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**DEVELOPING SUPPLEMENTARY ENGLISH READING MATERIAL BASED ON CONTEXTUAL TEACHING AND LEARNING FOR NURSING STUDY PROGRAM (A study conducted at XI Grade Nursing Study Program in Public Vocational School 1 Bonepantai Indonesia)**

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**ABSTRACT**

The objectives of this research are to discover the students need in reading skill and to develop English reading material based on contextual teaching and learning for nursing study program at SMK Negeri 1 Bonepantai. This research used Research and Development (R&D) by Borg and Fall (1983) This study was conducted at students of XI grade nursing study program at SMK Negeri 1 Bonepantai Indonesia. Data were collected by using questionnaires, interview, and document. The needs assessment questionnaire was analyzed by using simple descriptive statistics. The book developed was validated by expert of content and expert of technology and design. Field testing for validation has been done to 14 students of Xi grade nursing study program. The findings indicated that (1) the students need to get an English learning in order to be able to get information through English reading text. (2) the learning need of the students is the learning material for reading of which topics are related to health based on their life context. (3) The English book was developed as the product of this research is appropriate based on the result of expert judgment, readability, and field testing validation. (4) the English book that was developed offered an influence on students' skill in reading. Finally, it can be concluded that the English reading material based on contextual teaching and learning was appropriate and suitable the learning for XI grade nursing study program in vocational high school.

**KEYWORDS:** Reading material, contextual teaching and learning, learning needs

**INTRODUCTION**

Based on the purpose of vocational education, the English material used in the teaching and learning process should be adjusted to the study programs. It aims to fulfill the students' need so they can improve their skill. In fact, the materials provide by the government and applied in vocational high school are still general. The materials are same with senior high school materials whereas vocational students need English material that suitable with their program study so that it can be useful for them to get a job and continue their study in higher level.

By English 2013 curriculum the stakeholder in school is really helped because those components are already provided by the government. The Indonesian government has offered the text book as the learning source in every level of education, so every student is facilitated with the English instructional book. As a result, the teacher is only obliged to deliver the English materials in the text book. The availability of English instructional book by the government is a way to facilitate both teacher and students to be easier to learn. However, the instructional material that is provided by the government does not represent each characteristic of the students in every level. It is because the instructional book is still general to cover the entire students' level. Regarding to that reality, the impact can be found in students of vocational high school here after called as Vocational High School or SMK.

Nursing is one of the study programs in vocational high school or SMK N 1 Bonepantai, Gorontalo. The students of nursing have so many opportunities with many fields in a real work. Therefore, nursing is not only program in vocational high school but also as the program in several universities. Additionally, by considering the important of nursing in Indonesia, it is expected that the students from this major can have a opportunities to continue their study in abroad so they can improve their knowledge more about health so that Indonesia's problem in health can be solved. Therefore, suitable instructional English material holds an important role in building students' skills and potentials. So, based on the interview with the English teacher in SMK N 1 Bonepantai, the instructional English material for specific major cannot be found in teaching and learning activity. Therefore, the vocational high school usually uses the same instructional English material as senior high school. The availability of the book which is still general could not encourage the study program itself. It does not fulfill the students' needs as the students of vocational school. For instance, SMK N 1 Bonepantai, especially XI grade nursing study program, there is no course book which is relevant to their major. They only learn by using the text book that is similar to the course book of senior high school while there is no material that is link to the nursing specifically.

Furthermore, one of the ways to make students are motivated, interested and also easier to understand is learning contextually. Contextual teaching and learning is a learning based on real life. By learning contextually, the students will not trap in their imagination, it is because they already experience what they learn. The contextual teaching and learning is which connecting the learning material with the real situation that the students face. As stated by Berns and Erickson (2001) contextual teaching and learning help students connect to the content they are learning to the life contexts in which that content could be used.

Considering this, this study aims to develop supplementary English reading material based on contextual teaching and learning. It is expected that by developing the English material students can be more interesting in learn English. Furthermore, to add nursing students' knowledge more about their major they need to read more books or journal so they can gain a lot of information related to their vocation. So that improving students' ability in reading is important in order to make the nursing student can get job and giving the best health services to the society.

