

English Learning Material Based on Task-Based Instruction: A Study of Material Construction for Nursing Students

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ABSTRACT

Using the appropriate teaching approach in the teaching and learning process is an essential thing that a lecturer must consider. This research aimed to develop a syllabus, lesson plans, and English teaching materials for nursing students. This research applied research and development (R & D). The writers used it to construct English instructional material for nursing students based on Task-Based Instruction. The steps in doing this research were; 1) perception, 2) needs analysis, 3) learning materials design, 4) product development, 5) expert validation, 6) implementation, 7) evaluation, 8) perception, 9) writing the final draft of the products. This research produced a syllabus, lesson plans, and coursebook materials. There are 14 units of material in the developed book, namely: 1) hospital, 2) admission to a hospital, 3) self-introduction, 4) health problems, 5) parts of the body, 6) asking and giving directions at a hospital, 7) checking vital signs, 8) individual patient assessment, 9) telling time and making a doctor's appointment, 10) nursing instructions, 11) nursing tools, 12) discussion, 13) nursing seminar, and 14) job interview. The writers hoped the results could positively contribute to teaching and learning English for nursing in Indonesia, particularly at the Famika Nursing College of Makassar, Indonesia.

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1. INTRODUCTION

Using appropriate teaching material in a teaching and learning process must be considered. Especially in teaching English, some students need general English (English in General), and others need English for specific purposes. This needs to be considered so that there are no gaps between the needs of students and the material provided, Nurindah, Suhartini, & Nggawu (2019) stated that a gap is created between the type of English material provided and the students' language needs without any need-based nursing English in a department. This informs us that one of the ways to fulfill the needs of students' teaching materials is to conduct needs analysis research on the students who will be taught. In addition, the teaching method also needs to be considered. According to McEnroe-Petitte & Farris (2020), nursing students at this time immensely appreciate teaching methods that are active and innovative.

Chiu, et al., (2021) nowadays, we can find that English language teaching has been combined with various disciplines to meet the workforce needs in the global era. Therefore, some students need only English for General Purposes (EGP), while some other students need English for Specific Purposes (ESP).

Hence, some educators in non-English speaking countries offer English courses with ESP material (Chiu, et al., 2021; Liu, Hwang, Kuo, & Lee, 2014). In addition, one of the ways to meet the needs of English learning for students who need ESP material is conducting a needs analysis of the English material they require (Yasmin, Sarkar, & Sohail, 2016). The author would like to convey regarding the implementation of needs analysis research to obtain the suitability of teaching materials, so that in carrying out this needs analysis it also involves students and alumni.

Nursing students include students who need English for specific purposes. Therefore, the English materials given to them must be based on their needs, such as language and learning needs. This is one of the efforts to avoid the gap between their needs in learning and the teaching materials provided; as stated by Nurindah, Suhartini, & Nggawu (2019), there could be a gap between the nursing English material provided and the language needs of the nursing students. This can be caused by the absence of research to determine nursing students' needs. However, the lecturer can prepare the material appropriately if they already know their needs. By understanding the needs of students before teaching, lecturers can prepare the teaching and learning process as well as possible, and lecturers must also think about having the right teaching materials, besides having a great strategy for teaching English (Darwis & Wanci, 2019).

Therefore, in developing teaching materials, it is necessary to pay attention to the needs of the students who will receive the material. If necessary, involve students in the implementation of material development research carried out. This can be done by involving students as the respondents in the study. Apart from involving nursing students, alumni of nursing students also need to be involved; this is done to obtain information on the need for English in the workplace, for example, in hospitals, clinics, or other places where they work. Among the motivations for students in learning is the relevance of teaching materials to the needs of the students being taught so that it will give birth to a better and faster learning process (Hutchinson & Waters, 1987). A lecturer needs to know the needs of his students before preparing learning materials for them (Una, 2017). Apart from that, it is also necessary to involve nursing lecturers and stakeholders, both at the nursing campus and at work. This is also done to obtain information related to the learning needs in terms of methods or ways of learning and teaching materials used.

These things are part of an effort to get maximum results in developing teaching materials, especially English teaching materials for nursing students. Lecturers must pay attention to the presentation of teaching material to students who will be taught (Wanci & Sujariati, 2021). The author would like to convey that the teaching material produced in this research is nursing English based on a task-based instruction (TBI) approach. The TBI is used as an approach to develop the intended material, while to get data for this research, the author did need analysis by involving nursing students, alumni, lecturers, and stakeholders.

