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Volume 4 DEVELOPING SUPPLEMENTARY ENGLISH SPEAKING MATERIALS FOR NURSING VOCATIONAL SCHOOL

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Abstract: The objectives of this study are: (1) to develop appropriate supplementary English speaking materials for students in learning speaking skill in Tenth Grade in SMK Negeri 1 Bulango San. Tests of his supplementary English speaking materials in nursing vocational.

The type of this study is Research and Development (R&D) by Borg and Gall (1983). The subjects of the research were X grade student. This study involved 30 grade ten students of nursing vocational. The instruments of the study were observation, interview, questionnaires and document analysis. The results of the needs analysis questionnaire were analyzed by using percentage.

To validate the appropriateness of the book, the developed materials book was reviewed and evaluated by the expert. The result of needs analysis showed that students have a lack experience about learning speaking English especially in nursing vocational. In the target needs and learning needs showed that the students needed materials for speaking which were attractive and interesting and based on nursing vocational.
The product of this study was supplementary English speaking materials for nursing vocational. This product consisted of three units. Each unit had 10 activities and five stages related to curriculum 2013. Those five stages were observing, questioning, gathering information, associating, and communicating. The result of the book evaluation from the expert showed that the developed supplementary English speaking materials for nursing vocational school were categorized as strongly agreed.

Thus, it can be concluded that supplementary English speaking materials for nursing vocational had been appropriated for X grade students in nursing vocational school. Keywords: supplementary, English speaking materials, nursing vocational, curriculum 2013 1. Introduction In this globalization era, there will be more and more developments which will occur in this country.

The use of international languages such as English is prevalent, as well as in the world of health which includes the world of nursing. Moreover, English language education is beneficial regarding finding the source of knowledge about nursing science which mostly comes from international journals. Besides, if a person can speak English, it will be an additional value for the prospective hospital worker, because most of medical equipment and medicines come from abroad. English is essential for the nurse because the patient comes from different culture, shapes and speaks in different language.

This is very useful for the vocational nursing students because they still have plenty of time to learn and master English as their basic skill before entering Medical University. Based on peremenkes number 1534/ menkes/sk/x/2005 about curriculum of nursing vocational education, curriculum materials are divided into three components, namely the normative, adaptive and productive components. The normative part directed to the formation of character and attitude.

An adaptive element provided to develop the concept of creative and logical thinking
that support the ability of graduates to adapt their self in the development of science and technology. The productive component is given to equip skills and attitude at work based on capabilities demanded by the world of work. Moreover, in the adaptive element, English materials aims to cultivate the ability to communicate in order to anticipate the era of globalization and increasing rapid flow of the information. It means that English speaking materials are important to be developed to fulfilling the nursing students’ needs.

Additionally, in SMK Negeri 1 Bulango Selatan, speaking English is somewhat tricky for senior high school students primarily in the tenth-grade for nursing vocational. Based on observation and interview with the English teacher and the students in SMK Negeri 1 Bulango Selatan, it is revealed that most of the students had low ability in speaking English in SMK Negeri 1 Bulango Selatan. This is because of several reasons.

First, the researcher found that the students made many mistakes in speaking English like grammatical mistakes and poor vocabularies. Second, the students have a lack of motivation in speaking because the teacher just taught them through asking questions. It means that the student needs materials that can support and enhance their speaking in English.

Third, there are two kinds of text book the teacher used Getalongwit Enotspecict illtst’s vocational needs and some of the materials are not relevance with the syllabus. Therefore, to overcome the problems above based on the condition of the textbook, the researcher thought about to make an English speaking materials product as supplementary materials focus on nursing vocational.

This research should be developed to help nursing students enhance their ability in English particularly in speaking based on their vocational. Moreover, the vocational school should provide materials based on English for specific purposes related to nursing vocational. Richards (2001 ced Ga2012) said < the ESP approach to language teaching is a response to a number of practical concerns: for instance, the need to
prepare materials to teach students who have already mastered general English but now need English for use in employment, in this situation, non-English background nurses”.

In addition, there are some related studies about supplementary materials development. The first study was conducted by Laela Fiat " Developing English Speaking Materials for Xth Grade of Hotel Accommodation Department in SMK PI Ambarukmo 1 Sleman". She found that the students needed English for their future job. The students like to have speaking activities in class.

Moreover, the type of her study is Research and Development (R and D) by Borg and Gall (1983). She used the research procedure was from (247). She modified the models into five: conducting need analysis, writing the course grid, designing material or writing the first draft, getting the expert judgment, revising and writing the final draft.

The differences between the previous study with this research are this research used theory of research and development adapted from Borg and Gall (1983), from ten steps the researcher only take six steps. The six steps consist of research and information collecting, planning, develops a preliminary form of product, preliminary field testing, main product revision, and main field testing. Moreover, in collecting the data, the researcher used the theory of research (1996 Wello and Doliah, 2008), Hutchinson and Water (2004) and Nunan (2004).

