

Developing English Supplementary Material through Instructional Conversation

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ABSTRACT

This study aimed to develop English supplementary materials to meet the needs of nursing students on English learning through Instructional Conversation (IC) method. This research was categorized into research and development. The materials were validated by two experts to come to the final product. This research conducted at the Nursing Study Program involving students of the second semester. The data collected from classroom and checklist observation, questionnaire, an interview. Considering the data collected, the English textbooks available and used in the Nursing Study Program contains English language learning materials that are still common and less specific for students used in the nursing study program. Therefore, English supplementary materials through Instructional Conversation (IC) method should be developed by considering the needs of lecturers and students. English supplementary materials through the Instructional Conversation method were developed by considering several aspects.

ARTICLE HISTORY

Received 22 October 2019

Accepted 18 November 2019

KEYWORDS

ESP; R&D; instructional conversation; supplementary materials

Introduction

The ASEAN Economic Community (AEC) is a form of regional economic integration plan to be achieved by 2015. The main objective of AEC is to make ASEAN a single market and production base, whereby free flow of goods, services, investment and skilled labor and capital flows which is freer. The involvement of all parties in all ASEAN member countries is necessary to realize ASEAN as a competitive area for investment and free trade activities which in turn can benefit all ASEAN member countries.

As one of the participants, Indonesia has the challenge and preparation to face the ASEAN Economic Community (AEC), especially in how to communicate with other workers from various countries in Southeast Asia. As we know English is a language used as an international language (*lingua franca*). As a common challenge in the era of globalization through free trade, the Indonesian government cannot underestimate efforts to improve the quality of English for students. This has become common knowledge, although English has been taught from elementary school to university, not all Indonesian students can engage in English conversations with foreigners. In the ASEAN Economic Community (AEC), there will be more and more developments in Indonesia. Starting from free trade, many foreign companies in Indonesia so that the use of international language such as English is very widespread, as well as in the world of health, especially covering the world of nursing, English is needed. English for nursing students can be very helpful in terms of searching sources of science about nursing which mostly comes from international journals that are definitely the language is English, in addition to the workplace if someone has the ability to speak English then it will be a value plus on prospective applicants for hospital labor, as most of the medical equipment and medicines are from abroad.

Besides, English can also serve as a means of communication, especially in facing AEC. English learning for nursing students aims to develop students' ability to communicate, both orally and in writing. Students are directed to communicate skillfully. Therefore, the approach of learning English for nursing students is based on the functional and communicative language paradigm. That is, learning organized should emphasize students to learn to speak in terms of language functions as a tool to communicate. Students are not learning the language, but learning to use language to communicate. According to Hedge (2000) (cited in Palacio, 2010, p.75), second language learners interact and solve tasks when they develop their communicative skills; therefore, language students should learn conversational rules, openings, and closings; they should know what linking words to use to pass from one situation to another one. They should learn how to pronounce and stress words according to the setting of the conversations. They should even learn when to interrupt because "studies of native speaker conversation have shown that if any of these skills are lacking or poorly performed, then communication can break down". According to Nunan (2003, p. 48) (cited in Mart, 2012, p. 91) Speaking is a productive oral skill which consists of constructing systematic verbal utterances to convey meaning.

Considering the result of interviews with English lecturers at the Nursing Studies Program of STikes Mahardika Cirebon, nursing students need good competence in English, because this competency is needed in the field of work. Moreover, at this time with the ASEAN Economic Community (AEC), nurses are required to be able to communicate with foreigners properly and correctly. Nursing students have a very large motivational learning English, and they need special learning materials in

English based on their needs and need to emphasize more on integrated English language skills.

Another trend that occurs is the pattern of learning speaking in the classroom that is still a patterned teacher center. Students must listen to the lecturer and repeat what the lecturer says. Besides, the material obtained is still a structural understanding of the word (grammar) and vocabulary. A good strategy to motivate students to communicate well is to change the situation in the classroom with a more interesting and creative situation. With this process, students are expected to follow the lecturers' instructions well. One way to improve students' speaking skills is by using effective learning methods. One effective method is the Instructional Conversation method.

