



DEVELOPING ENGLISH LEARNING MATERIALS FOR NURSING STUDENTS OF BORNEO UNIVERSITY OF TARAKAN

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Abstract

This study aimed to develop appropriate English learning materials for nursing students of Borneo University of Tarakan in learning English. This study was a Research and Development (R & D) study. The steps of the study were conducting needs analysis, writing the course grid, developing the materials, getting validation and revising the materials, trying out the materials, evaluating the materials, and writing the final draft of the materials. In this study, the data were collected by using needs analysis questionnaire, materials evaluation questionnaire and an interview guideline. Four units were developed in this study. Each unit consisted of 12 until 15 tasks that were organized into Lead-in, Lesson Proper, Homework, Evaluation, Reflection and Word Bank. The data analysis showed that the developed materials were appropriate. The range of the mean value was 3.12 to 3.64. Referring to the quantitative data conversion, the range was in the good category. The data also suggested that the appropriate learning materials for nursing students had some components: goals, input, procedures, setting, teacher roles and learners roles.

Keywords: english learning materials, ESP

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INTRODUCTION

English language is one of the subjects taught in the formal education starting from the elementary school until university. In Indonesia, English language is taught as a foreign language. Each institution has its own teaching and learning goals for English subject included in Nursing Department. The objective of English language teaching in Nursing Department is to enable the students with English skill related to their field study in nursing activities. They are expected to communicate actively and write appropriately in English. It

According to Davies (2000), the teaching of language also has its own goal in the learning process. A major goal of all English language teaching should be enable learners to use English effectively, and as far as possible accurately, in communication.

Good command of English language in Nursing Department is a must if the students want to continue their study abroad or work in the international hospital. English subject will

facilitate the students to study about nursing activities and medical terms. To aim the objective of the learning process, they need learning materials. The materials will provide lots of opportunities for the learners to actually use language to achieve intentions and lots of opportunities for them to gain feedback on the effectiveness of their attempts at communication. That is why the English learning materials for the nursing students need to be developed based on the real needs in their field of study.

Teaching materials are also regarded as a key factor in most language programs (Richards, 2001). The materials are very important in the language teaching and learning process because it will not achieve its objective without the learning materials. The learning materials are needed to organize the teaching and learning process and they must be relevant to the students' needs. English lecturers should prepare and manage the teaching and learning process as effectively as possible so that the students are able to learn well and participate actively. They should stimulate and facilitate the students to

communicate with others by using specific and particular English related to the social contexts of nursing department. Therefore, specific English learning materials related to the social context of nursing department is a necessity for the students of nursing department.

Based on the result of observation in the preliminary study, the teaching of English at Nursing Department has been done by the lecturers by using inappropriate materials. The materials they use tend to be general English instead of English for Specific Purpose (ESP) for nursing students. The texts and activities are not preparing the students for real life situation and they do not engage the students' interest. Consequently, students are not highly motivated to learn English as the learning materials are not relevant to their field of study. This is as one of the problems in the learning process where there are no relevant learning materials for them to learn.

The existence of relevant learning materials will be of great help for the English lecturers in Nursing Department as a guideline for teaching ESP. By having appropriate learning materials, the teaching of materials will be meaningful and more interesting to increase the students' motivation to learn English. It is better for the lecturer to have learning materials that relevant to the students experience and background. Unfortunately, there are no specific English learning materials which are appropriate for the students. The existing materials are based on the lecturers' judgment and only depend on the course description given. The impact of this condition is the English lecturers use inappropriate English learning materials for teaching their students. In other words, the lecturers use the materials which are not appropriate for the students' needs of English.

Based on some reasons above, research to develop a model of English learning materials for nursing students is necessary. The materials will be developed based on the students needs in their field of study.

The development of English learning materials is done based on some theories proposed by the experts in education. According to Brown (2007) a theory of teaching, in harmony with the integrated understanding of learner and the subject matter to be learned, will point the way to successful procedures in a given day for given learners under the various constraints of the particular context of learning. Furthermore, Madya (2007) emphasize that the

learning needs can be fulfilled when (1) the level of difficulty of tasks suits the level of students' ability, (2) the learning materials and tasks are meaningful to students, and (3) students enjoy freedom to express themselves because they are empowered.