Moreover, their finding and theories can help and guide the researcher in understanding to develop supplementary materials based on the objective of this research. 1.1 Research Question How is the development of supplementary materials for speaking skill in nursing vocational in Tenth Grade in SMK Negeri 1 Bulango Selatan? 1.2

Objective of Research To develop appropriate materials for students in learning speaking skill in Tenth Grade in SMK Negeri 1 Bulango Selatan. Nursiti Aisyah Paputungan, H. Moon Otoluwa, Karmila Machmud DEVELOPING SUPPLEMENTARY ENGLISH SPEAKING MATERIALS FOR NURSING VOCATIONAL SCHOOL European Journal of English Language Teaching - Volume 4 | Issue 1 | 2018 4 1.3

Scope and Delimitation This study deals with developing supplementary English speaking materials, based on nursing students’ fourth semester 6th grade student of SMK Negeri 1 Bulango Selatan. Furthermore, the competencies in the syllabus that the researcher needs speaking English materials. Speaking materials in the syllabus 2013
curriculum are hoped students to communicate effectively. The every unit had less speaking activity.

Then, the competencies that the researcher will develop are talking about self, complimenting and showing care, expressing an intention, and congratulating others. The researcher just develop 3 unit because in their workplace in the hospital when they are in grade XI as a nurse assistant. The topics related to the main point of what are they going to do in the hospital, greetings, congratulating and complimenting, and caring for the patient.

Also, in the book that the used in that school less of speaking activities. 2. Significance of Research 2.1 Theoretical Significance Theoretically, the researcher expects that the result of this research can be a reference for another researcher who wants to learn more about it. This research can help the students to understand more about the theory of English for specific purposes (ESP). 2.2

Practical Significance The researcher expects that the result of this research will be useful for: 1. English teacher: the researcher expects that this result of the research would inspire teachers to be more creative in facilitating students with learning materials that are suitable to the students' vocational, based on student needs. 2.

Students of SMK Negeri 1 Bulango Selatan, Nursing vocational: the result of the research is expected to help the students in learning English and improve their speaking ability based on their needs and learning objective. 3. Materials developers: the result of the designed materials can be used as a resource and reference for the development of English speaking materials.

The materials produced in this research can be combined with other English skills as needed. 2.3 Theoretical Basis 2.3.1 Speaking The way people talks to each other, to communicate, to deliver what they want to say through speaking. Without speak to people around of us, it is difficult for us to deliver our idea. Nursiti Aisyah Paputungan, H.

Moon Otoluwa, Karmila Machmud DEVELOPING SUPPLEMENTARY ENGLISH SPEAKING MATERIALS FOR NURSING VOCATIONAL SCHOOL European Journal of English Language Teaching - Volume 4 | Issue 1 | 2018 5 2.3.2 Definition of Speaking Speaking is a process to deliver what people want to say through a language. According oMnugh,
haw, Ma " speaking is not the oral production of written language, but involves learners in the mastery of a wide range of sub-skills, which, added together, constitute an overall competence in the spoken language. " Speaking means to communicate with other people and it can be done in monologues or dialogues.

The role of speaking in human life is so important because a human cannot normally live without communicating with other people. Nunan (1991:39) states that “the successful in speaking is measured through someone able to carry out a conversation in the language.” When someone speaks to another person, there will be a relationship. The relationship itself is communication. In addition, Richard (2002, p.201) also states that “speaking is used for many different purposes, and each purpose involves different skills”.

It means that we speak based on the situation or the context that we are talking about. Based on the definition about speaking above, it could be concluded that speaking is the way people talk to others to deliver their opinion and idea, by sounds and words. Furthermore, unlike reading and writing, speaking happened in real time. Usually, people that we are talking to are waiting for you to speak.

When we speak, we cannot edit or revise what we want to say, as we can do when we are doing writing. 2.3.3 Teaching Speaking Teaching speaking is not an easy job. Most of the English teachers often ignore speaking on their teaching and learning process since it is difficult to perform. Some say that it is dific oassess us forThere, tart ing in the class, they use Indonesia language.

The teacher speaks in English just a little bit because of the reason that the students do not know what they say or explain about the topic in front of the class. Moreover, Bailey (2005) in Songsiri, (2007), sat” Confidence and competence in speaking could be developed from an appropriate syllabus design, methods of teaching, and adequate tasks and materials."

To speak successfully, the students should fulfill some characteristics of a successful speaking activity which can be used to assess the teaching and learning process. 2.3.4 Supplementary Materials According to McGrath (2002, p. 80) as cited in Udam (2005), "< supplementary materials refer to materials taken to another source or any other material that is designed for learning purposes."
It means adding something new to provide additional materials in order to supplement the textbooks. Supplementary materials are designed when teachers find that there are no suitable or relevant materials that can be found in the published textbooks. Supplementary materials are designed to help them understand better.

In addition, Brown (1994) says that "< teachers need to supplement materials to promote motivation, which is one of the key factors in learning." In other words, teachers also need supplementary materials to teach the student to give more input to them and to motivate the learner to get the better understanding. Nursiti Aisyah Paputungan, H.

Moon Otoluwa, Karmila Machmud DEVELOPING SUPPLEMENTARY ENGLISH SPEAKING MATERIALS FOR NURSING VOCATIONAL SCHOOL European Journal of English Language Teaching - Volume 4 | Issue 1 | 2018 6 2.3.5 English for Specific Purposes (ESP) Ron(1980)stes hat in Plear’s are often described regarding performance that is in terms of what the learner will be able to do with the language at the end of a course of study.

Whereas in general English course the goal is usually an overall mastery of the language that can be tested on a global language test, the goal of an ESP course is to prepare the learners to carry out a specific task or set of tasks". Furthermore, Richard and Schmidt (2002), also state that "ESP is a role of English in a language course or program of instruction which the content and aims of the course are fixed by specific needs of a particular group of learners".

