

Developing English for Nursing Materials Integrated With Task-Based Language Teaching (TBLT) and Soft-Skills

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Abstract. The ENP materials integrated with TBLT and soft-skills that suit the learner's interests and needs contributed to facilitate students' learning can prepare students for professional communication order to be ready in global competitive work. The research aimed to find out the existing ENP materials, to develop ENP Materials integrated with TBLT and soft-skills, and to know the effectiveness of implementing Developed ENP materials. The research employed R&D cycles including introductory phase, developing phase, testing and validating phase, and implementing phase. The data collecting techniques were validation sheet, test, observation and questionnaire. The results showed the developed ENP materials were valid, effective and practical. The validity was proved with validation mean of score were excellent and good category based on scoring rubrics. The effectiveness is proved by students' learning achievement test with mean score 79. The practicality is proved with student responses 80% who enjoyed to use the ENP materials in learning.

INTRODUCTION

English has been acknowledged by most countries in the world as an international language. Consequently, English has to be used in international communication both orally and in written communication, for general as well as specific needs. Therefore, people in countries where English is used as a second or foreign language have to learn it, if they want to be able to communicate internationally. Indonesia, where English is a foreign language, also has to teach the citizens especially the young generation to learn English.

English teachers usually teach their students by using available textbooks. However, such learning materials which are really suitable with the needs of the students are not always available. This condition should not discourage the teachers as far as they have the objective(s) of the teaching or are familiar with the need(s) of the students. By having the objectives of the teaching/learning or being familiar with the needs of the learners, the teachers can develop their own materials for the learners to achieve the objectives or to fulfill the needs of the learners.

Curriculum design brings up important issues to many teachers as course developers. Along with the development of various English courses, numerous textbooks to support the English courses are also under the main concern of course developers¹. Despite numerous textbooks outlining curriculum design strategies and processes to follow, many of the English courses do not address the specific needs of learners. Seeking and interpreting information about students' needs are the most important skills that a course developer must develop. Many problems in L2 classes arise as results of the teachers' lack of attention on learners' interests and teachers' ignorance of students as a source of essential information. Giving considerable attention to the process of designing and developing English course for a particular group will bring many advantages such as the availability of teaching materials which are suitable for learners' needs.

A language course design that best suits the learner's interests and needs would contribute to facilitate students' learning, including learners who learn English for specific purposes. The design of English for Specific Purposes (ESP) courses can prepare students for professional communication. ¹the ESP approach to language teaching is a response to a number of practical concerns: for instance, the need to prepare materials like textbooks to teach students who have already mastered general English but now need English for use in employment, in this situation, non-English background nurses. The nurses will study English in order to carry out a particular role, to communicate effectively with foreign patients.

In a nursing career, nurses provide education integrated with soft-skills that helps clients change lifelong habits. Soft skills are skills that involve the relationship between the individual and social. Soft skills can be defined as

personal behavior and interpersonal skills to develop and maximize human performance. ²the soft skills include personal, social behavior, communication, and self-management. They also involve self-awareness, confidence, awareness, adaptability, critical thinking, organizational awareness, attitude, initiative, empathy, confidence, integrity, self-control, leadership, problem solving, risk taking and time management. Nurses communicate with people under stress: clients, family and colleagues. Nurses deal with anger and depression, with dementia and psychosis, with joy and despair. Nurses return to school to specialize, write grants for research proposals, and become entrepreneurs. Nurses become administrators, leaders, case managers, infection control specialists, quality experts, and educators. Nurses cross international boundaries to share knowledge needed to promote worldwide health.

There are several English courses designed for the nursing field around the world. In Indonesia, the numbers of foreigners who come and live are increasing and English is needed; nurses are expected to be able to communicate with the patients (customers) in English. In order to do this, nurses must have the ability to communicate effectively with them and to deal with different situations that might arise.