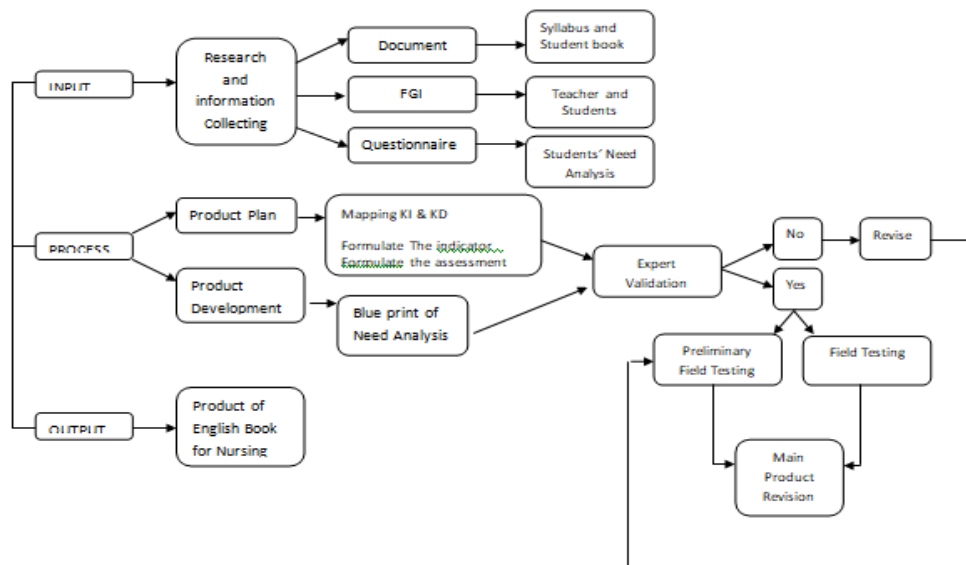
The developing of the English book considered the need analysis which can be assess through both target needs and learning needs. Hutchinson and Waters (1987, p.54) the analysis of target need is divided in to three (1) Necessities is defined as the type of needs determined by the demands of the target situation. (2) Lacks is the gap between what the learners know already and what the learners do not know. (3) Wants is what the learners expect about language area that they want to master.

Beside developing the book by considering the need analysis, then the book was arranged by using contextual teaching and learning proposed by Crawford (2001) who set five strategies called REACT: Relating, Experiencing, Applying, Cooperating and Transferring as the procedure in implementing the contextual teaching and learning. This research used the model of Borg and Gall theory (1983) in developing the instructional materials. Borg and Gall theory (1983) covers ten stages that can be used. 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, (7) operational product revision, (8) operational field testing, (9) final product revision, (10) dissemination and implementation.

## **METHODS**

This research was classified into research and development (R&D). The participant of this research was the students of the XI grade nursing study program at SMK N 1 Bonepantai in the academic year 2020/2021 with the number of students were 14 students. In developing the instructional materials or textbook this research used Borg and Gall's theory (1983). There are ten stages to develop instructional materials such as research and information collecting, planning, and developing preliminary form of product, expert verification, preliminary field testing, main product revision, main field testing, operational product revision, operational product field testing, final product revision, and dissemination/implementation.

In this stage, the book developed was revised based on the student' input of the readability of the book. Then, it also revised the book developed by considering the result of the questionnaire which investigates the students' experience when using the book developed.



**Figure 1. The process of research and development**

The data was collected through several ways, such as the document analysis, questionnaire, and focus group interview. Then In analyzing the data, it used the theory from Creswell (2008, p.185) who categorized the stages to analyze the data into six stages, such as organizing and preparing the data, reading the data, coding, describing in detail, and narrative approach, interpreting data.

## FINDINGS

### The comparison between previous English book and English book developed

There are two books that were compared one to another, they are English book curriculum 2013 and the English book developed. The comparison of English book curriculum 2013 and English book developed aimed to distinguish them related to form and content. It refers to how material was presented in the book and what was written in those books. Regarding to the information collected, the teacher took students' book of curriculum 2013 "Stop Bullying now, stand up Speak out".

*English book Curriculum 2013 "Stop bullying now, Stand up Speak out".*

Generally, this book is a book that often used as teaching material by students and teacher as an educational material provided by the school. This book was arranged by using the standard material of curriculum 2013. Actually, this book is used not only at vocational high school level but also by all level senior high school. Therefore, the material presented in this book raises the general context, for examples the material about suggestion, this book presented the issue of bullying, smoking etc. In addition this book consist of several sections such as pre activity, building blocks, let's practice, active conversation, written communication and evaluation. This is clearly seen from those parts, if this book

only covered two language skills, such as speaking and writing. Furthermore, of all the units in the book, it only emphasizes the linguistic component, it is a grammar.