It means that ESP has a result to make the learners have a purpose and will be able to develop their capability that suitable with their major. 2.4 Need Analysis Need analysis in language teaching plays a vital role in the process of designing and carry on language course. rch identtsts’ for speaking skill in nursing vocational; therefore, the researcher needs some theories about need analysis.

Additionally, regarding learning need, Hutchinson and Water (2004, p 60–62), ste hat the ESproceis ed ot kng doinbut learrng.” It means that learning need is an interesting part to consider how far the activity reflects the target situation needs and how far the needs of the learning situation. Currently, to analyze learning needs, there are some frameworks in analyzing learning needs, that framework can answer the questions that related to the learning needs analysis.
It consists of why the students want to take the lesson, how they learn about the language, what resources are available, who are the students, where the subject will take place, and when the subject will take place. It means that learning needs are to find out about the students' condition that related to their minds include their knowledge, skills, and strategies.

Nunan (2004, p. 47-70) defines that “Int’ ers the ers onthe bjeci n completing the task based on spoken, written and visual data. Data can be provided by a teacher, a ok some rc’Procedu’referto that learnhas do the int learnng ‘Sgs’ to cl om arrangements specified or implied in the ‘R ers the that rs d ers hoped play ginouthe learning tasks in the social and interpersonal relationships between the participants’.

means that learnin gneeds utlears’ inachingteffectenes of teaching and learning process based on the student needs analysis. Based on explanations above about needs analysis, it shows that the theory will be beneficial for a researcher to enhance the students' needs. Students' need analysis will be the main data in this research. Nursiti Aisyah Paputungan, H.

Moon Otoluwa, Karmila Machmud DEVELOPING SUPPLEMENTARY ENGLISH SPEAKING MATERIALS FOR NURSING VOCATIONAL SCHOOL European Journal of English Language Teaching - Volume 4 | Issue 1 | 2018 7 3. Methodology of Research 3.1 Research Design The research design used in this research is research and development (R&D). It focuses on developing supplementary English speaking materials for nursing vocational in understanding the students' needs in English.

This research uses the theory from Borg and Gall (1983, p. 772) which defines R&D as a process that can be used to develop and validate the educational product, such as teaching method. Borg and Gall introduced ten steps of conducting Research and development, those are; 1) Research and Information Collecting, 2) Planning, 3) Develop Preliminary Form of Product, 4) Preliminary Field Testing, 5) Main Product Revision, 6) Main Field Testing, 7) Operational Product Revision, 8) Operational Product Field Testing, 9) Final Product Revision and 10) Dissemination/Implementation. Furthermore, Sugiyono (2014, p. 407) states that “reseh to cea rtain ct to nthe ectivity a ct”.

This research is appropriate with the theories above. This is because the researcher will make some product of research that is developing supplementary materials for speaking
skill. Here the illustration that the researcher made in applied research and
development: Source: Borg and Gall (1983) Based on the diagram above, the following is
the explanation of research and development that use by the researcher: • Research and
Information Collecting (need analysis): in this first step, would identify students’ needs
through observation, interview, questionnaire, and document analysis to the students
itself.

In addition, the researcher uses the textbooks as the document analysis, then identify
student needs and teacher perception, because the purpose of the needs analysis is to
gather the inmatn abou’ 1. Research and Information Collecting 2. Planning 3. Develop
Main Field Testing Nursiti Aisyah Paputungan, H.

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MATERIALS FOR NURSING VOCATIONAL SCHOOL European Journal of English
Language Teaching - Volume 4 | Issue 1 | 2018 8 • Plannafteridests’ sttrcher ig the
matials n he udent’needs nalyIndesmatials, h textbooks focus on the English speaking
materials topics that will be developed.

Therefore, the researcher considers the core competence and basic competences which
underline in English teaching at the vocational senior high school. There are several
competencies in the syllabus. The researcher focused on the competencies in the
textbooks that will the researcher develop are based on the st’s analyThocoet ncies are
talking about self, congratulating and complimenting others, and expressing an
intention.

The syllabus consists of core competence, basic competence, topics, unit titles,
indicators, input texts, language focus (vocabulary and grammar) and learning
procedure/activities. • Develop Preliminary Form of Product (re-design): After planning
to develop supplementymatials lokatttokbased n he uds’ in speaking English materials,
the researcher re-designs it by paying attention to st’s datin ailcan uintnex ep hat elimy
field testing.

• Preliminary Field Testing: In this step, the researcher will apply the supplementary
English speaking materials that already developed by the researcher b ased oudent’y •
Main Product Revision: This step about expert validation and includes two ext’vificatn,
ich oEng eacherand lishlectrwho already know and have many experiences and
competencies about research and development.

- **Main Field Testing:** In the last step, based on the supplementary materials for speaking skill, the researcher will apply it in the tenth-grade nursing vocational. Thus, this is the final step in conducting this research and the step also to prudent espoalidatn sheet.

3.2 Research Setting

3.2.1 Site
The site of this research is SMK Negeri 1 Bulango Selatan, District of Gorontalo sub-district of Bone Bolango.