English for Specific Purposes (ESP), as a part of a more general movement of teaching language is needed in designing some English language courses. Hutchinson & Waters (1987) define ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. Furthermore, Dudley-Evans in Carter & Nunan (2001) states that ESP is concerned with teaching language, discourse, and relevant communication skills: it exploit topics and the underlying methodology of the target discipline or professions to present language, discourse and skills. It can be concluded that the materials in ESP program are specific and different from those in general English because they are based on students' need in learning. In designing the materials, course design that is appropriate with the students' needs will also be considered. Then, needs analysis is as the first step in developing the materials.

Needs analysis was introduced into language teaching through ESP movement. From the 1960s, the demand for specialized language programs grew and applied linguists increasingly began to employ needs analysis procedures in language teaching. Nation & Macalister (2010) state that needs analysis is directed mainly at the goals and content of a course. It examines what learners know already and what they need to know. According to Hutchinson & Waters (1987) needs analysis is the first procedure conducted in the process of the course design. It is the process to find out and define students needs in their learning process. Furthermore, Graves (2000) states the important of needs assessment in designing language courses. Essentially, needs assessment is a systematic and ongoing process of gathering information about students' needs and preferences, interpreting the information, and then making course decisions based on the interpretation in order to meet the needs. In conclusion, needs analysis will be useful to determine the goals of teaching and learning program. It is the first essential step in course design and it provides relevancy for all course design activities. The integration of content with language teaching aims to a considerable poten-

tial of success. The content-based instruction is the most suitable model to be applied in vocational higher education to supply the students with the needs in achieving their academic and professional life purposes.

According to Richards & Rodgers (2001), Content-Based Instruction (CBI) refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus. It is in line with the definition from Krahnke in Richards & Rodgers (2001) who states that CBI is the teaching of content or information in the language being learned with little or no direct or explicit effort to teaching the language itself separately from the content being taught.

The materials that facilitate language learning in CBI are the materials that are used typically with the subject matter of the content course. It is recommended that a rich variety of materials types be identified and used with the central concern being the notion that the materials are "authentic" (Brinton in Richards & Rodgers, 2001). In another sense, authenticity refers to newspaper and magazines articles and any other media materials that were originally produced for language teaching purposes. Similarly, Singer in Sinem (2011) emphasizes that when learners are exposed to thematically organized materials they learn and remember better the information presented. In CBI, materials are naturally presented around certain topics focusing on coherent and meaningful information as well as relevant language learning activities in a context.

Brinton, Snow, and Wesche's (2005) suggest that the use of relevant information content which will increase students' motivation and promote more effective learning is also applied in this materials development. The content based approach employs the principle that any teaching conduct should build on the previous experience of the learner, as they take into account the learners' existing knowledge of the subject matter and the academic environment as well as their second language knowledge. Therefore, language in the developed materials is to be taught through a focus on contextualized use, and there is a need to set up a condition for successful language acquisition.

The role of instructional materials within a method or instructional system will reflect decisions concerning the primary goal of

materials, the form of materials, the relation of materials to other sources of input, and the ability of teachers (Richards, 2001). ESP materials may therefore seek to provide exposure to the specialized genres and registers of ESP, to support learning through stimulating cognitive processes and providing a structure and progression for learners to follow, to motivate learners through providing achievable challenges and interesting content, and to provide a resource for self-study outside of the classroom. There are some functions of materials especially for the teachers of ESP courses. Dudley-Evans & St. John in Richards (2001) stated that materials serve the function: (1) as a source of language, (2) as a learning support, (3) for motivation and stimulation, and (4) for reference.

