

**DEVELOPING ENGLISH LEARNING MATERIALS FOR THE TENTH  
GRADERS OF NURSING DEPARTMENT  
IN THE SECOND SEMESTER OF SMK**

**An E-Journal**

Presented as a Partial Fulfillment of the Requirements for the Attainment of  
the *Sarjana Pendidikan* Degree in English Language Education



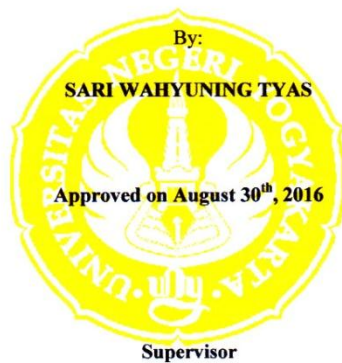
By:  
Sari Wahyuning Tyas  
12202244060

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
YOGYAKARTA STATE UNIVERSITY  
2016**

**APPROVAL SHEET**

**DEVELOPING ENGLISH LEARNING MATERIALS FOR THE TENTH  
GRADERS OF NURSING DEPARTMENT IN THE SECOND SEMESTER  
OF SMK**

**An E-Journal**



**Dra. Jamilah, M.Pd.**

NIP. 19630103 198803 2 002

## **Developing English Learning Materials for The Tenth Graders of Nursing Department in the Second Semester of SMK**

**Sari Wahyuning Tyas, Dra. Jamilah, M.Pd.  
Yogyakarta State University, Indonesia  
12202241060@student.uny.ac.id**

**Abstract:** The objectives of this study were: 1) to find out the target needs, 2) to find out the learning needs, and 3) to develop the appropriate English materials for the tenth graders of nursing department at the second semester. This study belonged to Research and Development (R&D). The subjects of this study were the tenth graders of nursing department at SMK Kesehatan Rahani Husada. The steps of this study were conducting the need analysis, developing the course grid, developing the first draft materials, materials evaluation, revising the first draft materials and writing the final draft materials. There were two types questionnaires used to collect the data. The first questionnaire was made for collecting data in need analysis while the second questionnaire was made for collecting the data of the appropriateness of the materials through the expert judgment. The data were analyzed through descriptive statistics. This research found out that the target needs of the tenth graders of nursing department were: (1) being able to use English to support them as a nurse in the future, (2) being in advanced level to support their later job, and (3) being able to communicate well in English. This research developed three units of materials based on the School-Based Curriculum. Each unit had three main parts: introduction, main lessons, and reinforcement. Considering the learning need, the input were in the form of monolog/dialog (listening), authentic texts used in daily life (speaking), texts with pictures or graphics (reading), and explanation of grammar and sentence structure (writing). Meanwhile, for the procedures, the tasks were in the form of discussion, practicing model of dialog or monolog, reading comprehension, and writing the same text as the given model. In finishing the activities, students claimed that they liked it when it was done individually. Based on the analysis of the data from the expert judgment, the mean score of all aspects of the three developed units, in the scales of 1-4, was 3.6 which is in the range of  $3.25 \leq x \leq 4$  and can be categorized as "Very Good".

**Keywords:** English learning materials, nurse department, tasks

=====

### **Introduction**

Nowadays, vocational high school becomes popular as the option to continue the education after Junior High Schools. That statement is based on the Act of the Republic Indonesia number 20 year 2003 on National Education System. Thus, vocational high schools are expected to give students the skills that they will need for their job in the future according to the department.

According to the National Education Department (2006), English is an adoptive subject, in which its goal is to provide students the ability to communicate in

English in the communicative materials contexts needed for the students' program, either in written and spoken form. As stated in BSNP, the aims of English lesson are to support the competence achievement of the study program and to use English either in spoken or written in intermediate level. The problem was the unavailability of English learning materials designed according to the students' need and interest related to their study program. Therefore, developing English learning materials is very important to be conducted.