It is located in Deki Street, Huntu Barat village, Bulango Selatan. The vocational in this site is nursing vocational. This research will be conducted in tenth grade in 2017/2018 academic year. The site is selected based on the purpose of tesearideieudent’in learing speakkkin tenth grade. 3.2.2

Participants
The participants of this research are students of SMK Negeri 1 Bulango Selatan who are in tenth grade as new students in the first semester in the academic year of 2017/2018. There are two classes in the tenth grade, but the researcher just taking one class and in this class, which consist of 30 students in nursing vocational.

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3.2.3 The technique of Data Collection
In this step, the researcher used theory from Creswell (2008, p. 220) as the instrument of this research.

Techniques for collecting the information were observations, interviews, questionnaires and document analysis. 3.2.3.1 Observation
This research uses observation to observe the English teaching-learning process in tenth-grade students of SMK Negeri 1 Bulango Selatan and the textbook that the teacher used to teach English. Furthermore, the indicators are the tenth-grade students and the English teacher. 3.2.3.2

Interview
In this step, the researcher interviews the English teacher about the materials of English for tenth-grade students and artists’ fults speak activities. The interview was conducted in SMK Negeri 1 Bulango Selatan in nursing vocational classes. It includes the open-ended questions related to the research, and the researcher records the process of interview. 3.2.3.3

Questionnaire
In this step, the data will be collected through questionnaires. Need
analysis that the researcher in applied the questionnaire is proposed by Lamb (1996, p 34-8) in Wello and Doliha (2008, p.79), Hutchinson and Waters (1987) and Nunan (2004). Lamb model of questionnaires exploration; used e, e, perin learEngish, aiouuse linev , tstudent’prficcy level in English.

Moreover, Hutchinson Water explored the target needs include, goals, necessities, lacks and wants. Then, Nunan in explored the learning needs include input, procedures, eacher’roand ner’rlre. me t f he questionnaires is transform based on nursing vocational. Here are the organization of questionnaire adapted from Lamb (1996), Hutchinson and Waters (1987) and Nunan (2004).

Table 1: The kind of questionnaires for students nursing vocational school

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspect</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Background To find out general learner needs survey</td>
<td>Lamb (1996)</td>
</tr>
<tr>
<td>2</td>
<td>Target Needs Goal To find out the reason of learning English</td>
<td>Hutchinson and Waters (1987)</td>
</tr>
<tr>
<td>3</td>
<td>Necessities To find out the type of based on target situation.</td>
<td>Hutchinson and Waters (1987)</td>
</tr>
<tr>
<td>4</td>
<td>Lacks To find the learner proficiency and the demand of the target situation.</td>
<td>Hutchinson and Waters (1987)</td>
</tr>
<tr>
<td>5</td>
<td>Wants To find out the student proficiency and the demand of the target situation.</td>
<td>Hutchinson and Waters (1987)</td>
</tr>
<tr>
<td>6</td>
<td>Input To find out the type of based on target situation.</td>
<td>Nunan (2004)</td>
</tr>
<tr>
<td>7</td>
<td>Procedures To find out the suitable procedures that students want the most Nunan (2004)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Setting To find out the class management of doing the tasks that the students want (individually, in pairs, or in groups) Nunan (2004)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Learners’ role To find out the role of the learner in the learning process Nunan (2004)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Teachers’ role To find out the role of the teacher in doing the tasks Nunan (2004)</td>
<td></td>
</tr>
</tbody>
</table>

Document Analysis In this step, the researcher will use documents such as textbook, syllabus, lesson plan as a bank data to developing English speaking materials. Based on the textbook that the speaking activity in each unit. Furthermore, to analyze the supplementary materials the researcher will use the validation sheet. Finally, the validation sheet which is appropriate to the experts or the advisors is to assess part of the additional English speaking materials that the researcher will develop. 3.2.4 The
Technique of Analyzing the Data

There are several steps in analyzing the data based on Creswell theory (2008, pp. 185-192) that will be explained in the diagram below; Source: Creswell (2008) A. Step 1 (organized and prepared data) In this step, the researcher organizes and prepares the data for the analysis step. Furthermore, after researcher conducting the observation, interview, questionnaires to Step 1 Organize & Prepare data Step 2 Read all the data Step 3 Coding process Step 4 Describe in detail Step 5 Narrative approach Step 6 Interpreting data Nursiti Aisyah Paputungan, H.

Moon Otulwa, Karmila Machmud DEVELOPING SUPPLEMENTARY ENGLISH SPEAKING MATERIALS FOR NURSING VOCATIONAL SCHOOL European Journal of English Language Teaching - Volume 4 ¦ Issue 1 ¦ 2018 11 g uent’ needs t t elosupplementymatials ing ill , the researcher make a list and note based on the result of scanned the data from sts’ needs interioir B. Step 2 (read all the data) In this step, the researcher will learn all the data based on the data that the researcher found in interview and questionnaire.

After that, the researcher will analyze the materials which apprpre tudent’in speakill C. Step 3 (coding process) In this step, the researcher begins to code the data. Cresswell, (2008, p. 251) states that “coding is the process of segmenting and labeling text to form descriptions and broad themes in the a.”

The esear cotdatbased n he udent”needs tis d categorize the data from the participants based on the students’ needs. Then, the researcher classifying the data by reading all the transcription and finding the main point of the data which important or not based on all of the topics. After that, the researcher makes columns in each topic that can be as a main topic, arrange every topic into categories. D.

