be a precious part in the application of 2013 curriculum since the government recommended to use it as a complement beside the textbook which is already provided. According to Gebhard (1996) basically, materials used in EFL/ESL classrooms are created by four groups of people. Publishing companies, government agencies, curriculum development teams at the school level and the last is the classroom teacher. It means that beside of the government, teacher can also arrange the materials based on the students need.

Here, the researcher will explain first what supplementary material is based on some experts' opinion and the previous research about it. Spratt, Pulverness and Williams (2005, p.114) suggested that supplementary materials are used in addition to the textbook. It can say that supplementary materials are additional materials that the teacher can use when the primary materials sometimes are not suitable for the students. Furthermore, cloverleaf home education (2016) stated that "supplementary materials are any instructional materials which relate to the curriculum and are available for teacher use and/or student selection. Supplementary materials are used to provide extension, enrichment, and support to the curriculum". In the other hand, some people said that supplementary materials can be an exercise book but, in this research the term supplementary materials will be used for additional materials.

Concept of Reading

English as an international language has a great effect to the educational field. Many textbook

which is written in English caused students should understand the English text well then get the meaning. It can say that the demanding of reading in the second language is increasing.

Reading is one of some important skills in English. Through reading we can get all new information, new knowledge, and new vocabulary within different field. According to Johnson (2008, p.3) reading is the practice of using text to create meaning. The key word here is to create meaning. Therefore, meaning is created when we read a text. In line with Johnson, Urquhart & Weir (1998 p. 22 in Grabe, 2002 p.14) also stated that reading is the process of receiving and interpreting information encoded in language form via the medium of print. Therefore, the researcher assumed that reading is a process to get information from text or medium of print.

The View of Reading Skill in ESP

As we know that students need to be able to do some micro skills in reading text. As Harmer (2007, p. 100-101) said that the students at least have these two skills in reading a text. First, the students need to be able to **scan** the text for particular bits of information they are searching for. Second, the students also need to be able to **skim** a text, to get general idea of what it is about. Furthermore, Brown (2001, p.307) mentioned some details of micro skills in reading as following: (1) recognize that a particular meaning may be expressed in different grammatical forms, (2) infer links and connections between events, ideas etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification and (3) distinguish between literal and implied meaning.

Contrary, some experts give some movement of reading skill in ESP. According to Johns and Davies (cited in Dudley-Evans & St John, 1998 p. 96) one of the most contributions is the shift from Text as a Linguistic Object (TALO) to Text as Vehicle of Information (TAVI). They summarize the key principles of reading skill for the ESP learners into three components. First, extracting information accurately and quickly is more significant than language details. Second, the understanding macrostructure comes before language study. Third, the application of the information in the text is of paramount importance. The second contribution is the recognition that good reading requires language and skills (Dudley-Evans & St. John, 1998 p.96). Some experts support this through some research. Hosenfeld (cited in Dudley-Evans & St. John, 1998 p.96) found that less successful learners went for overall meaning, guessing or skipping language and information.

Framework of Materials Development by Tomlinson (2003)

) Text collection

In this stage, teacher create his/her own texts (written or spoken) in order to make students engage with the topic of learning materials. This text can take from their daily life, environment or some mass media (radio, TV, internet). Such texts can help the reader/listener to achieve a

personal multidimensional representation in which inner speech, sensory images, and affective stimuli combine to make the text meaningful (Tomlinson, 2003).