The Instructional Conversation Method is a form of teaching based on the assumption that the role of the teacher is to assist the student. On the other hand, through the Instructional Conversation method, students are expected to build their knowledge and understanding. For example, by making connections, building mental schemata, and developing new concepts from previous understanding are rather than passively accepting an understanding of what their teacher transmits. The Instructional Conversation method assumes that the student plays an important role in building new knowledge and in gaining an understanding of the world. Thus the teacher plays the role of the facilitator rather than the transmitter. Thus, instead of providing step by step designed to produce the right answer, teachers in this method encourage students to express their ideas, provide information, and guide them more comprehensively.

Aidinlou (2012), in his article, suggests that the Instructional Conversation (IC) Method is different from many forms of traditional teaching based on the assumption that the role of teachers is to help students what the teacher already knows and can do. The Instructional Conversation method, on the other hand, is a teaching approach that is more suited to contemporary shifts to a "constructivist" curriculum. According to constructivist views, students are expected to construct their knowledge and understanding - for example by making connections, building mental schemes, and developing new concepts from previous understandings - rather than passively receiving the knowledge conveyed by their teachers. In this sense, the IC can be seen by the most important shift in mainstream education thinking since the "Back to Basics" movement in the 1970s. Curenton and Zucker (2013) view ICs as planned discussions with small groups of children where teachers improve students' collaborative reasoning by using challenging questions that necessitate students to use complex language to talk about their experiences, knowledge, and opinions. IC appears to result in autonomous EFL learners since autonomy is dependent upon learners' ability to self-direct for practice, critical reflection, and independent action (Andrade, 2012).

Goldenberg (2012) described the elements of Instructional Conversation as follows: 1) "Thematic focus": Teacher selects a theme on which to focus the discussion and has a general plan for how to "chunk" the next permit optimal exploration of the

theme; 2) "Activation and use of background knowledge and relevant schemata". The teacher either "hooks into" or provides students with pertinent background knowledge and schemata necessary for understanding a text, weaving the information into the discussion, 3) "Direct teaching." When necessary, teachers provide direct teaching of a skill or concept; 4) "Promotion of more complex language and expression." The teacher elicits more extended student contributions by using a variety of elicitation techniques: Invitations to expand, questions, and pauses; 5) "Promotion of bases for statements or positions." The teacher promotes students' use of text, pictures, and reasoning to support an argument or position by gently probing: "What makes you think that?" or "Show us where it says; 6) "Fewer "known-answer" questions." Much of the discussion centers on questions for which there might be more than one correct answer; 7) "Responsiveness to student contribution." While having an initial plan and maintaining the focus and coherence of the discussion, the teacher is also responsive to the students' statement and the opportunities they provide; 8) "Connected discourse". The discussion is characterized by multiple, interactive, connected turns: succeeding utterances build upon and extend previous ones; 9) "Challenging, but non-threatening, atmosphere". The teacher creates a challenging atmosphere that is balanced by a positive affective climate. The teacher is more collaborator than evaluator, and students are challenged to negotiate and construct the meaning of the text; 10) "General participation, including self-selected turns". The teacher does not hold exclusive light to the determine who talks; students are encouraged to volunteer or otherwise influence the selection of speaking turns

Some studies have been conducted about Instructional Conversation. According to Ghaffari & Fatemi, (2016), they conducted research entitled the effect of the Instructional Conversation Method on oral autonomy of Iran EFL Learning. This research aimed to investigate the impact of instructional conversations on oral autonomy of Iranian English as Foreign Language (EFL) learners. Results showed that instructional conversations helped decrease their stress and anxiety in English classrooms. Based on the present findings, EFL learners must have a comprehension of words and sentences; that is, they must comprehend how words are put into different sounds, and how sentences are stressed in specific ways. IC is mainly performed in a small group as a whole class, or even in pairs to maximize their language learning through known forms of conversation to help learners' language production and understanding. Instructors using IC take benefit of ordinary conversation about a stimulating incentive or activity to tempt learners to use social and academic language and to share previous knowledge. This method can help improve their speaking ability through conversations to engage students in a structured discussion to activate background knowledge and increasing learners' oral autonomy.