Step 4 (describe in detail) In this step, the research will describe in detail the information that the researcher get from interview, questionnaires and the document analysis. E. Step 5 (narrative approach) In this step, the researcher will use the narrative approach to explaining every data that the researcher find in the process of research.

F. Step 6 (interpreting data) This is the final step of the research, the researcher will interpreting the data. Thus, the researcher will explain the final result of the supplementary materials for speaking skill based on the steps above and supported by

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some theory that appropriate with the research questions. 4. Finding and Discussion 4.1

Responded Background Responded background refers to see the student’s condition and experience in learning English. The result of the responded background shows that they have a lack of experience in English such as all of them never learn English in English course. Besides, the students use English in the classroom with their friend and the teacher only when the English lesson time.

Then, some of the students not always used English with their friend on the outside of the class and not often to practice. Nursiti Aisyah Paputungan, H. Moon Otoluwa, Karmila Machmud DEVELOPING SUPPLEMENTARY ENGLISH SPEAKING MATERIALS FOR NURSING VOCATIONAL SCHOOL European Journal of English Language Teaching - Volume 4 | Issue 1 | 2018 12 Furthermore, some of them used English in the social media only when they want to updated or posted photos then make a caption on that or what they think but notalwayIn , he ptns f he udentprficncyel lish r good, good, average, and bad), almost all of the students confess that their proficiency level of English is average, while others choose wrongly.

By looking at that situation, the researcher considers it is imperative to enhance and give them motivation in learning English especially in speaking English. 4.2 Need Analysis The model of the questionnaire in this research divided into responded background, target needs and learning needs. Table 2: The result of need analysis questionnaire Need Analysis Task Component Questions by Item Categories of Response Percentage Target Need Goals The goal of learning English to get a good grade/pass the examination (24) 80% Necessities Your English competencies in Speaking using English but unable to respond (25) 83,33% Lacks Your difficulties in English speaking ability Difficulties in discussing either in groups or in pairs (18)60% Wants After learning English speakiskill Communicate with grammar correctly (21)70% Learning Need Setting The type of class management the students want in doing the task Learn in pairs (22) 73,33% Input The length of the text in speaking material 50-150 words (19) 63,33% Input Input in speaking that Monologue and dialogue accompanied by list of vocabulary and pronunciation (20)66,67% Procedures The type of activity in vocabulary Matches words with images (15) 50% Procedures The type of activity in grammar complete the utterance/dialogue by using the correct grammar (21) 70% Procedures The type of activity in learning to speak Discussion (19) 63,33% Procedures The type of activity of pronunciation the Repeat the teacher’s words that are considered difficult (25) 83,33% Role learning process Listen to the teacher’s explanation...
well (20) 66.66% Role Teacher's role in the learning process

Providing examples of assignments given to students (21) 70% Nursiti Aisyah Paputungan, H.

Moon Otoluwa, Karmila Machmud DEVELOPING SUPPLEMENTARY ENGLISH SPEAKING MATERIALS FOR NURSING VOCATIONAL SCHOOL European Journal of English Language Teaching - Volume 4 | Issue 1 | 2018 13 4.3 The Process of English Speaking Materials Development In the process of English speaking materials development, the researcher did several steps.

The content of the questionnaire was given to the students were referred to Lamb, Hutinso Watrand n’s heor. The items of the questionnaire can be divided into three main parts (responded background, target needs, and learning needs). Thus, the description of all units will be described as below: 4.4

The Description of Unit 1 The itin it1 “Iam nurThis elatt alkabosel f but more focus otvcatnal s erThe eseacherused he ro ibecat rchern rences t Jackarkitohe exessio of introduction self in this unit. Moreover, the researcher pr ovides shotas he beginning of the teaching and learning process. The researcher used the word snapshot twarup e otJackRics kAs he rsnapshott researcher use picture with the purpose to motivate the students ‘ itl hing learning speaking English.

Below the pictures in the snapshot, the researcher provides some questions that have a purpose to check are they familiar with the pictures or not. The ioots t ettsts’ ack and snapshot lets the researcher regularly gauge student progress so the researcher can quickly and easily personalize learning and close learning gaps. In addition, there are fourth tasks provide in parts of unit 1. The task for activity 1 1is about pair works.

The students are asks to interview their partner related to introduction self. After their interview with the partner that they do not know well, the students will introduce their partner in front of the class. The reason of giving this task, because based on their needs. They wanted to learn in pair. Also, in activity for task 2 is about role play.

The students are ask to divide into a groups, each group introduce their self to the partner. Then, they practice in front of the class related with the task their own creativity. This activity related with students ’ needs, they wanted learn in group and the researcher used role play. Furthermore, in the activity for task 3 is about monologue.
The students are asked to introduce themselves in front of the class based on the example in the textbook. Also, they are allowed to be more creative in front of the class. This monologue section is included in reading aloud because they make a note about their self and presented it in front of the class.

Thus, in the activity for task 4 is about discussion. In this activity, the students will discuss with their group about the questions in the task after that they will discuss it with the other group. The reason of doing the discussion is that further, language focus consists of vocabulary, grammar, and pronunciation.

In vocabulary, the students will complete the table by looking at the picture beside the box and explain it in front of the class based on their own opinion. In grammar, the students will complete the utterance based on the correct pronoun and practice it with a partner. In pronunciation, the students will repeat the words that the teacher said. Then make a short dialogue based on the example and practice with a partner.