-) Text selection
Tomlinson (2003) stated that in this stage you select from your library of potentially engaging texts (either one text for a particular lesson or number of texts for a set of materials or a textbook). It means that teacher select a text which is suitable with the level of the students.
-) Text experience
In this stage, teacher needs to experience the selected text again in order to re-engage the text itself (Tomlinson, 2003, p.113). This re-engagement is important for teacher in designing activities to help students to get similar engagement.
-) Readiness activities
After re-engaged with the text, devise activities which could help the learners to experience the text in similar multidimensional ways. What is important is that all the learners open and activate their minds not that they answer questions correctly (Tomlinson, 2003, p.113).
-) Experiential activities
These are activities which are designed to help the learners to represent the text in their minds as they read it or listen to it and to do so in multidimensional ways which facilitate personal engagement (Tomlinson, 2003, p.114).
-) Intake response activities
These are activities which help the learners to develop and articulate what they have taken in from the text (Tomlinson, 2003, p.115).
-) Development activities
These are activities which provide opportunities for meaningful language production based on the learners' representations of the text (Tomlinson, 2003, p.115).
-) Input response activities
These are activities which take the learners back to the text and which involve them in studial reading or listening tasks aimed at helping them to make discoveries about the purposes and language of the text.
-) Trialling
Trialling means that give tryout to the students. According to Tomlinson (2003, p.121) trialling is matching materials to learner needs and wants. The aim of trialling is to find out how usable and motivating the materials are.
-) Evaluation
After giving tryout, we need to do an evaluation of the materials implementation. As Tomlinson (2003, p.121) said that evaluation refers to giving learners a chance to evaluate their learning process

cannot only provide useful information but can also motivate and stimulate learners.

-) Revision
In the last stage, the materials developer produces an improved version of the materials (Tomlinson, 2003). It is called revision.

Methodology

Setting of the research

This research conducted in nursing department grade X at SMK Teknologi Muhammadiyah Limboto. The subject of this research are (1) students of nursing department grade X-1 in SMK Teknologi Muhammadiyah Limboto in even semester in 2016/2017 academic year. They consist of twenty nine students; twenty seven females and two males. (2) One English teacher of Vocational High School in the tenth grade of nursing department.

Method

This research uses qualitative approach and R & D (Research and Development) method. The approach in developing the ESP materials in this study is based on Tomlinson's framework of materials development (2003). There are eleven stages to develop the materials but, in this study the researcher only used five stages. They are text collection, text selection, trialling, evaluation, and revision.

Technique of Collecting Data

The data collection of this research conducted through some instruments. They are questionnaire, document, and interview. Questionnaire gave to the nursing students in order to conduct a need analysis. Document is used to analyze the English reading materials on the students' book of 2013 curriculum. To know how the English teachers design the instructional materials of English for nursing class and what their opinion about the developed supplementary English reading materials for nursing students, the researcher interviewed them.

Technique of Analyzing Data

The data of analyzing the English reading materials on the students' book of 2013 curriculum gained from document and interview would be analyzed by using Cresswell theory (2008). The data of developing supplementary English reading materials for nursing students gained would be analyzed by using Tomlinson theory (2003).

Findings

The analysis of nursing students' need

The results from need analysis questionnaire are presented per indicators as follows:

Overview the skill needed and difficulties encountered

The most needed skills with the percentage that are 54% and 45% respectively. The difficulties encountered in English skills based on percentage can be respectively ordered namely reading, speaking, listening, and writing. Reading is the most difficult skill that students choose.

Reading skills

Most of the students are difficult to read the text about health, disease and anatomy. Guessing the difficult words and understanding the

special terms become the most difficult aspect for students in reading skills. The percentage is more than 30%.

The analysis of English reading materials on the students' book of 2013 curriculum

All the materials in students' book of 2013 curriculum are just covering English in General Form. It is found that none of materials focus on English for Nursing Career, for example, basic competence 3.1 tells about "introduction myself", the example of reading text as follow:

Alex: My name is Alex. I live on Jl. Kenari.

Vina: Near SMAN 2?

Alex: Yes, only 100 m to the north. I have two brothers, Ferry and Bima.

Aldi: I know Ferry.

Alex: Really?

Aldi: Yes, we play badminton together every Friday.

In the text example above, it cannot be found any nursing context. The content and vocabulary used are General English. Based on the analysis above, the researcher concluded that reading materials on the students' book in 2013 curriculum did not meet the students' need.

**Development of Supplementary English Reading Materials for Nursing Students
Format Plan of Developing Supplementary English Reading Materials for Nursing Students
Grade Tenth of Vocational High School**

No.	Stages	Activities
1.	Text collection	The researcher collected texts of nursing careers from e-books in internet.
2.	Text selection	The researcher selected the texts which the content material related with the syllabus of 2013 curriculum.
3.	Evaluation	The researcher evaluated the supplementary English reading materials based on the expert validation.
4.	Try out	The researcher tried out the supplementary English reading materials to the nursing students of Vocational High School grade tenth.
5.	Revision	The researcher revised the supplementary English reading materials based on the students' response of the application of the product.

