

## Developing a speaking handout for ESP students

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### ABSTRACT

This paper aims at encouraging medical students of Poltekkes Pontianak to speak in English by developing a speaking handout as one of the sources for their English subject. The handout is addressed to first semester students as an introduction of English. Speaking skill is chosen because the demands of professional medical workers who are competent in speaking English have increased. In the work-life, medical workers are required to be able to speak in English as an international media of communication for the proof of their professionalism. Therefore, the development of the handout is highly important. The data used to develop the handout is primarily the need analysis results of the previous research. The material development process employs two phases of ADDIE: Design phase and Development phase adapted from Branch (2009) with some pertinent modifications to the contexts and primary data. The complete handout as the final result contains the activities and tasks of speaking English with the clear user's guides for its users.

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## 1. INTRODUCTION

Nursing is a profession which gets in touch directly with people as the patients who come from various background. As a professional, nurses cannot ask for certain patients and are required to be able to control situations and provide the finest services for their patients [1]. The most common obstacle faced by nowadays nurses is conveying messages or building good communication with foreign patients or doctors, as being reported by Choi cited in Karuthan [2]. That is why, based on the results of Nursing Standard Readers panel in 2015, nurses have to communicate with their patients in the language that both patients and nurses can understand which is English [3].

Many researchers and medical practitioners agree that English as the media of communication is needed by nurses [2, 4, 5]. It is believed that being able to communicate in English does not only increase the quality of the nurses' professionalism, but also avoid miscommunication between nurses and the patients which is the most important concern of the field [1, 2, 4].

Why should be English? Based on a survey posted in Washington Post in 2015, over 1,5 billion out of 7,5 billion people all over the world or about 20% of world population have been using English either as their second language or foreign language followed by French [6]. This numbers explicitly indicates the belief that English is a language spoken internationally is reasonably correct. Relevant with the importance of being proficient in speaking English for nurses, since 2003, National Council of State Boards of Nursing (NCSBN) suggested the nurses to pass the entry-level test of English proficiency such as taking TOEFL, PTE Academic or other standard tests [4, 7].

The implementation of international standard competence does not only happen to the overseas nurses; it also happens in Indonesia. As reported by Dewi [8], Erawati, the head of *Dewan Pertimbangan Pusat Persatuan Perawat Nasional Indonesia (DPP PPNI)* mentioned that Indonesian nurses were a part of

professional global community who were required to meet the international standard competence of MEA ASEAN where they had to compete with other nurses from all over ASEAN countries to be accepted as international nurses. In order to be able to meet the standard, of course, early preparation towards English is much needed. Thus, medical or nursing institutions in Indonesia, including in Pontianak have to be aware of this issue. Regarding the matter, this research is implemented.

Developing typical speaking materials in form of a handout for nursing students in Pontianak is what the research focuses on. English speaking proficiency was selected based on the results of the research which indicated 40% of nursing students needed speaking material the most in their English subject, followed by structure and written expressions for 30%, reading comprehension 20%, and writing composition 10% [9]. Moreover, being able to communicate well in English for nurses is an extra point for their professionalism as what has been suggested by many researchers mentioned above.

## 2. RESEARCH METHOD

In line with the purpose of the research which is developing a product, Design and Development Research (DDR) was employed. The instructional design used is Dick, Carey & Carey's (1990) Instructional Development Model following the phase of Analysis, Design, Development, Implementation, and Evaluation (ADDIE). As is familiarly understood, DDR is a research discipline focusing on the establishing of either products, courses, or programs which are beneficial to education [10, 11].

This developmental research adapts the second and the third phase of ADDIE which are Design and Development phase. According to Branch, Design and Develop phase can be employed after the results of relevant and required data in Analysis phase have been drawn [12]. In line with this, the Design and Development phase of the research pursue the data of the previous research done by Mita Nur Aflah and Eka Fajar Rahmani in 2018 focusing on analyzing the needs of nursing students in Pontianak towards English.

In its implementation, developing speaking materials for nursing students in Pontianak were started from Design phase continued to Development phase. Design phase was the planned approach to result a product [13] which is the draft or raw materials for the handout. There were 4 paces carried out in Design phase; including formulating learning objectives and instructions, selecting and designing activities and tasks, as well as collecting and selecting sources for pictures and so on. Furthermore, Development phase concerned on accomplishing those raw materials from Design phase into a prototype or even a model of the product [13]. It was in which the contents of the product were generated to the intended audience [14]; in this case was nursing department. There were 2 paces carried out in Development phase including generating activities and tasks, and completing the handout into one complete pack. The concise form of the phases is presented in Figure 1.