According to Tomlinson (1998), materials development refers to anything which done by writers, teachers or learners to provide source of language input and to exploit those sources in ways which maximize the likelihood of intake: in other words the supplying of information about and/or experience of the language in ways designed to promote language learning. He also states that various different models of the process of course design suggest that materials design or selection should come at a later stage of the process. The sequence of course design recommended by experts may be summarized at the linear Model X. The steps are conducting needs analysis, writing the goals and objectives, writing syllabus design, writing methodology/materials and doing the testing and evaluation. This model X shows how the teaching contexts and the learners' needs provide a framework for the objectives and then, the decisions concerning the best methods and materials should be made accordingly. In short, identification, exploration, contextual realization, pedagogical realization, physical production processes will be used in developing the materials in general. In developing materials, unit of tasks are also need to be arranged.

Nunan (2004) explores the elements that make up a task. These are task goals, input data and learner procedures, and they are supported by teacher and learner roles and the settings in which tasks are undertaken. Wright in Nunan (2004) also proposes that a minimum specification of task will include goals, input and procedures, and that these will be supported by roles and settings. The concept of 'task' has become an important element in syllabus design,

classroom teaching and learner assessment. According to Nunan (2004), a pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end. However, as Willis & Willis in Tomlinson (2001) point out, tasks differ from grammatical exercises in that learners are free to use a range of language structures to achieve task outcomes – the forms are not specified in advance. Nunan also suggests some points that can be developed into a set of questions for evaluating tasks. They are: goals and rationale, input, procedures, roles and setting, implementation, grading, integration, assessment and evaluation.

During the preliminary study at Nursing Department, some problems are identified. First, there is no specific English learning material used during the English learning process at Nursing Department. The English lecturers prepared materials which tend to be general English for the students. Some materials are not related to the students' background knowledge. Second, the learning materials provided by the lecturers also have some weaknesses. Based on the result of observation, the current learning materials used only provide limited specific knowledge and topics about nursing. Both students and lecturers do not have any English course books because the lecturers just compile the materials for students from internet and use handout to teach the students. It makes the students depend on the lecturers' guidance to study the materials. Third, the learning activities applied in the current learning materials are only lecturing and discussion. So, the students have limited learning experience to improve their English skills.

The objectives of this study are to describe the needs of the nursing students in learning English and to develop appropriate learning materials for nursing students in learning English. The study is expected to give contribution to the English lecturer as one of example in developing English learning materials in order to increase the quality of teaching and learning. For the students, it provides the

learning sources especially in English language learning for nursing. The learning materials also can help the students to improve their English ability related to their field of study. Then, for Nursing Department, it can be a reference in developing learning materials so the learning process can be done effectively.

METHOD

In this study, the English learning materials were developed based on the educational research and development (R and D) because the objective of the study was to develop model of learning materials. Educational Research & Development is a research design aimed at developing educational products, like curriculum, syllabus, text books, instructional media, modules, assessment instruments, etc.

Borg and Gall (2003) point out that R & D consists of a cycle in which a version of the product is developed, field tested, and revised on the basis of the field tested data. They also proposed the ten steps in doing this research: (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 field testing, (9) final product revision, and (10) dissemination and implementation.

Because of the limited time of the study, model of development is simplified to make it more effective. The simplified model is illustrated in the Figure 1:

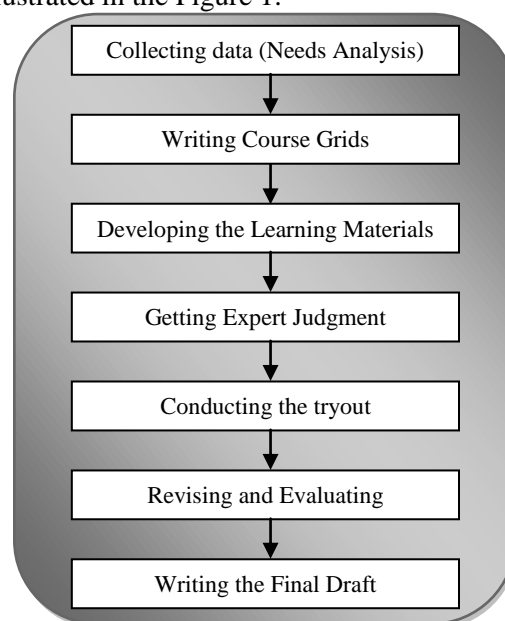


Figure 1. The Simplified Model of the Research Procedure Adapted from Borg & Gall (1983)

The procedures of this study were based on the steps proposed by Borg & Gall (1983). They were conducting needs analysis, writing the course grids, developing the materials, validating the materials, trying out, revising and evaluating materials, and writing the final draft of the materials.