Realizing the urgent needs of a potential health care staff, a curriculum of English for Nursing Purposes will be designed and developed for a group of nurses that are working in a large hospital. The role of an English for nursing curriculum is to bring to the nurses what they desperately need in real life. Curriculum planning can be seen as a systematic attempt by educationalists and teachers which include a focus on what educational purposes should be attained. Pragmatism focuses on real life experiences as the main source of knowledge and education ³. While some Indonesian nurses may already have general English ability, focusing on English for their specific situations is needed.

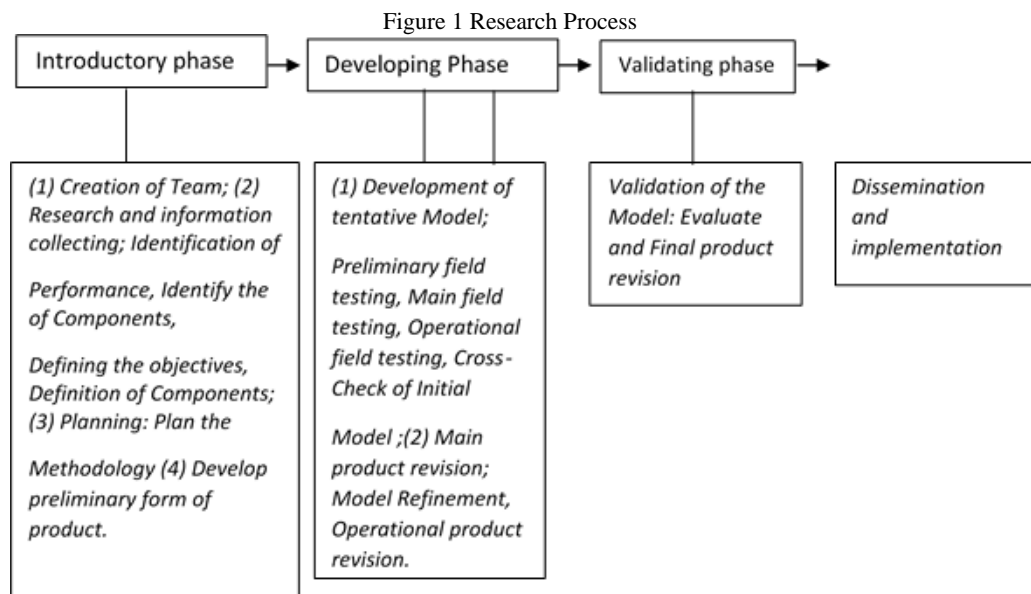
Difficulty with English is often cited as a factor that leads to Indonesian nurses' lack of confidence. Communication with patients from different cultures is often complicated by language differences. The developing model of materials designed for nurses and their special needs will help to build their confidence in talking with foreign clients. In conclusion, the Indonesian health care system needs nurses with the language ability and the cultural knowledge to meet the health care needs of foreign patients. Nurses need to be able to use English competently. Based on the facts outlined above, the researchers propose a developmental study on English for Nursing Purposes which starts with an observation on textbooks currently used and need analysis and ends with a new designed of English for nursing textbooks.

Based on the explanation above, the researcher tried to know to find out the validity, effectiveness of implementing the developed ENP materials toward students' English mastery, to know the students' responses related to use of Developed ENP materials dealing with practicality.

THE METHOD OF STUDY

Research was carried out through a number of phases to follow the development of ENP Handout model that was based on the stages of R & D cycles⁴, which included four phases including preliminary phase, the phase of model development, testing phase models and validation and implementation phase (Haryati 2012). ⁵The data collecting techniques were validation sheet, test, observation and questionnaire

The research was conducted on students of fourth semester study program of Nursing Faculty of Nursing and Health Sciences *Universitas Muhammadiyah* Semarang consisting of 75 students of the 2015/2016 academic. The steps of research can be seen in the figure 1.