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After that, they present it in front of the class. This is suitable to see if they know how to make good communication with others. The last is reflection. The purpose of this section is to facilitate the students with self-assessment activity. Reflection in this unit has a purpose to reveal their insights, understandings, and applications of their learning.

Here, the students are asked to answer the several questions about how far they understand about the topic. 4.3 The Description of Unit 2 The title taken from the expression that the researcher used. Some expressions used in the nursing environment when they speak to their patient, such as congratulating and complimenting the patient. Because nursing jobs require not only treating the patients, who are sick or injured but also offering advice and emotional support to patients and their families.
At the beginning of unit 2 provide “snapshott ape heirke u ring he ient rcherput some pictures which are related to the topic and ask them some questions related to the pictures. Also, the expression of congratulation and complimenting and the suitable respond. Not forget to put the example of the dialogue about those expressions. The researcher asks the students to identify the correct expressions related to the topic. There were 4 activities in this unit.

The activity 1 was started with role-play, the students are asks to read first the dialogue and choose their partner to present in front of the classroom. After that, the students have to classify which one included in the expression of congratulating and complimenting the patient. Activity 2 is about completing the missing dialogue with the correct expression by looking at the picture and present in front of the classroom.

Therefore, through this activity, the students not only practice their speaking skill but also they could increase their understanding of nursing talk to the patient related to the topic. Activity 3 required the students to more critical thinking by asking them to make a dialogue related to the situation and expressions are provided. They can choose which one the situation the like mostly and present in front of the classroom.

The goal of giving this activity to the students is to facilitate them identify the appropriate expression and grammar function. Then, in activity 4 is about discussion, in this part the students have to answer several questions related to the topic. The goal of giving this activity is to find out how far their knowledge about congratulating and complimenting related with their self-experienced in their daily life. Further, in the language focus section, in the part of the vocabulary, the researcher provided some picture related to the students need.

They are asks to match the pictures with the correct expression and respond and present it in front of the classroom. The goal of giving this task to make they can classify which one is the best appropriate expression and the respond of that and which one is not. Moreover, in the part of grammar, the students are asks to complete the utterance based on the grammar Nursiti Aisyah Paputungan, H.

Moon Otoluwa, Karmila Machmud DEVELOPING SUPPLEMENTARY ENGLISH SPEAKING MATERIALS FOR NURSING VOCATIONAL SCHOOL European Journal of English Language Teaching - Volume 4 | Issue 1 | 2018 15 of the topic. The researcher used
simple past tense, present perfect tense, and present perfect continuous tense. The function is to guide the students more focus on the grammar in use. In the part of pronunciation, the students are asks to repeat the pronunciation.

After that, make a short dialogue and practice in front of the class. The goal is to make them more confident when they speak English related to the topic. After that, in the section of wrap up the students are asked to make simple expression card related to the topic in this unit and present in front of the class room with the partner. By giving this activity, the students will have the summary of anything they have learned in unit 2.

Also, the students can be more motivated and creative. Last, in reflection section, there webe me ios hat heyhave o ofind ut he s’ iev about the materials in this unit. 4.4 The Description of Unit 3 The title in this unit is “pat e”.

rcherused his itbecause hwas related with the expression of intention and the language feature about would be and be going to. That is why the researcher used the title of patient care in this unit. Through this material, the students could learn more about the kinds of disease that the patient had in the hospital or the clinic.

Also, they can learn about the expression that the can use when they face with the patient. Firstly, in the snapshot part, the students are asks to answer several questions based on the pictures are provided. The researcher put one picture of the child who is sick, and then students can identify what kind of disease that the child gets.

The aim of giving several pictures was to measure how far the s ts’ nowledgabotpe f and e hey stko the disease or not. The researcher applies types of disease which is include the disease based on their level, not the difficult one, related to the situation of the people who are sick in Gorontalo. Additionally, the students are asks to learn and understand about the expression of intention and the example are provided.

Then, in activity 1 was about role-play, the students are asks to learn and read the dialogue which provided and then practice in front of the classroom. When the already practice in front of the class they are ask to answer several questions are provided. The goal of giving this activity is to make them habitual to speak English related to the nursing field.

Furthermore, in activity 2 the students have to works in the group. In this activity, there
are some box and the example of the conversation below the box. They will ask to choose one or two kinds of disease from the box. After that, they have to walk around the classroom and find one or two friends and ask some questions related to the example.

This activity has a goal to make them can be confident to speak with others and encourage their knowledge about treating the patient well. After that, in the activity 3, the students are asks to make two dialogue based on the situation. The aim of giving this activity is to make them creative to communicate with others.

In activity 4 was about discussion, the students are asks to answer several questions related to the situation that already provided in this unit. Then, present in Nursiti Aisyah Paputungan, H. Moon Otoluwa, Karmila Machmud DEVELOPING SUPPLEMENTARY ENGLISH SPEAKING MATERIALS FOR NURSING VOCATIONAL SCHOOL European Journal of English Language Teaching - Volume 4 | Issue 1 | 2018 16 frootclass bout he matn hat Ir he udent’discusMrv, the section of language focus, in vocabulary, the students are asks to match the picture with the correct expression and practice with their friend.

In grammar, they are asks to complete the utterance in the conversation which already provided with the correct grammar. Then, in the part of pronunciation, the students are asks to listen how to say some words that related to the topic and repeat after the teacher. After that, the students are asked to make a short dialogue and practice it in front of the class with their partner.