In line with the development of material for nursing students, Saragih (2014) in his research entitled "*Designing ESP Materials for Nursing Students Based on Needs Analysis*". The study aims at exploring the learning needs of 50 nursing students and

designing ESP materials for nurses based on Need Analysis. Need Analysis in this study is categorized as Target situation Analysis, Present Situation Analysis, Deficiency Analysis, Strategy Analysis, Constraint Analysis, Pedagogic Need Analysis, and Subjective Need Analysis (Lowi, 2009). The study uses quantitative and qualitative methods. The findings describe the real needs of students of ESP for nurses, the lecturers' viewpoints on the practice of ESP instructions, and descriptions of ESP for nurses used in English speaking countries. The results are very significant for designers of ESP of various fields for they reflect the real needs of nursing students. It is suggested that Nursing English textbooks should be based on Need Analysis by ESP designers. Also, Machmud, Otoluwa, & Paputungan (2018) on their research in developing supplementary material for nursing vocational school stated that the students needed materials for speaking, which were attractive and interesting and based on nursing vocational. The developed supplementary English speaking materials for the nursing vocational school were categorized as strongly agreed. Moreover, the result of students' perception of this product showed that the students mostly agree that the book suitable to be applied in the teaching and learning process especially in speaking. Thus, it can be concluded that supplementary English speaking materials for nursing vocational had been appropriated for students in the nursing Study program.

Considering the problem explained, researchers need to propose solutions that may bridge the gap between the general English curriculum offered in the nursing study program and the needs of students for their future careers and the era of the ASEAN Economic Community (AEC). Therefore, the researcher will develop English supplementary material through the Instructional Conversation Method for nursing students of STikes Mahardika Cirebon to collect a set of materials that suits students' needs. Then the formulations of the issues studied in this study are:

1. How is the learning condition of nursing students in learning English?
2. How do the English supplementary materials through the Instructional Conversation method encourage the involvement of nursing students in learning English?

Methodology

This study used educational research and development (R&D) method. In education, R&D Research is aimed at investigating activities that are related to education to improve the qualities of the education system, curriculum, or even teaching the material. It was done by using the methodology of R&D Research. Some experts in education tried to develop the curriculum and material based on the needs of the learners. Borg & Gall (2003: 18) define R&D Research is a research method that is used to get a certain product and to examine the effectiveness of a product. Two other definitions are more complete thoroughly. R&D is not used to create nor to test such a theory, but to develop effective and reliable educational products used at school. It's aimed to help teachers and students to get the best educational product in the teaching and learning process.

The researcher adopts the phases of the R&D cycle from Hyland (2003) by eliminating the doing survey phase. The adapted stages are (1) need analysis, (2) developing materials, (3) expert validation, (4) revision I, (5) product try out, (6) revision II, and (7) final product. Need analysis is the starting point in developing the product in language teaching and learning. It aims at reviewing and analyzing written documents to find the gap between the syllabus and the coursebook used. In this stage, the first activity conducted is analyzing the curriculum or syllabus used. This is because the curriculum outlines the goals and objectives for the learners and course of study (Richards, 2001).

The subject of this study is the English-teaching materials of the Nursing study program of STikes Mahardika Cirebon involving students of the second semester. The data collected from classroom observation and interviews with English lecturers. Considering the interview, the researchers obtain some information that in the teaching-learning process of the English language, English lectures did not have a module or textbook for teaching. In this situation, lecturers used books or material from the internet or eBook. An appropriate set of materials is very crucial; the materials must be designed based on the needs analysis. The researchers think that they found the target, which is to develop materials for the nursing students; they found that the textbook which the teacher has been using is inappropriate since the book is targeted for general English. From this inappropriateness, the researchers found a spot to help the teacher to develop a set of materials through this research.

Analysis of the data is used to determine the materials that need to be developed, products that must be made to help students to learn English. Researchers used qualitative data analysis in analyzing the data obtained; to perform the process of data analysis easier the researchers explain the data in the table of teaching-learning activities. Then, the researcher analyzed the teaching materials based on the result of the checklist instrument that had been made before with the data analysis technique. The researcher will present a clear picture in the form of descriptive data to process

the English supplementary learning materials that need to be modified. The results of data analysis will be useful to improve understanding of the teaching-learning process, specifically in nursing students.

Result and Discussion

How is the learning condition of nursing students in learning English?

Based on the observation, the researchers obtained some points from this pre-observation activity. The information includes both physical and non-physical classroom conditions in the teaching and learning process. Based on the checklist instrument, it was found that the students of the nursing program did not have support in learning English. Lecturers generally teach General English (GE), not English for Specific Purposes (ESP); then there are more than 30 students in one class, this can lead to less effective in teaching and learning English that must master the four skills (speaking, listening, reading, and writing). Besides, nursing students must master English for nursing. Lecturers do not have teaching materials that are appropriate or proper in teaching and learning English for nursing students. Some lecturers use their materials by downloading teaching materials from the internet or existing reference books.