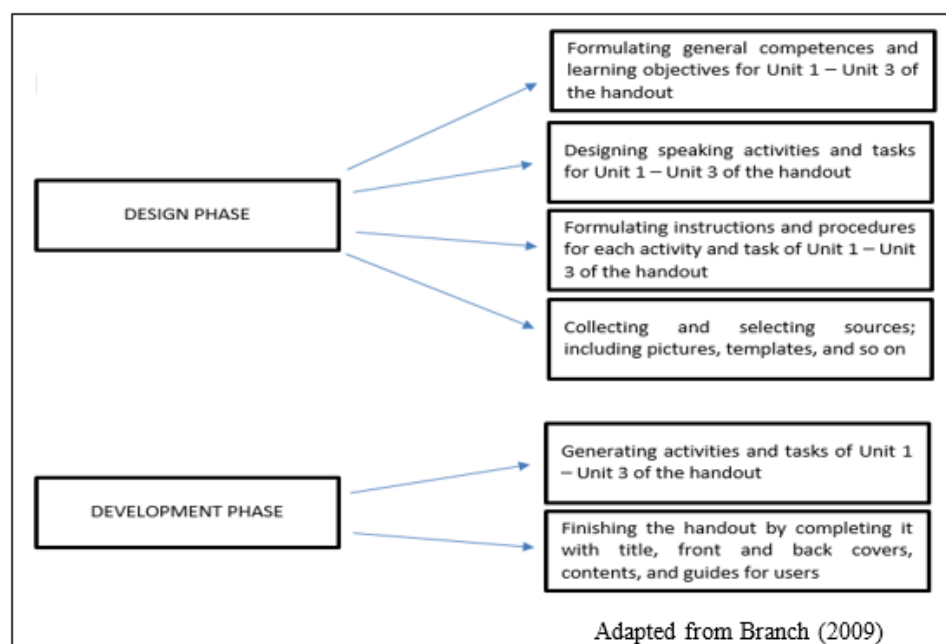


Figure 1. The concise form of the development phases

### 3. RESULTS AND ANALYSIS

The result of this research is a product which is a speaking handout addressed to students of nursing faculties in Pontianak. There are two handouts resulted from the research : students' handout and lecturer's handout. In developing the handout, there were two phases employed: Design phase and Development phase. Each of phases were followed by several phases which were the process of the handout development. The title of the handbook is *Speaking Handout for Nurses*. The cover is covered by three colors: red, white, and blue with three pictures of nurses, a hospital, and a medical symbol.

After conducting Design phase and Development phase, the handout is filled up with interconnected materials from Unit 1 to Unit 3. The materials and activities were thoroughly formulated based on nursing students' needs and preferences. By doing so, it is expected that the handout is entertaining and useful for the students to gradually improve the speaking skill within the three units.

Unit 1 of the handout consists of *expressions of greetings, expressions of offering help, and expressions of asking information* with conversations between patients and nurses as the activities. In Unit 2, the materials are *expressions of asking and giving information, making an appointment, and giving instructions* with one – way conversations between nurses and patients. Meanwhile, Unit 3 has *expressions of building professional interactions with doctors, among nurses, and other medical staffs* with conversations between nurses and other medical staffs as the activities.

Each unit has been equipped by medical terminologies, especially for nurses. The selected pictures and symbols, colors, and layouts in each unit are related to the medical field to give a sense and insight as a supplementary book for medical students.

If it is seen from the front cover, the handout has a medical symbol, 3 pictures of nurses and a hospital with the combination of red, white, and blue which are the representative colors of medical [15-17]. The handout cover was deliberately designed to present the essence of the book, shows aesthetics, and make impacts to those who see it [18]. By doing so, the handout was expected to attract and encourage its users to use it contentedly.

From the title which is “*Speaking Handout for Nurses*”, users and readers could explicitly perceive that speaking is the focus skill of the handout as needed by the students. A good book is lighted up by good title [19]. The handout title, itself, was not picked randomly. There were five criteria underlie it as suggested by writers and writing educational institutions [18-21] which were suggesting, significance, simplicity, intriguing, and specific.

Regarding the contents, the handout was developed gradually from beginner level to more advanced levels. Each of units have also been equipped by medical terminologies, specifically those which are mostly used by nurses. In Unit 1, learners are given a basic lesson which is *the expressions of greetings*. In any English book, greetings are always taught first as the triggering material for students to engage with the rest of the contents, and most specially to understand the culture of English as the target language learned [22]. This especially happens to a beginner level of English book. Then, it continues to *expressions of offering help* in which the activity is having conversations about helping patients and medical staffs. After that, Unit 1 also has *expressions of asking information* in which the activity is conversations between a nurse and a patient asking about his/her conditions.

Unit 2 is higher in terms of level of vocabulary, activities and also tasks. Learners in Unit 2 learns how to diagnose symptoms and diseases and communicate the results to patients; and also how to make and cancel appointments. The activities are emphasized on how the nurses interacts professionally with their patients in one-way interactions. By giving those materials, the learners are expected to communicate using *expressions of asking and giving information, making an appointment, and giving instructions*.

Furthermore, in Unit 3, the learners are expected to achieve much higher learning objectives focusing on mastering *expressions of building professional interactions with doctors, among nurses, and other medical staffs*. Here, the students are given activities which are having conversations with specialized doctors, nurses, midwives, and pharmacists. The conversations focus on more medical matters. That is why, the vocabulary uses more medical terminologies than those in previous units.

In a whole package, the handout was developed thoughtfully. For example, the pictures used in it were thoughtfully selected. They were picked based on the criteria of to what extent they could convey messages and attract the users. Then, in deciding the layout, too, efficient, seeable, and eye-catchy were the main considerations. The layout is filled with white as the basic color combined with medical colors such as blue, red, yellow, orange and green [16]. Colors are important in books. They psychologically influence the readers' preferences of using printed products, in this case is the handbook [20]. Moreover, the font writing was considered thoroughly, too, because the font would bring big impacts to the readers. Related to this, *Cambria* and *Calibri* were chosen for their clarity.

Last but not least, the users' manual was developed meticulously, too. It was developed in two versions: for lecturers and for students which were attached inside the handout. It consists of the explanation and

procedures of using the handout; including how the activities and tasks work, pages, and glossaries. That is why, the user's manual use clear and effective language that the purpose is to guide the users to use the book properly [23].

#### 4. CONCLUSION

Many considerations were taken in developing the handout as has been discussed in previous sections; from its superficial until its contents. The main purpose of it was to make the nursing students and lecturers feel comfortable and pleased to use the handout during the lecturing process. If the users are happy and satisfied with the handout, undoubtedly, the objective of developing the handout which is encouraging the nursing students to speak English would be noticeably achieved. Finally but importantly, the further researches about evaluation of the handout would be conducted shortly after it is published and implemented in order to find out its effectiveness to improve its quality and precision to be used by nursing students.

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