The tryout was conducted from 17th of April, 2013 - 8th of May 2013. It took four meetings and each meeting took three hours. The meeting was attended by 25 students. The learning process done in some stages: opening activities, main activities and closing activities.

There were two kinds of data in this study. The first was qualitative data that provided information about students' needs, the result of interview, and the quality of the learning materials. The second was quantitative data that showed information about score of questionnaires.

The subject in this study was the students of Nursing Department at Borneo University of Tarakan. The number of students was 25 and they were in the fourth semester.

Types of instruments used in this study were in the form of questionnaire and interview guidelines. The questionnaires consisted of the needs analysis and materials evaluation questionnaire. The needs analysis questionnaire was distributed to find out the target needs and learning needs of students at Nursing Department and the materials evaluation questionnaire was given to get feedback from the students. The interview guidelines also been have used to get the empirical evaluation data. The results showed the information about the appropriateness of the materials. The interview was done after the try out.

The questions of needs analysis questionnaire were in the form of multiple choice. It consisted of 24 questions. The purposes of the question in the questionnaire were to find out the target needs and learning needs of students. Meanwhile, the questions of materials evaluation questionnaire were proposed by using four options based on Likert Scale that is frequently used in asking for opinions and attitudes (Cohen, et al, 2007). They were four points for *strongly agree*, three points for *agree*, two points for *disagree* and one points for *strongly disagree*.

There were two kinds of data that have been collected in this study. The data of the needs analysis and materials evaluation questionnaire were analyzed quantitatively. The

results were the descriptions about the students needs in learning English and their feedback toward the materials designed.

The data from materials evaluation questionnaire were analyzed by using the measures of central tendency (Suharto, 2006); in this study is the mean. In order to make the quantitative data easier to read, the data should be converted into the interval of mean value on a scale 1 to 4 using a range of factual score.

The tasks were appropriate as shown by the mean value of 3.01 up to more than 3.51. Meanwhile, the tasks were inappropriate as shown by the mean value of less than 3.00.

The qualitative data obtained from the interviews will be recorded and then transcribed. The data in the form of interview transcripts will be analyzed based on the data analysis from Miles & Huberman (1994). The qualitative data will be analyzed in four steps. The first step is collecting the data. The second step is data reduction. In this step, the researcher will select limited, simplified and transformed the data by summarizing or paraphrasing the interview transcripts. The next step is data display. The last step is describing the conclusions.

FINDING AND DISCUSSION

Results of the Needs Analysis

The students are the fourth semester students in nursing department of Borneo University of Tarakan. They are 30 students. They are 12 male students and 18 female students. Most of them stay in Tarakan city. The main problems of the students in learning English are the lack of vocabulary and the opportunity to practise it. All of the students need to improve their language skills especially those related to their field of study.

The target needs consist of the students' necessities, wants and lacks. Based on the results of needs analysis, the students mainly needed materials that enable them to communicate in everyday situation or in their work place (67%) and also to help them understand the texts related to their field of study (57%). In relation to the students' wants, most of them preferred topics related to medical profession/nursing activities (63%). They also preferred to learn some technical terms in daily activities (63%). The main problems of the students in learning English were to understand the spoken text/conversation (47%), select the words and pronounce them correctly (63%),

understand main idea of paragraph (40%), and select the right words for writing (60%).

In the needs analysis results, the learning needs were found in the activities, setting, and the teacher and students role. Most of students needed various activities for each skill in learning English. They are discussing the content of monologue and dialogue (40%), practicing dialogue (50%), reading the text correctly (50%), arranging words into right sentence (57%), matching words with the pictures (53%), and getting phonetic transcription for difficult words (67%). These activities are needed to motivate them to learn English better and be more creative. In terms of setting, the most preferable and effective way for learning English based the students opinion was group discussion (57%). In fact, during the implementation of the materials, they were able to learn individually and in pairs. The last, most of students (63%) preferred the effective role of the teacher was a model.