This is done as an awareness that in teaching, besides having suitable teaching materials, choosing suitable teaching methods also really needs attention. The teaching method can be likened to a bridge for vehicles to cross a river. No matter how good the car (teaching material) is, if the provision of an adequate bridge does not accompany it, it will be challenging to cross the river. Likewise with teaching materials, no matter how good the teaching materials are, if suitable teaching methods or good teachers do not support them, it will likely be difficult for students to understand the material being taught. In addition, Douglas & Kim (2014) say that among the challenges for teachers is figuring out the best way to improve and support student learning.

In this study, the author used task-based instruction (TBI) as an approach or method for developing teaching materials. This is done with the hope that the material developed can be more easily transferred to nursing students later. In addition, TBI is good enough to be used in teaching English for specific purposes because the instructions in this method can be used for particular purposes; For example, learning instructions can lead to conversations between the patient's family and nurses at the hospital.

Task-based instruction (TBI) is one of the most innovative approaches in language teaching and is a research area in the field of second language acquisition (Ahmadian, 2016). TBI is known as a teaching approach or strategy that can be implemented in the teaching and learning process. Theory of task based.

The teaching approach is fun enough when used in teaching; it helps students utilize their language target when learning. Yunus & Taslim (2017) mentioned that learners are easier than before to use their language target in learning through tasks. Teaching through tasks approach will give opportunities to students to use real words like in a workplace.

There are various articles regarding Task-Based Instruction or Task-Based Language Teaching that have been published, some of them are Yildiz & Senel, 2017; Yunus & Taslim, 2017; Gardner & Joen, 2009; Douglas & Kim, 2014; Zhang & Hung, 2013; Bruton, 2007; Iranmehr, Erfani, & Davari, 2011; Rezaei & Derakhshan, 2011; Li, Ellis, & Zhu, 2016; Seyyedi & Ismail, 2012; Wanci & Sujariati, 2021. Many studies found characteristics, procedures, task designs, and TBI effectiveness in teaching. In this opportunity, the author used TBI (task-based instruction) as an approach in developing nursing English Instructional material. The procedure of developing the material is described in the research method. The research is conducted at a nursing college and hospital located in Gowa Regency, Indonesia.

Bygate (2015) tasks are activities in the classroom where students carry out them using pragmatic language with the primary goal is learning the language. So, the task in this case is classroom activities, although there are different tasks that can be found. Besides that, Nunan D. (2006) mentioned task is a part of classroom activities that involve students in understanding, producing, manipulating, or interacting in their language target. At the same time, their attention should be focused on their grammatical knowledge so that the meaning can be expressed to deliver the meaning, not to manipulate it.

Ellis (2003) talked about two kinds of tasks in relation to task based instruction, namely real world task and pedagogical task. The real world tasks are tasks taken from the outside world to give to students, and students are expected to complete them after completing their course, while the pedagogical tasks are tasks designed to resemble real-world activities to be implemented in the classroom. It is hoped that these two types of tasks will have an impact on the natural atmosphere in the classroom.

When a task is transferred from the real world to the classroom, the task will be pedagogical. Pedagogical task means an action or activity which is held out as the result of understanding or processing language. (i.e. as a response). For instance, listening to instruction, drawing a map while listening to a tape, and performing a command may be referred as tasks. Tasks may or may not involve the production of language. A task usually requires the instructor to specify what will be viewed as successful completion of the project's usage of a mixture of different kinds of tasks in language instruction is stated to arrive at language teaching more communicative. . since it provides a goal for a classroom activity that moves beyond the exercise of voice communication for its own sake (Richards, Platt, & Schmidt, 1986).

Regarding the definition of a pedagogical task, Ellis R. (2003) mentioned that a task means a plan of work which asks students to process language pragmatically so as to get a result that can be evaluated in terms of the right or proper content has been transferred. For this purpose, it asks them to devote primary attention to substance and to make use of their own linguistic resources, although the purpose of the task may predispose them to take particular forms. A task is given with a goal to have a similar use of language, direct or indirect, with the way of the language used in the life. Like the activities of another language, it is able to involve receptive or productive skills, written or oral skills, and the various cognitive processes as well.

Task-based is a kind of instruction where the language students are doing their activities, involved in a beneficial goal-oriented communication to overcome problems, finish projects, and get their decisions (Seyyedi, 2012). Task-based instruction is an approach where a language teaching material to be organized into various tasks (Skehan, 1998; Willis, and Willis, 2001).

Task based instruction (TBI) is also known as task-based language teaching (TBLT), it is an approach or strategy in a teaching. Task-Based Language Teaching is one of the approaches which will emphasize the target language through the interaction (Nunan, 2004). So, teaching through the approach, the lecturer will train their students to use the target language in interaction during the teaching and learning process. Through this approach, the students will be trained to use their minds to concentrate not only on language structure but also for producing the language (Nunan, 2004). Yunus & Taslim (2017) argued that using

task-based language teaching in learning made the learners learn easier in the use of the target language. In addition, they stated in their article that some of the lecturers were happy when teaching using task-based language teaching as a learning method.