As explained about concerning the form, in each unit of the English book curriculum 2013 consist of several parts. They are pre-activity, building block, active conversation, writing connection, let's create/contribute, and formative assessment. At this beginning of the book, it is started with the "Pre-activity" where there are two conversations which ask the students to read them and give answer to the question related to the conversation. Then follow with the "Building Blocks" which presents material related to the topic. This section consists of the definition of the topic discussed, the example and the grammar related to the topic discussed. Additionally, the next part involved in this book is "Let's Practice", it gives the exercise related to the concept such as ask the students to choose the best answer from the multiple choices provided and fill the blank for measuring students' understanding of the material, then find a mistakes for grammar practice. Moreover, the book contains the skill activity that can be found in the part 'Active Conversation'. It takes a part to let the students get practicing their speaking. It also includes "Writing connections", it allows the students to get practicing of writing. To close the chapter of this book, there is a section called "Let's Contribute" which let the students create a project such as making a power point and creating a topic related to the conversations. The final is "Formative Assessment", this section takes part to examines the student's learning experience, such as knowing their weaknesses and strength of the material, students' interest and what they need to be done for the better.

The students' activities that need to be accomplished in this book are diverse. In terms for measuring students' knowledge in understanding the material, they need to obtain the correct answer through multiple choices test. Next, they need to complete the sentence with a short answer. In measuring student's reading ability, it is certainly quite different and requires talking about common issues. Finally, at the end of the unit, the students will get involved in doing the project.

#### *English book developed*

This English book as a development of the English book curriculum 2013 was prepared by looking at the basic competencies set out in the 2013 English syllabus for vocational high school. Moreover, the material covered by this book is English material that has been specified in the syllabus. Furthermore, this book also added some material as a material enrichment material for the students. They are, vocabulary related to certain terms in nursing, medical rooms and medical tools. The preparation of this book paid attention to the contextual teaching and learning approach, so that the presentation of the material in this book followed five stages in the contextual teaching and learning approach namely relating, experiencing, applying and cooperating. Because this book used a contextual teaching and learning approach, the topic used in this book was something that can be found in the students surrounding such as school's health clinic, first aid box and public health center in that area.

The English book developed is divided into five parts. They are relating, experiencing, applying, cooperating and transferring and reflection. It begins with relating which let the students to connect the material to the students’ prior knowledge. Then, it is continued with experiencing where it takes the students to get knowledge of the topic and also have an experience of the material, they learn by letting them get involved in gathering the information and practice. Moreover, in the part applying the students are asked to apply the concept through several English components. Next, it is continued with cooperating and transferring which let the students to use the concept practically in reading skill. The last is reflection which allows the students to assess themselves during the lesson when using the book developed.

**Table 1 The comparison between previous English books with English book developed**

<b>Aspect</b>	<b>Indicators</b>	<b>English book Curriculum 2013 “Stop bullying now, stand up speak out”.</b>	<b>English book developed for Nursing</b>
<b>Content</b>	Curriculum	Based on basic competence of curriculum 2013	Based on basic competence of curriculum 2013
	Linguistic components	Grammar	Vocabulary, pronunciation and grammar.
	Material	1.General issue/topic (smoking ban, bullying, global warming, etc.) 2. Dialog	1. You should go to the doctor. 2. Making appointment to the doctor 3. Health seminar invitation card 4. How to use medical equipment 5. The disease cause by? 6. If you are sick, you need to see a doctor 7. Gorontalo’s influential figure in healthcare

Aspect	Indicators	English book Curriculum 2013 “Stop bullying now, stand up speak out”.	English book developed for Nursing
			8.Dialog
	Learning activity	1. Fill the blank in single sentence with certain vocabulary and grammar 2. Matching and short answer 3. Make dialog about general issues	1. Fill the blank in a dialog with certain vocabulary and grammar 2. Answer some questions based on the dialog 3. Match the vocabulary used in vocabulary focus 4. making a short procedure text 5. Find out the word in the table
<b>Form</b>		1.Pre-activity 2. Building block 3. Let’s practice 4. Let’s contribute 5. Writing activity 6. Active conversation	1. Relating 2. Experiencing 3. Applying 4. Cooperating 5. Transferring

Based on the presentation above, there is a significant difference where English book curriculum 2013 and English book development are arranged according to the curriculum 2013 syllabus. On the other hand, the difference appears in the language components contained in the book. In development book contains three language components, they are vocabulary related to nursing, then the pronunciation part which displays phonetic transcription and also grammar. It is different with English book curriculum 2013 which only emphasizes on the use of grammar. Moreover, if it is seen from the topic used, in the English book development takes topics related to the nursing study program.

Regarding to the result of need analysis questionnaire, it was obtained that 100% students want to learn English that related to their major such as kinds of disease and type of medical tools. Then 92,8 %



students stated that in supporting their English in accordance with nursing field, they need to have number of vocabularies that related to culinary. However, 85.7% students have a problem in reading the text and 92,8% they are difficult to understand the basic idea of discourse. Moreover, by learning supplementary English reading material for nursing, 100% students expected to be able read a medical text in English and have a number of vocabularies.