Results of Development

After the target needs and learning needs have been identified, the next step is writing the course grid. Course grid is used as a guideline in developing the learning materials. In the process of writing the course grid, the results of needs analysis are used as the references. Besides, it is also important to consider the English Course Description of Nursing Department.

The materials developed are for the fourth semester students of Nursing Department in Borneo University of Tarakan. They consist of four units. Those units are based on the objective of English for nursing which aims to improve students' ability in using English as a means of communication both for spoken and written related to nursing activities. Therefore, there are 7 components provided in the course grid. They are topic, title, indicators, input text, language focus, activities and characters.

In designing the English learning materials for nursing students, the research referred to the Content Based Instruction proposed by Krahnke in Richards and Rogers (2001). Based on the results of needs analysis that have been described previously, the designed materials consist of four units. Each unit consists of 13 until 15 tasks. The tasks are separated into two parts; focus on listening and speaking and focus on reading and writing. At the end of the unit there is an evaluation to check the students' comprehension of the materials that had been

learnt in each unit. Here is the unit design: (1) Title; (2) Learning Objective; (3) Lead – in; (4) Lesson Proper, (a) Focus on Listening and Speaking, (b) Focus on Reading and Writing; (5) Homework; (6) Evaluation; (7) Reflection; (8) Word Bank

All the units consist of the components mentioned above. The first component of the unit is "Title". The title can be the topic or theme will be discussed in the unit designed. It is chosen based on the basic competence. After writing the title, there are one or two paragraphs in the opening section as attention greeting opener. It consists of the goal of learning of the unit. The next component is "Lead – in". In this part, the students are given some pictures or a question list to help them trigger their background knowledge about the topic they were learning. This section leads the students to the "Lesson Proper" which consist of two cycles; spoken and written.

After the lesson proper, there is "Homework". It gives opportunity to the students to practice more task related to the topic of each unit. Then, there is "evaluation". In this section, the students are given some tasks to check whether or not they have understood what have been taught in the teaching and learning process. In order to activate the students to learn English better, there is self assessment in term of "Reflection". The last component in the unit design is "Word Bank". It provides some difficult words with the phonetic transcriptions and their meanings related to the topic that the students were learning.

The first draft of the materials was consulted to the experts before the materials were tried out. The feedback from the experts was used to revise the first draft to produce the second draft. The revision was done mostly on language rather than on content.

Results of Tryout Product and Revision

The tryout of all unit was held on April 17 until May 8, 2013, from 12.30 – 03.00 pm. It was conducted in four meetings. The class was attended by 25 students.

The data of the evaluation collected by using questionnaire of Unit 1 can be seen in the following Table 1.

Table 1. Data of Evaluation of Unit 1

Task	Average	Category
1	3.34	Appropriate
2	3.28	Appropriate
3	3.24	Appropriate
4	3.31	Appropriate
5	3.29	Appropriate
6	3.36	Appropriate
7	3.33	Appropriate
8	3.31	Appropriate
9	3.36	Appropriate
10	3.35	Appropriate
11	3.33	Appropriate
12	3.33	Appropriate
13	3.31	Appropriate

The mean value of each task ranges from 3.24 – 3.36 and the average of the whole task is 3.32. It indicates Unit 1 was appropriate for the students.

Based on the analysis of tryout of Unit 1, generally, the tasks provided were appropriate. However, there were some tasks needed to be revised. The revisions was related to the setting of some tasks in which the students could to the tasks both in pairs and individually. Besides, the students still found difficulty in doing grammar task (simple present tense). It happened because of limited explanation in the materials and it is suggested to use another technique to teach grammar for the students.

The data of the evaluation collected by using questionnaire of Unit 2 can be seen in the following table 2.