Discussion

It has been proved that from 23 nursing students, 54% students stated that the skill they often need is reading. These numbers showed that the skill the students' need for their specialization is reading. Therefore a developer for supplementary English reading materials should provide the text which related to the carrier content and real content of nursing. This is very important for them to get the information of the text. As Johns and Davies (cited

in Dudley-Evans and St. John, 1998 p. 96) stated that the key principles of reading for ESP learners are extracting information accurately and quickly is more significant than language details; that understanding the macrostructure comes before language study; and that application of the information in text is of paramount importance.

It is also essential to analyze the curriculum and the students' textbook. According to Barnard and Zemach (cited in Tomlinson, 2003 p. 315) "there should be a course syllabus which will indicate what kind and what amount of materials are needed". Since government decided to apply 2013 curriculum in the level of Senior High School, they already provide English syllabus and students' textbook. Unfortunately, the English syllabus and the students' book are exactly same for Senior High School and Vocational High School. The syllabus and the students' textbook contain General English (GE) and it is not suitable for the Vocational High School students. They need kinds of material which meet their specific needs. It means that the content of material should relate to particular disciplines or occupations. Therefore, the English teachers of Vocational High school need to be more creative in designing the instructional material for students.

In this research, developing supplementary English reading material for nursing students' grade X based on the framework of developing material by Tomlinson (2003 p.110). As the researcher explain in the previous chapter, not all steps in the framework used in this supplementary reading material but only five steps – text collection, text selection, trialing, evaluation, and revision. Text collection is a step to find out and collect some nursing text which related to the English syllabus of 2013 curriculum. Next, text selection is a step which the researcher or the teacher chooses the appropriate text for the students. As Tomlinson (2003, p. 111) said that "in this stage you select from your library or potentially engaging (either one text for a particular lesson or a number of texts for a set of materials or a textbook)". The third step is trialing. Trialing aims to try out the supplementary English reading material for the nursing students' grade X. As Tomlinson (2003, p. 121) said that "the objective of trialing is to find out how usable and motivating the materials are". Based on the result of trialing six topics to the twenty nine students, the researcher can assume that most of the students feel glad to learn English using this supplementary English reading material. They said that it was interesting because the material was different with the previous material they had. It also motivate them more to learn English because they get new knowledge, new information and new vocabulary about medical terminologies which they think that they can apply it in hospital one day when they get a job. It happened because of the teaching concerns on the students' need as Dudley-Evans and St John (1998 p.9-10) said that one of the advantages of ESP is being focused on the learner's need, it wastes no time. The implication is that ESP teaching more motivating for learners than General English. However, the students also got some difficulties using this supplementary English reading material. They often could not find the

meaning of some medical terms. It was normally because this was the first time for them got such materials. The fourth step is Evaluation. Evaluation aims to evaluate the developed materials using questionnaires, interviews, and analysis of the learners' work to find out what effect the materials had on the learners (Tomlinson, 2003). Based on the students' interview, there are some revisions in the supplementary English reading material such as adding the list of difficult words or nursing terms, making the picture and table more interesting. Revision is the final step to revise the developed materials to meet students' need and wants. As Tomlinson (2003, p. 121) said that revision is the stage to produce an improved version of the materials.

Conclusion

Reading materials which have been developed in this research is specifically for nursing students' grade X in Vocational High School based on 2013 curriculum. There are six basic competences in uneven semester; they are introduction of myself, expression of compliments, expression of showing attention, asking for someone's intention to do something, expression of congratulating someone, and asking for past events (recount). There are two analyses to support developing instructional materials. They are students' need analysis and curriculum which include students' textbook.

Suggestion

The researcher realizes that this research is still far from perfect. It can be developed by other researchers to be better than before. This can be a reference for them who want to develop supplementary English reading materials for nursing students.

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