Considering the conditions explained, the researcher can conclude that the lecturer has some difficulties in finding the appropriate teaching materials for nursing students. Also, the institution does not have an English course syllabus that is integrated with the world of nursing or healthcare program. They used the general syllabus from the internet, which is still a common material. The course syllabus for the nursing program differs from the general syllabus of the course. The English syllabus of nursing includes the competencies they need in the world of work or hospitals.

The teaching and learning process in each course must have a learning plan. It is necessary to assist lecturers in conducting class activities to be well-organized, well-received, and well-reconciled. On the other hand, the lecturer does not have a good learning plan; generally, the lesson plan is given by the institution. Therefore, researchers develop teaching materials by looking at the syllabus and the students' need for the importance of English in dealing with the ASEAN Economic Community. Researchers begin by making lesson plans in each of their meetings.

The researcher concluded that the supplementary material through Instructional Conversation already suits the need of nursing students in learning English. Some concerns, such as students' motivation in learning English might occur since the healthcare material in the syllabus sometimes saturates students so that the teaching and learning process is less attractive to the students. By adding supplementary material through Instructional Conversation, lecturers can minimize the concern by giving them a chance to communicate. The interaction among the students is important

in learning English. The researchers developed the materials with a thematic basis; it was because researchers found that the English lecture mentioned about using downloaded materials since the absence of the suitable textbook/materials to be used. The researchers observed that the students in the classroom liked the thematic lesson. Once the researcher observed they were learning to greet, the researcher added topic in the dialogue. The topic is based on a situation appearing in the hospital. They pretended to be nurse and patient or nurse and doctor. They should build the dialogue based on several situations given by the lecture. This situation gave a really good response to the lesson.

Another concern was about vocabulary that relates to healthcare and useful expression that support daily conversation in the hospital. In the previous material, the lecturer tended to use general English from the internet or the existing book. The researchers developed vocabulary building by providing healthcare vocabulary such as the name of diseases, room in the hospital, tools, etc. The useful expression provided was about a useful expression that supports daily nursing work. Besides, the researcher developed procedural material to support the teaching and learning process such as how to inject patients, how to make a bed and how to give patient oral medicine.

How do the English supplementary materials through the Instructional Conversation method encourage the involvement of nursing students in learning English?

The researcher developed supplementary materials through the Instructional Conversation method. The Instructional Conversation Method is a form of teaching based on the assumption that the role of the teacher is to assist the student. On the other hand, through the Instructional Conversation method, students are expected to build their knowledge and understanding. For example, by making connections, building mental schemata, and developing new concepts from previous understanding are rather than passively accepting an understanding of what their teacher transmits.

Students are still not maximal in learning English. They still assume that they are just waiting for an explanation from the lecturers (passive student). The Instructional Conversation method assumes that the students themselves play an important role in building new knowledge and gaining an understanding of the world. Thus the teacher plays the role of the facilitator rather than the transmitter. Teachers in this method encourage students to express their ideas, provide information, and guide them more comprehensively. By applying this method, the researcher sheds additional material that is divided into several meetings. Each meeting concentrates on one theme and also adds the exercise to support the learning outcomes.

Before the researcher obtains the end of the English teaching materials material for the nursing student, the researcher must follow the steps of the first, second, and third and the last editing. The first list is checked by the first expert, the second is

checked by the second expert, the third list of researchers analyzes the revised of the best materials.

The first step is mapping or designing. In this step, the researcher collected the source or reference in the form of a book or material used by the previous lecturer. This step is very important because researchers must integrate the needs of students with the syllabus. The researcher decided not to make all the materials mentioned with the syllabus. This decision is supported by the demand of lecturers who teach English courses based on the results of the questionnaires provided to lecturers at the beginning of the study. Researchers and lecturers agree that materials should be designed based on student activities that support daily activities in the nursing work or hospitals, this can help them in facing the ASEAN economic community.

The second step aims to analyze the syllabus. In this step researchers and lecturers discuss which part of the syllabus should be developed into teaching materials. Second, researchers and lecturers jointly observe the needs of nursing students by doing some observations. A checklist of observations occurring in the study; and observations that aim to gain a lot of information about student behavior in learning and also see classroom conditions. The observations have a major impact on the analysis of the syllabus because of the observations to make some additional material parts for the development of teaching materials.