Additionally, in the section of wrap up, the students talk about their plan in the future by using the correct text structure will and be going to. Last section was about reflection, the aim is to measure how deep they understand the unit by answer the questions are provided. In conclusion, the main reasons of giving those activities to the students are to measure their comprehension about the English speaking material related to their major. The activity was given to them related to the material of learning.

Moreover, in giving the activities to the students based on their needs, where they wanted to work in pairs, groups, discussion, monologue or dialogue, complete the utterance, role play, and match words with pictures. 4.5 The Expert Judgement After the material was developed, the next step was asking an expert to evaluate the first draft of the materials.
This step was called expert judgment in which the experts gave the comment, suggestion and evaluation for the materials whether they already appropriate enough or not. Moreover, the questionnaire is the instrument of expert judgment. The items of the questionnaire were adapted from the standards of materials proposed by BNSP. It contains four aspects: content, language, presentation, and layout.

The purpose of the questionnaire as the instrument was to find out how far the materials have accomplished those standards. Also, in this part, the experts are filled out the questionnaire about the appropriateness of developing English speaking materials for Nursing vocational school, reasonable language, and the benefit of using English speaking materials for Nursing Vocational School. 4.6

Discussion of Developing Supplementary English Speaking Materials for Nursing Vocational School In developing supplementary English speaking materials, the researcher used theory from Borg and Gall (1983). There is ten steps theory of Borg and Gall about research and development: research and information collecting, planning, develop a preliminary form of product, preliminary field testing, main product revision, main field testing, operational product revision, operational product field testing, final product revision and dissemination/implementation. From those ten steps, not all of the frameworks that used in developing supplementary English Speaking materials for nursing vocational.

The researcher limited her research until main field testing (6 steps) because of the limitation of time and money. Thus, in the seven until ten steps it is used in the big scale research researcher used onc Nursiti Aisyah Paputungan, H. Moon Otoluwa, Karmila Machmud DEVELOPING SUPPLEMENTARY ENGLISH SPEAKING MATERIALS FOR NURSING VOCATIONAL SCHOOL European Journal of English Language Teaching - Volume 4 | Issue 1 | 2018 17 Moreover, before the researcher develops the English speaking materials for nursing vocational, the researcher starts with the first step (research and information collecting).

In the part of the research and information collecting, the researcher did observation, interview, using questionnaire, and document analysis. Observation includes the English teaching and learning process in the classroom, curriculum and the textbook the teacher used in teaching English speaking especially in nursing vocational.
Based on the finding, in the first observation and interview, they still used the curriculum of KTSP for X grade, XI grade, and XII grade of the students in 2017/2018 academic years. But in the next semester, they will use 2013 curriculum for X grade. So, the book of supplementary English Speaking materials for nursing vocational as the preparation for X grade students in the next semester based on the 2013 curriculum.

There are three topics that have been discussed in this research; they were: talking about self (I am a nurse), Congratulating and Complimenting Others (Congratulating and Complimenting Patient), and Expressing Intention (Patient Care). In addition, based on the finding in the part of the interview to the teacher and some of the x grade student in nursing vocational, it was found that the students do not have a useful skill in English especially in speaking.

Mostly, they have a willingness to speak and practice English, but they are not confident because they have lack of vocabularies and afraid of making a mistake in pronouncing the English words related to their major. Besides, the questionnaire proposed by some expert; Lamb (1996, p 34-8) in Wello and Doliah (2008, p.79) theory related to the students’ go(name.

The researcher applied 3 kinds of English speaking materials for nursing vocational; they are; I am a nurse, congratulating and complimenting others, and patient care. The researcher only develops 3 units because in this part of the main point of the students do in their workplace. In unit 1 until unit 3, this related to the topic talking about self, congratulating and mpling ts exessin ntn tsudent’boo curriculum.

The researcher is researching the place of their workplace to find out what the first step they do in the hospital or clinic. Moreover, the researcher found that, before the patient going to say what are the reasons they come to the hospital or the clinic, the nurse starts to greeting the patient and introduce their self. After that nurse ting
ientdatincludedtirnamagmaral at, ccupatn, insurance (asks, BPJS or others), and so on.

Congratulate and compliment the patient and patient care to make the patient comfortable in doing the medication. Nursiti Aisyah Paputungan, H. Moon Otoluwa, Karmila Machmud DEVELOPING SUPPLEMENTARY ENGLISH SPEAKING MATERIALS FOR NURSING VOCATIONAL SCHOOL European Journal of English Language Teaching - Volume 4 | Issue 1 | 2018 18 Therefore, the researcher put role-play, pair works, and discussion and make a short dialog then practice in front of the classroom.

The reason uses role play, pair works and discussion related to their need in the questionnaire. Then, the main reason teacher asked them to dialog is to enhance the student’s motivation and confidence in speaking English. Additionally, in developing the English speaking materials, the researcher linked it with the standard competence, basic competence, indicators and aim of learning.

The basic competence based on SK Dirjen Dikbudmen No.330 /D.D5/Kep/KR/2017. It is important for the teacher and the students to have this English speaking materials or nursing vocational because in the XII grade nursing vocational students will practice in the hospital and clinic in Gorontalo except for Toto hospital in three months.