Table 2. Data of Evaluation of Unit 2

Task	Average	Category
1	3.40	Appropriate
2	3.33	Appropriate
3	3.33	Appropriate
4	3.43	Appropriate
5	3.36	Appropriate
6	3.35	Appropriate
7	3.35	Appropriate
8	3.33	Appropriate
9	3.35	Appropriate
10	3.35	Appropriate
11	3.33	Appropriate
12	3.33	Appropriate
13	3.36	Appropriate
14	3.35	Appropriate

The mean value of each task ranges from 3.33 – 3.43 and the average of the whole task is 3.35. It indicates Unit 2 was appropriate for the students.

Based on the analysis of tryout of Unit 2, generally, the tasks provided were appropriate. The revision was only in the setting of the tasks.

The students could accomplish the task in pairs as well as individually. Task 6 about preposition should be added some pictures so it can be clear for the students to complete the sentences.

The data of the evaluation collected by using questionnaire of Unit 3 can be seen in the following Table 3.

Table 3. Data of Evaluation of Unit 3

Task	Average	Category
1	3.43	Appropriate
2	3.44	Appropriate
3	3.42	Appropriate
4	3.33	Appropriate
5	3.39	Appropriate
6	3.42	Appropriate
7	3.35	Appropriate
8	3.41	Appropriate
9	3.39	Appropriate
10	3.43	Appropriate
11	3.39	Appropriate
12	3.43	Appropriate
13	3.37	Appropriate

The mean value of each task ranges from 3.33 – 3.44 and the average of the whole task is 3.40. It indicates Unit 3 was appropriate for the students.

Based on the analysis of tryout of Unit 3, generally, the tasks provided were appropriate. The revision was only in the setting of the tasks. The students could accomplish the task in pairs as well as individually. In addition, the grammar task (question words) still needs more explanation and examples in order to make the students understand in the learning process.

The data of the evaluation collected by using questionnaire of Unit 4 can be seen in the following Table 4.

Table 4. Data of Evaluation of Unit 4

Task	Average	Category
1	3.49	Appropriate
2	3.41	Appropriate
3	3.44	Appropriate
4	3.45	Appropriate
5	3.45	Appropriate
6	3.43	Appropriate
7	3.46	Appropriate
8	3.45	Appropriate
9	3.42	Appropriate
10	3.41	Appropriate
11	3.41	Appropriate
12	3.39	Appropriate
13	3.47	Appropriate
14	3.39	Appropriate
15	3.40	Appropriate

The mean value of each task ranges from 3.39 – 3.49 and the average of the whole task is 3.43. It indicates Unit 4 was appropriate for the students.

Based on the analysis of tryout of Unit 4, generally, the tasks provided were appropriate. The revision was only in the setting of the tasks. The students could accomplish the task in pairs as well as individually.

Discussion

The materials developed in this research are four units. The numbers of tasks in each unit are different; Unit 1 consists of 13 tasks, Unit 2 consists of 14 tasks, Unit 3 consists of 13 tasks, and Unit 4 consists of 15 tasks. The tasks of each unit are divided into two parts. They are focus on listening and speaking and focus on reading and writing. Each part is sequenced based on their level of complexity. Besides, the continuity or dependency among some tasks is also important to be raised. Those situations are in line with Nunan's (2004) and Nation and Macalister's (2010) principle of grading, sequencing, and integrating tasks.

Each unit was developed based on a certain topic related to Nursing. It is organized from the six components proposed by Nunan (2004). These components are goal, input, procedure, setting, learners' role and teacher role. The components are also used to obtain the data in materials evaluation. The results of materials evaluation is presented as follows.

The appropriate learning materials for the students were materials that had goals to enable the students to communicate in everyday situation especially in their work place and also to enable them to read texts related to their field of study. It is based on the students needs from the data of needs analysis. The learning materials were designed based on these goals. In Unit 1 the students were learning about nursing activities in a hospital and the expression of asking for and offering help. Then in Unit 2 the students were learning about wards in a hospital and the expression of asking for and giving directions. Furthermore, in Unit 3 the students were learning about medical equipment and the expression of asking for and giving opinion. Lastly, in Unit 4 the students were learning about disease and the expression of requesting and suggesting. It is in line with Nunan's (2004) theory of the goal of a material. He also states that goals may relate to a range of general outcomes i.e. communicative, affective, or

cognitive, or may describe teacher or learner behavior.