The third step creates a lesson plan. The lesson plan is made by the lecturer herself and provides the steps in the meeting then all the material presented and activities during the teaching and learning process in the classroom. Thus, the Lesson Plan can be used as a teaching document. After creating lesson plans, the materials should be completed in the form of teaching materials.

The next step is to construct the "first design of the material", then this material is validated by the first Evaluator, when the first evaluator is analyzed the first draft of the material, and the evaluator finds some mistakes, the researcher is asked to revise the material to the correct one and the correction results serve as the design second ingredient. The design of the two materials is analyzed by the second appraiser. When the teaching material found some mistakes, the researcher was asked to revise the material again. Correction results serve as the third material design. The third material design was analyzed by the second evaluator, the first and the second evaluator, from the second evaluator, the researcher was asked to rearrange the activities in good order so that when teachers or students follow this material step by step, they can understand quickly. Then, researchers are asked to make it perfect. After all the materials are validated, the researcher gives the final material as the final material for the nursing students.

The researcher discussed the impact of supplementary material implementation through Instructional Conversation toward students' involvement. The supplementary material could be said successful only if it had raised the students' achievement, in this case when the students gain their involvement; it would automatically increase their

achievement in English subjects. In line with the result of observation, it could be seen from the interaction among students in the class. It is crucial to know the students' involvement by using Instructional Conversation as supplementary material or so-called final material in the classroom. The researcher was asked to do an observation to see and evaluate the students' involvement during their English lesson using the developed materials. From the result of the observation, the researcher saw how the students were encouraged to be more involved during their learning activities. An interview was also conducted by the researchers to gather stronger validity on the result of the lecturer's observation of the students' involvement by using the materials made by the researchers. The observation result showed that the students put more attention during the lesson. Moreover, from the result of an interview conducted to the lecturers, they said that this supplementary material through Instructional Conversation was good in learning English. This material provided vocabulary and useful expression related to nursing work in the hospital. Vocabulary and useful expression related to their field helped them to interact or communicate with other students.

This supplementary material which was made by the researchers contains a lot of communication skills and group activity; those two parts played big roles for students to be involved. The group work made the students communicating with their mates to finish the task; the teacher observed that the students showed more effective communication; in this case, students deliver their ideas in the group while students were doing the task and their role-play made them be more blending with the natural circumstances.

Conclusion

As a foreign language, many students have difficulties in learning English, moreover, for nursing students. They need special attention, assistance, and special education services. For this, to take into success learning, the use of a special set of teaching and learning materials is important. Thus, finding out what is needed by the students is crucial.

Considering the result of the research, the researcher can conclude that the nursing students do not obtain the teaching material that suits their need of the importance of English in communicating with the Foreigner in facing the ASEAN Economic Community. In general, the lecturers of English subjects used teaching materials by downloading material from the Internet or using the material in the book that generally only teaches General English. Nursing students need effective and communicative teaching materials. The teaching materials emphasize their ability to communicate with foreigners. Therefore, they need learning activities that make it easier for them to communicate.

From the results of the questionnaires, English lecturers have difficulty in the development of teaching materials or teaching materials by the needs of nursing students. The lecturer hopes that this research will produce teaching materials that are suitable for the students' needs. This research phase starts from the planning stage, analysis of teaching materials, development, and validity test. Although this research has reached the stage of validity testing, researchers try to continue to develop teaching materials by comments and discussions with experts. Researchers also still have to analyze the condition of the class after using the instructional materials using the Instructional Conversation method that has been devalued by experts.

Based on the research result of the students need analysis resulting from the questionnaire for the teacher, classroom observation, and also the result of an interview with English lecturer, the researchers decided to develop the materials that can help students how to communicate with foreign people in facing ASEAN Economic Community. Nursing students need supplementary material in learning English; that reason delivers the researchers to develop English material as supplementary material. The materials which the researchers develop are supplementary material. It is not a textbook because the researchers found a problem in finding the updated syllabus of English. The material which the researcher develops is a supplementary book. It is not a textbook because the researchers found a problem in finding the updated syllabus of English. Moreover, it will be impossible for researchers to develop material fully. Thus, the researchers concluded that supplementary material through Instructional Conversation would do better because English is not the main subject, and based on teacher suggestion, the students only need to learn English for Nurse or English for Occupational or English for specific purposes.

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