This is the best way for the students as their preparation before they are going to continue their study as a nurse. Also, there are some medical journals mostly using English. The result of the data showed that English speaking materials could make the student’s vocabularies, grammar and pronunciation increase.

It was supported by the experts that they agreed that English speaking materials for nursing vocational could encourage students speaking skill and their motivation in speaking English. The student very enthusiasm to practice English in front of the classroom related to their vocational. Mostly, they want to practice English by bringing the nurse practice tools such as a stethoscope, medicine, injection and doll (when they want to practice as a midwife).

As a conclusion, applying English speaking materials for nursing vocational gives a lot of opportunities to speak English and gives advantages to the students of nursing vocational at X grade. 5. Conclusion and Suggestion 5.1 Conclusion Therarfourcoioin hrch, he nclusn bout he udent’ responded background, the target needs of X grade students in SMK N 1 Bulango Selatan, the learning needs of X grade students in SMK N
1 Bulango Selatan and the characteristics of the appropriate supplementary English speaking materials for nursing vocational school of X grade students in SMK N 1 Bulango Selatan. 5.1.2

Students’ Responded Background Before researching the target needs and learning needs of the students, it is necessary to know that the students have a lack of experience in learning English especially in speaking. Mostly, the students admit that their English proficiency level is average, and others are bad. 5.1.3

Target Needs The things that the students needed to do in the target situation where they needed to study English. There were forth terms in the target needs. They were the goal, necessities lacks and Nursiti Aisyah Paputungan, H. Moon Otoluwa, Karmila Machmud DEVELOPING SUPPLEMENTARY ENGLISH SPEAKING MATERIALS FOR NURSING VOCATIONAL SCHOOL European Journal of English Language Teaching - Volume 4 ¦ Issue 1 ¦ 2018 wants in learning speaking. The goal was for the students needed to want to have a good grade in learning English and can pass the examination.

The other option was the students needed to be able to support their career in the field of nursing. The necessities was the students use English but unable to respond. For the lacks, the students still found difficulties in discussing either in groups or in pairs in speaking. The last for wants, the students wished to be able to communicating by using grammar correctly, to communicate in English fluently, and mastering English vocabulary related to the field of or department in nursing. 5.1.4 Learning Needs The needs erabotsts’ pinnabowha hey dot achieve the target situation.

There were fifth terms in learning needs, setting, input, prcedurlears’ le ts’ oBased n he esearitwas tin the students needed to learn in pairs or group in the type of class management the students want in doing the task. Moreover, the students needed 50-150 words in the length of the text in speaking English material. They also want monologue and dialogue accompanied by a list of vocabulary and pronunciation for the input in speaking English materials.

In addition, for the activities of vocabulary, grammar, pronunciation, and speaking, they wanted to match words with images, complete the utterance/dialogue by using the correct grammar, repeat the teacher’s words that are considered difficult or useless in class, the students liked to listen to the teacher’s explanation well. Last, they were
expecting teachers to provide examples of assignments given to students and helping them if there are students who have problems. 5.1.5

Developing Supplementary English Speaking Materials for Nursing Vocational In developing the materials, the researcher used theory from Borg and Gall (1983). There are 10 steps; 1) research and information collecting, 2) Planning, 3) Develop Preliminary Form of Product, 4) Preliminary Field Testing, 5) Main Product Revision, 6) Main Field Testing, 7) Operational Product Revision, 8) Operational Product Field Testing, 9) Final Product Revision and 10) Dissemination/Implementation.

But, the researcher only used six steps, they are: 1) research and information collecting, 2) Planning, 3) Develop Preliminary Form of Product, 4) Preliminary Field Testing, 5) Main Product Revision, 6) Main Field Testing. The developing supplementary English speaking materials for nursing vocational school product for X grade students in nursing vocational has been developed, evaluated, revised and tried out in the classroom.

The result was the students very motivated in learning speaking English; they are active in teaching and learning process because they never practice speaking English related to their major. The teachers are supported and very grateful because supplementary English speaking materials related to this product in their school. Nursiti Aisyah Paputungan, H.

Moon Otoluwa, Karmila Machmud DEVELOPING SUPPLEMENTARY ENGLISH SPEAKING MATERIALS FOR NURSING VOCATIONAL SCHOOL European Journal of English Language Teaching - Volume 4 ¦ Issue 1 ¦ 2018 5.2 Suggestions 5.2.1 English Teachers This supplementary English speaking materials book for nursing vocational can be used as the materials to teach the students in the teaching and learning process especially in teaching English related to their major. Teachers can use supplementary English speaking materials book to teach some expressions in English used in the field of nursing. 5.2.2 Other Researchers The supplementary English speaking materials book for nursing vocational was developed for X grade.

It consisted of various interesting activities based on their needs in need analysis. Moreover, other researchers are expected could make more interesting, innovative and useful learning materials with different theme, activities, in teaching speaking related to the nursing vocational.


12. Wello, M, and Dolliah, S (2008). Fundamental Aspects of English for Specific Purposes. UNM publisher: Makassar. Nursiti Aisyah Paputungan, H. Moon Otoluwa, Karmila Machmud DEVELOPING SUPPLEMENTARY ENGLISH SPEAKING MATERIALS FOR NURSING VOCATIONAL SCHOOL European Journal of English Language Teaching - Volume 4 | Issue 1 | 2018 21 Creative Commons licensing terms Authors will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work.

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