The appropriate inputs for the students were the inputs that provide comprehensible and authentic materials and also related to the field of study of the students. There were some pictures and the questions, dialogues and monologues, reading texts, explanation and some examples of language functions, phonetic transcriptions, explanation and exercise of grammar and vocabulary. The students were also engaged in real field of work or situation in a hospital. This finding was supported by Tomlinson (1998) who states that materials should expose the learners to language in authentic use.

In term of the task procedure, all units use the same sequence and various activities for each skill. They are Lead-in, Lesson Proper: Focus on Listening and Speaking and Focus on Reading and Writing, Homework, Evaluation, Reflection, and Word Bank. For Lead-in session, the students are asked to study a picture and answer the questions given. These activities are aimed at preparing the students before they start to learn the materials and introducing the ideas of the topic being discussed. In Lesson Proper, there are some activities offered which are distinguished based on the skills. Appropriate activities for listening are listening to a dialogue and answering the questions given, listening to a monologue and deciding the right statements, listening to a dialogue or monologue and completing the text. In speaking, the appropriate activities are role playing, completing dialogues and practicing the dialogues. In relation to reading skills, the appropriate activities are answering comprehension questions and deciding whether the statements were true or false based on the texts. The appropriate writing activities are filling in the blanks with the correct words and writing descriptive texts. Then, in term of pronunciation, the appropriate activities are practicing pronouncing English words. The appropriate vocabulary activities are matching, crossword puzzle, and playing games. The last, in grammar, the appropriate activities are filling in the blanks of incomplete sentences and arranging jumbled words into sentences.

Those activities could be considered as interesting activities. They are also challenging and give the students opportunities to use and develop their knowledge and skills related to their study program. Those are in line with the opinion of Hutchinson and Waters (1987) and Graves (2000). They emphasize that the good

materials have to provide stimulus to learning, engage the learners' thinking capacities, and give change for learners to use their existing knowledge and skills.

In term of task setting, it is found that both individual and pair or group works are appropriate. The appropriateness of these settings is determined by the type of task given. For tasks which are related to speaking (role playing, making dialogue, etc) and these provide explanation, it is better for the students to accomplish them in pairs. They can discuss and interact with their partner. Therefore, it will be easier for them to understand and make decision. Meanwhile, for the tasks in which students need to be highly concentrated, it will be good for them to do the task individually. The appropriateness of the setting is based on the theory of Harmer (2001). He mentions the advantages of pair and individual work. Some of the advantages of pair work are that it allows students to work and interact independently without any guidance from teacher. For the individual work, one of the advantages proposed by Harmer (2001) is that it can be develop the learners' autonomy and it allows the teacher to respond to the students differently based on the rate of learning, learning styles and preferences.

In relation to the teacher role and learners' role, based on the data of research findings, the appropriate teacher roles are as resource, facilitator, controller, assessor, and organizer. These findings are in line with the statement of Harmer (2001) who states that the roles of teacher in the classroom can be as a controller, organizer, assessor, prompter, participant, resource, tutor, and observer. Meanwhile, the appropriate learners' role is being active and creative participant. The teacher and learners have their own important roles during the task implementation. This fact is appropriate with the statement of Richards and Rogers in Nunan (2004). They argue that a task will reflect assumption about the contributions of the learners and the teacher in the learning process.

From the research findings, it can be concluded that the materials were well developed. It can be seen from the mean value of each item of the questionnaire of the students' responses on the effectiveness of the materials. The range of the mean value was 3.12 to 3.64. Referring to the quantitative data conversion by Suharto (2006), those ranges are in the good category.