### **Research Method**

Due to the final result of the research was a particular educational product, this research was categorized as Research and Development. The subjects of the research were 35 students of grade X students of nursing department at SMK Kesehatan Rahani Husada.

This research used the research procedure proposed by Jolly and Bolitho in Tomlinson (1998: 98) with some modifications. The steps of the research involved: (1) conducting need analysis, (2) developing the course grid, (3) designing the first draft of materials, (4) evaluating the materials through expert judgment, and (5) writing the final draft.

In this study, the data were quantitative data. They were obtained from two questionnaires distributed by the researcher. The first questionnaire was distributed for the students of nursing department to obtain the students' needs and target needs. This questionnaire was in the form of multiple choices. The second questionnaire was aimed to obtain the expert judgment to evaluate the first draft of the materials. The questionnaire was in the form of a check box. The needs analysis questionnaire was analyzed using frequencies and percentages. The expert judgment questionnaire used the Likert-Scale questionnaire which was analyzed using descriptive analysis.

### **Findings and Discussions**

The findings showed the results of needs analysis of grade X students of nursing department. The needs analysis data described the results of students' target needs that are necessities, lacks, and wants and learning needs that are input, procedure, setting, learner's role, and teacher's role. After the data were analyzed, the next step was developing the course grid. The course grid was designed based on the standard of competences and basic competences of School-Based Curriculum. The result of needs analysis also became the consideration.

After developing the course grid, the materials were produced. Each unit consisted of three parts: introduction, main lesson, and reinforcement. In the introduction, there was "Let's Get Started". Then, in the main lesson, there were the tasks that had been organized with the input skill first then the output one. The tasks were designed from guided production tasks and gradually to free-guided production task. The last part was the reinforcement. It consisted of "Let's Do More", "Let's Evaluate", "Let's Make a Reflection", "Summary", and "Vocabulary List".

After the first draft of the materials was designed, an expert judgment was conducted to evaluate the appropriateness of the product. The purpose of the expert judgement was to validate the materials to be implemented in the teaching and learning process for grade X students of nursing department. The research findings showed that the designed materials were appropriate. The mean scores of the four aspects (content, language, presentation, and layout) which were evaluated was 3.6. This score was in the range of  $3.25 \leq \bar{x} \leq 4$ , which was categorized as "Very Good".

### **Conclusions**

From the findings, it was found the students' target needs and learning needs. For the target needs, students' goal in learning English was to support them as a nurse in the future. Most of the students agreed that the skills and knowledge they needed the most were speaking and pronunciation. For the learning needs, the topic they wanted was related to nursing field. The inputs they wanted were monolog/dialog with the expressions, authentic texts used in daily life, texts with pictures or graphics, and explanation of grammar and sentence structure. Regarding to the learner role, students preferred to be guided by a teacher in finishing a given task or exercise. In line with it, for the teacher's role, students preferred that their teacher would give suggestion, correction, and comment in every result to the students' work to guide them through their activities.

The result of the materials development shows that the conversation book consists of three units. Each unit consisted of three parts: introduction, main lesson, and reinforcement. The materials were developed based on the School-Based Curriculum. The mean score of the appropriateness of the designed materials was 3.6, which categorized as "Very Good". It can be said that the materials were appropriate to be implemented for grade X students of nursing department.

### **References**

- Act of the Republic Indonesia number 20 year 2003 on National Education System.
- Hutchinson, Tom., and Alan Waters. 1991. *English for Specific Purposes: A Learning-Centered Approach*. Cambridge: Cambridge University Press.
- Gall, Meredith and Gall, Joyce., Borg, Walter. 2003. *Educational Research: An Introduction (Eleventh Edition)*. Boston: Pearson Education, Inc.
- Jolly, David. and Bolitho, Rod. (1998). *A Framework of Materials Writing*. In Tomlinson, Brian (Ed.), *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.
- Tomlinson, Brian. (Ed.). 1998. *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.