In relation to the students need toward the learning process, 100% students want to have dialogue about health with the list of new vocabulary and using pictures. Then, 100% students limited the length of the text around 150-250 words. In addition, 100% students stated that they want have a task by completing the dialogue or monologue. The activity in vocabulary that the students prefer to have is complete the dialogue with the words provided and they want to do the task in pair and group. Then, the last activity is role play.

## DISCUSSION

There were seven materials that were developed. They were opinion, making an appointment, health seminar inviting card, how to use medical equipment, what causes the disease, if you are sick you need to see a doctor and Gorontalo's figure in health. The introduction of each unit presented the topics that will be discussed and the objective of learning. Each unit consisted of opening, main activities and closing. The opening section contained of relating, in this case the students were asked to discuss several questions based on the picture provided. Then the main activities section contains of experiencing and applying, in experiencing the material related to the topic that was presented and the students required obtaining the supporting information from their environment through discussed it with their partner, while in applying stage, the language aspects provided such as vocabulary related to the nursing, grammar, and pronunciation and its meaning of difficult words containing in dialog. In terms of assessing the students' competence in using vocabulary and grammar, the students must be able to use particular vocabulary and grammar in certain context in dialog. Moreover, the closing section consisted of cooperating and transferring, in this case the students need to complete some tasks given.

The experts took a role in book development. In this case, the first expert was the lecture of English as Postgraduate Gorontalo state University, while the second expert was the English teacher in SMA Negeri 3 Gorontalo and she is also as a National Instructor of Pendidikan Profesi Guru. They both responsible to assess every single part of the book such as content, presentation, graphics and the approach in developing the book where those indicators were formulated by using the standard of the material proposed by Hutchinson and Water (1987). The validation of the book was done by giving the questionnaire which was adapted from Duda (2019). Regarding to the evaluation, it was obtained that the book almost fulfills every indicator of validation sheet, it means that the book already goes well with the curriculum 2013, learning objectives, and the needs of the students of XI grade Nursing study program in SMK N 1 Bonepantai (Vocational High School). Those components were connected each other in book development, as similarly stated by Graves (2000, p.149) describes material



developments as the planning process by which a teacher can put the objectives and goals of the course into units and tasks. Moreover, the expert also agreed that the material presented already fulfill the contextual teaching and learning approach, it was proved through the follow up activities obtain the book.

The development of the book is done for the students' needs in order they are interested to use the book, it is supported by Hutchinson and Water (1987, p.8) the rise of ESP is relevant to the students' need and motivation which aims to develop the students' interest to make the learning process effective. Therefore, the book not only validated by the expert in education but also validated by the students when using the book. To face this fact, it needed to validate the readability of the book. In this case, 14 students filled the form of readability of the book. The readability validated the content, presentation and benefit to read. It was found that the book already accomplished the appropriateness of content, presentation, and also it was beneficial for the students.

Furthermore, after knowing the expert judgment validation and readability of the book, then the book was used in XI grade of Nursing. By seeing the students' response when using the book, they were very enthusiastic to perform in front of the class while performing to read and interacting with some of the situations the teacher mentioned. Moreover, the students also were motivated to get information through reading the material and discussed the material with other students. Then, the activity that let the students to do the role-play, pronounce the vocabulary through games and etc. can reduce the students' boredom and catch their attention because of what they do related to their field nursing.

## **CONCLUSION**

Regarding to research that has done where the final results of the research produced a product as the development of English book for XI grade nursing, it can be concluded that the product produced is very different from previous English book that has been used as teaching media by teachers and students in the learning process. This is proved from the issues that become material in the development book is something related to the nursing and they all are presented contextually by taking teaching material to the surroundings of the student, while the English book curriculum 2013 only raised the general issues. Moreover, in the previous English book does not present all the language components, while in the book development provides all language components ranging from vocabulary, grammar, and pronunciation.

The result of the product development of English book for nursing study program has a good influence on students' motivation where they feel very interested in the products produced from this research. Moreover, this development book is also able to attract students' interest in learning English especially in reading skill so that students got a pretty good change in English reading skill. Furthermore, the students very motivated in learning reading English because, it can be seen from their response in learning process where they active in practice to read because they never practice to read a text or material related to their major. Then, the teachers are supported and very grateful because this book

can reduce the students' problem in learning English especially reading skill. It can be seen from the teacher's expectation to have this product in their school. The result of students' perception about this product showed that the students mostly agree that the book suitable to be applied in the teaching and learning process especially in reading. Thus, it can be concluded that English book development for nursing at SMK N 1 Bonepantai based on English for specific purposes had been appropriated for XI grade in Vocational High school and other additional benefits of this development product are very good in growing students' collaborative abilities.

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