CONCLUSION AND SUGGESTION

Conclusion

The target needs consist of the students' necessities, wants and lacks. Based on the results of needs analysis, the students mainly needed materials that enable them to communicate in everyday situation or in their work place (67%) and also to help them understand the texts related to their field of study (57%). In relation to the students' wants, most of them preferred topics related to medical profession/nursing activities (63%). They also preferred to learn some technical terms in daily activities (63%). The main problems of the students in learning English were to understand the spoken text/conversation (47%), select the words and pronounce them correctly (63%), understand main idea of paragraph (40%), and select the right words for writing (60%).

In the needs analysis results, the learning needs were found in the activities, setting, and the teacher and students role. Most of students needed various activities for each skill in learning English. They are discussing the content of monologue and dialogue (40%), practicing dialogue (50%), reading the text correctly (50%), arranging words into right sentence (57%), matching words with the pictures (53%), and getting phonetic transcription for difficult words (67%). These activities are needed to motivate them to learn English better and be more creative. In terms of setting, the most preferable and effective way for learning English based the students opinion was group discussion (57%). In fact, during the implementation of the materials, they were able to learn individually and in pairs. The last, most of students (63%) preferred the effective role of the teacher was a model.

The organization of the Learning Materials are described as follows.

Title

The title of each unit was going to introduce the goal of each unit to the students so they were going to know what topics will be discussed in each unit.

Lead-in

Lead-in aimed at giving the description about the topic that was going to be discussed. The activities were studying the pictures and answering the questions based on the pictures.

Main Activity

The materials divided into two parts: Focus on Listening and Speaking and Focus on Reading and Writing. The tasks in the main activity facilitate language functions, reading text, pronunciation, grammar and vocabulary. It consisted of presentation, practice and production. The activities in the presentation were listening to the dialogue or monologue, studying the explanation of the language functions and studying the phonetic transcription and matching the words or pictures with the description. In practice, the activities were answering the questions, completing and acting the dialogues, completing the sentences. Then, the activities in production were role playing and writing a short paragraph.

Closing

This part consists of evaluation, reflection, and word bank. The evaluation aimed at checking the students understanding about what they have learnt. Then, the reflection aimed at evaluating the materials of the unit. Finally, word bank aimed at providing difficult words found in the unit.

Finally, the appropriate task components have the following characteristics.

Goal

The English learning materials have goals to enable the students to communicate in everyday situation especially in their work place and also to enable them to read texts related to their field of study.

Input

The inputs provide comprehensible and authentic materials and also related to the field of study of the students. They were pictures followed by questions, dialogues, and monologues followed practice, explanation and some examples of language functions, phonetic transcription, explanation and exercise of grammar and vocabulary list.

Procedure

The procedure of listening activities were listening to the dialogues or monologues and answering the questions, completing the dialogues or text, and guessing the right answers based on the information given. The procedures of speaking activities were practicing the dialogues, answering questions, completing dialogues, and role playing. the procedures of reading activities were reading text and

answering comprehension questions. The procedures of writing activities were writing sentences or paragraph and completing the sentences or a text. The procedure of pronunciation activity was studying phonetic transcription. The procedures of grammar activities were studying grammar explanation and doing the exercise.

Setting

The appropriate setting was individual work, pair work and group work.

Learners' and Teacher's role

The appropriate learners role was being active participant and the appropriate teachers roles were as a recourse, controller, assessor, and model.

Suggestion

Referring to the conclusions, it is suggested that the English lecturers should prepare and develop their own learning materials based on the students needs in order to increase the quality of teaching and learning especially for nursing students. Besides, the Head of Nursing Department should facilitate and support the lecturers to prepare their own materials not only to English subject in the fourth semester but also English learning materials for extracurricular class.

Dissemination and Further Development of the Product

After the materials developed have been validated and revised and become a final product, this product will be introduced and distributed to Nursing Department of Borneo University of Tarakan where the researcher testing the product and to the English lecturers who will teach at Nursing Department.

The English learning materials for nursing students are still far from perfect. Some units need to be developed to fulfill the needs of students in learning English for one semester. The current materials must be reorganized and added more texts related to nursing. Therefore, in the future, the materials should be improved with more variety tasks and more attractive both for lecturer and students.

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