The author concluded the definition of task-based instruction as an activity that is designed with particular learning goals for being done by students regularly in a classroom or outside of the classroom. In this study, the researcher developed a syllabus, lesson plans, and English teaching materials for nursing students with task-based instruction.

2. METHODS

2.1 Research Design

The Research and development (R&D) design was used in doing this research. The full steps are (1) Perception. In this step, the author found out the nursing students' and lecturers' perceptions toward the plan to develop English learning material for nursing students; (2) Needs analysis. In this stage, the author searched nursing students' learning and language needs in English. It was carried out by involving nursing students, lecturers, stakeholders of the nursing campus, and nurses who worked at the hospital; (3) learning materials design, the author started to plan the outline and design the English learning material; (4) products development, in this phase, the author developed what have been done in the design step; (5) experts validation, the author brought the development products to experts to get their advice, suggestion, or input; (6) implementation, the author implemented the product in the teaching class; (7) evaluation, the author evaluated the product by doing summative evaluation; (8) perception, the author asked nursing students and lecturers regarding the development products; (9) final draft, the author wrote the final version of the products.

2.2 Data Collection Instruments

To find out the data of this research, the author used questionnaires, interview, and documentation. The questionnaire consisted of need analysis, validation, and perception questionnaires. The need analysis questionnaire was given to know nursing students' learning and language needs; the validation questionnaire was given to experts to validate the development products; the perception questionnaire was given to get the respondents' perceptions about the development products.

2.3 Participants

The author involved 93 respondents in this research. The details of the respondents are 40 nursing students, 18 nursing lecturers, 10 stakeholders of the nursing college of Famika, Makassar, Indonesia, and 25 nurses who were working in a hospital located in South Sulawesi, Indonesia. This research was done at two locations, namely at a nursing college and a hospital; both of the locations are located in South Sulawesi, Indonesia.

2.4 Procedure of Data Collection

To get the data of this research, the author implemented questionnaires, interview, and documentation. To get data of needs analysis, the author used a needs analysis questionnaire; to get data of validation, the author gave the validation questionnaire to the experts involved in this research; and to get data of respondents' perception, the author used a perception questionnaire. Besides that, the author used the interview to get detailed information related to the objectives of this research.

2.5 Data Analysis

The data obtained from the questionnaires were analyzed by looking for the average score of each number and the average score of the total number of the questionnaire. In addition, the quantitative description was used as well to analyze data. Specifically for the data of perception questionnaire, the data was given a score based on Likert Scale 5 to 1 and analyzed in percentage to find out the students' and lecturers' perceptions toward the development products.

3. FINDINGS AND DISCUSSION

In this section, the author explained the products of this research. The products are a syllabus, lesson plans, and coursebook material of English for nursing based on task-based instruction. The detailed explanations of the three products are as follows:

3.1. Syllabus

The syllabus developed in this research was a mixed syllabus or blended syllabus. It was combined from three different syllabuses; they are content-based syllabus, skill-based syllabus, and task-based syllabus. The syllabus was developed by considering the needs analysis results of English for nursing, which were found in the needs analysis phase involving respondents of nursing students, lecturers, stakeholders, and nurses who were working at the hospital. It was also chosen with the consideration that the blended syllabus can be developed to be a lesson plan and coursebook materials of English for nursing, which can be one of the ways to fulfill the learning needs and language needs of nursing students in learning English.

The three syllabuses combined to become a development syllabus have different roles or characteristics. The content-based syllabus contained the nursing area topics and the sequence topics. The skill-based syllabus included the four skills of English (speaking, writing, reading, and listening). Finally, the task-based syllabus contained various tasks such as role-play, presentation, work in pairs, work in groups, answering questions, fill the blank, matching, etc. So that, the content of the developed syllabus would show or describe the characteristics of the three syllabi mentioned above. It can be explained as (1) The content of the materials topics in the syllabus should be related to the nursing areas and it should be sequenced. (2) The content of the syllabus should contain the four skills of English (speaking, writing, reading, and listening). (3) The syllabus content should contain various tasks that would be implemented in the teaching and learning process.

The characteristics above to be indicators in developing the blended syllabus of this research, and then the syllabus would be continued to the lesson plan and the coursebook materials of English for nursing.

3.2. Lesson Plan

The lesson plan that was developed in this research based on the data of the syllabus development. The process of development was started by identifying the important items which should be included in the lesson plan. The items are 1) institution name, 2) department to teach the subject, 3) semester level, 4) subject name, 5) subject code, 6) time allotment, 7) learning objectives, 8) standard competence, 9) basic competence, 10) indicators, 11) learning materials, 12) learning activities (lecturer and students' activities), 13) method, 14) media and sources to be used, 15) and evaluation. All the items are described in the lesson plan one by one to be a complete lesson plan of English for Nursing.