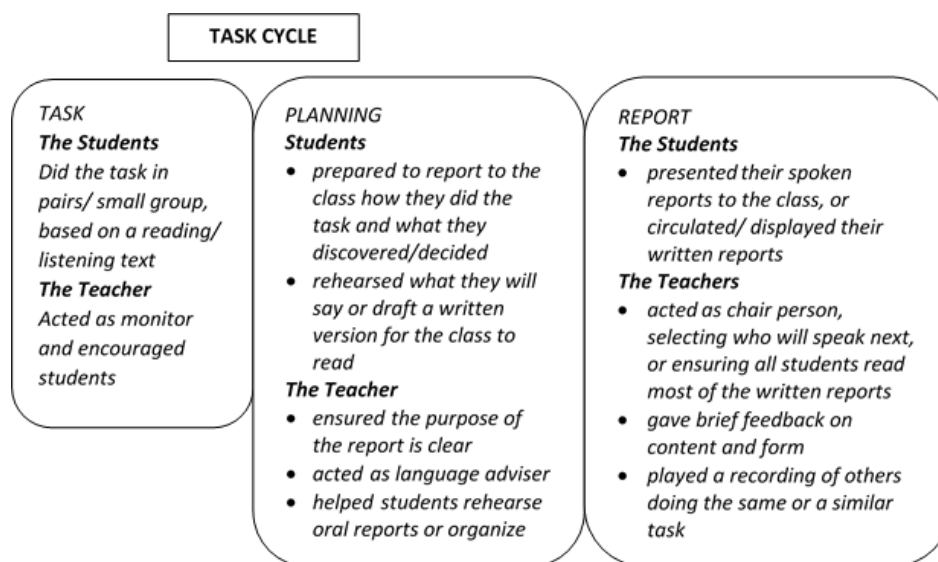
RESULTS AND DISCUSSION

This research has been conducted in undergraduate program of Nursing, Faculty of Nursing and Health, Muhammadiyah University of Semarang. The subjects were students of semester II in year 2016.

Research Implementation

The ENP handout that were validated was continued to tryout to experimental class. It included collecting data, observing students' activities dealing with soft-skills, collecting students' responses and students' learning achievements.

The implementation of ENP materials integrated to TBLT and Soft-skills are as follows:



The findings of Soft skills were involve self-awareness, confidence, adaptability, critical thinking, organizational awareness, initiative, integrity, self-control, leadership and problem solving

Results Validation Tool

The results of expert validation shows that the assessment scores and suggestions for improvement as the following Table 1.

Table 1. Validation Score of Teaching and Learning Instruments.

Component	Validator		Average Score	Maximum Score	Explanation
	1	2			
Handout of Developed ENP Materials	34	36	35	40	Very good and can be used without revision

Test of Mastery Learning Achievement

The data of student learning outcomes on materials Daily Communication in nursing contextual approach based on character education is presented in Table 2.

Tabel 2. The Test Analysis of Students' Learning Achievement

No.	Analysis	Control class		Experimental class	
		Pre test	Post Test	Pre test	Post Test
1.	Minimal score	36,67	46,67	30,00	70,00
2.	Maximal score	66,67	86,67	63,33	90,00
3.	Average score	59,07	72,22	49,81	79,07

The achievement of the experimental class who achieve a score ≥ 75 was 86%. Improving student learning outcomes indicated by the results of the analysis using N-gain showed that an increase in student learning outcomes for the control class is 0.29 (low category) and the experimental class of 0.58 (medium category). Practicality of teaching and learning instruments indicated by the results of student responses 80% were happy with the learning model applied.

CONCLUSION

The results showed the developed ENP materials were valid, effective and practical. The validity was proved with validation mean of score were excellent and good category based on scoring rubrics. The effectiveness is proved by students' learning achievement test with mean score 79. The practicality is proved with student responses 80% who enjoyed to use the ENP materials in learning. Based on the results and discussion that has been described can be concluded that the developed materials for ENP integrated with soft skills was significantly on student learning achievement and students' behavior.

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