The learning material explains the elements which would be learned in the meeting. It contains the topic of the material, what kinds of English skills and English grammar would be studied. The indicator part explains the items that the students should achieve after attending the meeting. A lecturer should pay more attention to the indicator part when teaching English for nursing. The lecturer can use this part to evaluate the teaching and learning class at the end.

The learning activities contain the activities of the lecturer and the students in the teaching and learning process. This part shows what will be done by the lecturer and what should be done by the students. The lecturer and students' activities are divided into three categories: an introduction, presentation, and closing step. Every step has a particular time allotment to be used. The three steps are explained as follows: 1) the introduction step, in this stage, the lecturer would ask the students' condition, mention the topic of the materials to be learned, give motivation, and check the students' attendance. 2) The presentation step, this is a very important phase for the lecturer to pay attention to. In this stage, the lecturer should be able to deliver the materials as well as possible. The lecturer should

also be able to control the condition of the learning so that the learners can explore, elaborate, collaborate, and give feedback on the materials learned. 3) The closing step, this is the last activity of teaching and learning. In this stage, the lecturer concludes the teaching materials of the meeting; gives time for the students to ask questions; evaluates to know whether the learning at the meeting is successful or not.

3.3. Coursebook Material

This part describes the development process of the coursebook materials of English for nursing based on task-based instruction. Gordon, (2021) He said that Task-based instruction (TBI) improves segmental and suprasegmental production and increases awareness of L2 forms in pronunciation. In addition, several previous studies say task-based instruction is beneficial for second language learning (Gurzynski-Weiss, Long, & Solon, 2017). The author developed the coursebook materials for fourteen meetings of classroom teaching. It also has fourteen units of English learning materials for nursing students, namely; 1) hospital, 2) admission to a hospital, 3) self-introduction, 4) health problems, 5) parts of the body, 6) asking and giving directions at a hospital, 7) checking vital signs, 8) individual patient assessment, 9) telling time and making a doctor's appointment, 10) nursing instructions, 11) nursing tools, 12) discussion, 13) nursing seminar, 14) job interview. The materials were developed based on task-based instructions and took into account the results of the needs analysis obtained. After developing the coursebook materials, and then the author asked three experts to validate the material before implementing it in the classroom. The results of this research are expected to contribute to the teaching and learning of English for nursing in general in Indonesia, especially at the nursing college of Famika (STIK Famika), Indonesia. This book has 14 units; this is done so that learning is carried out in stages, and hopefully, it can motivate users or nursing students to study later. The author acknowledged that motivation in education is also quite important. He said that explanation is one of the factors that influences the student learning process (Zhang, Zhang, Cao, Zhu, & Yang, 2023).

There are three steps used in developing English for nursing materials based on task-based instruction. The three steps are preparing step, producing step, and editing steps. It is explained as follows, 1) Preparing step. In this step, the author prepared useful expressions related to the topic material, reading text, pictures related to the materials, exercise, dialogue, and English grammar, which would be included in a unit. 2) Producing step. In this step, the author combined useful expression with its task, the reading text with its task, the English grammar with its task. The tasks which are combined in every material can be more than one. In the reading text part, there are more than one tasks. There are also two or more tasks in every grammar part. The author provided instructions for all the tasks in the coursebook materials. Besides that, there are also examples before doing the tasks. The examples were provided to make it more clear what should be done by the learners. 3) Editing step. In this stage, the author reread what has been written and then did the editing. The editing covered grammar, proper word choices, the pictures used, and so on. The author used a grammar checker application to do editing of the coursebook materials. Besides using the application, the author also involved three experts (two English lecturers and one nursing lecturer) for validating the coursebook materials development. The author then edited the materials based on the validation results and also based on the evaluation results after implementing the materials in class.

4. CONCLUSION

This study produced three items: syllabus, lesson plans, and nursing English teaching materials. The teaching materials developed have fourteen units, namely; 1) hospital, 2) admission to a hospital, 3) self-introduction, 4) health problems, 5) parts of the body, 6) asking and giving directions at a hospital, 7) checking vital signs, 8) individual patient assessment, 9) telling time and making a doctor's appointment, 10) nursing instructions, 11) nursing tools, 12) discussion, 13) nursing seminar, 14) job interview. The teaching material produced in this study is the development of needs analysis results

with a task-based learning approach. The author hoped that the results of this study will be helpful to many people, especially nursing students at Famika Nursing College of Makassar, Indonesia. The author suggest to future researchers who will conduct development research if they have conducted research and have produced the product so they can find out students' perceptions of the product before disseminating it.

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