

Supplementary Learning Materials for Nursing: Students' Speaking Need Analysis

Hasbullah¹, I Gede Budasi², Ni Luh Putu Sri Adnyani³ and Ni Komang Arie Suwastini⁴

Abstract

The purpose of research is to discover the supplementary learning materials for speaking skills of nursing students. This qualitative research involved 30 nursing students, 2 lecturers and 5 alumni at Qamarul Huda Badaruddin University. The research information was obtained through an interview approach and questionnaire. The results are that; (1) general needs include the purpose of the training, level of difficulty, dreams, happiness, training changes, type of guidance, obligations, tools, preferred positions, lecturer positions, and types of evaluations required; (2) 12 tenses are required; (3) 45 language functions are required; and 4) 50 nursing vocabulary are required. Those results can be beneficial alternative for nursing class. Development of the study results into learning materials are highly suggested to conduct.

Keywords: *English Speaking Materials, Needs Analysis, Supplementary Materials, Speaking English*

INTRODUCTION

The learning materials are extremely needed to support learning achievements. It is the root guidance used by educators to run their classroom (Putra et al., 2019). It has a significant role due to some reasons. The first reason, learning materials are an important as the learning source (Nurliana, 2019). Next, they usher students to analyze the provided information (Putra et al., 2019). Also, they can be used to usher and estimate the achievement of learning goal (Magdalena et al., 2020). In the end, they organized the classroom activities which match with the students' condition (Kustini et al., 2020). They must be in accordance with the condition of students.

The provision of learning materials must be under the wishes of the student contestants to overcome the conditions that will be future challenges (Salmani-Nodoushan, 2020). Student needs can be identified from the results of a needs analysis. A needs analysis is an analysis that provides very meaningful information to determine learning activities and guidance techniques that are appropriate to the real conditions that occur in students (Poedjiastutie & Oliver, 2017). It contains useful information that can be used as estimation in conceptualizing the learning process. Not only that, the analysis is also used to uncover obstacles that cause problems between what students learn and what they should do. It is fundamental to reinforce the achievement used by the teachers or lectures in the classroom.

Learning materials have a significant role in the classroom.

Considering the real condition that there are concerns about educational materials related to needs of students at Qamarul Huda Badaruddin University. Pre-observation disclosed that the used materials did not match students' conditions. Many students struggled to master English literature concepts because nursing English vocabulary was still limited and less familiar viewed from the results of questionnaire. It would be better if it was accompanied by interesting notes to take over the ideas. The role that is clearly assigned that involves energy also allows students to increase their pressure. Not only that, the existing learning materials do not cover discussions related to their job views because communication skills are very much needed by the industry. Finally, the existing learning materials only covered general English which did not discuss nursing values. This

¹ Ganesha University of Education, Singaraja Bali, Indonesia. E-mail: hasbullah@undiksha.ac.id

² Ganesha University of Education, Singaraja Bali, Indonesia. E-mail: gede.budasi@undiksha.ac.id

³ Ganesha University of Education, Singaraja Bali, Indonesia. E-mail: sri.adnyani@undiksha.ac.id

⁴ Ganesha University of Education, Singaraja Bali, Indonesia. E-mail: arie.suwastini@undiksha.ac.id

situation makes students lack nursing English skills.

Regarding this issue, the provision of supplementary learning materials in the learning process is one of the alternatives to be conducted. Supplementary learning materials refer to additional material to reinforce the traditional materials (Darmayanti et al., 2021). In addition, the supplementary learning materials present essential materials that are not provided in the existing learning materials (Lestari, 2019). Several previous studies have proven that supplementary learning materials are effective in the learning process. Corrales et al. (2021) reported that supplementary materials were effective for reading skills. Besides, Andres et al. (2022) revealed that supplementary learning materials were effective in improving students' vocabulary competence. Moreover, Celendro (2023) found that supplementary material positively influenced students' performance. Lastly, Rigdel et al. (2023) added that supplementary learning materials give positive impacts on students' perceptions and attitudes. Therefore, supplementary learning materials provide additional material which are effective in developing students' skills and performance. Concerning the issues and effectiveness of supplementary materials, this study is meaningful in identifying supplementary learning materials related to English-speaking nursing students.

METHOD

This study was designed in a qualitative form that aimed to reveal the needs of nursing students, especially in conversational materials in English as an addition for specialist nursing students at the university. This study used 2 instruments in collecting information, namely interviews and questionnaires. The questionnaire was tried with 2 lecturers and 5 alumni of the University. The lecturers were interviewed to identify information about the issues of student's ability to speak and the lack of language materials available to meet students' desires. In addition, alumni were also interviewed to obtain more complete information related to their experiences in English conversation material which was advantageous for job prospects. Then, the information was confirmed by distributing questionnaires to 30 students of Qamarul Huda Badaruddin University. The questionnaire included data on students' attention, willingness, and difficulties in practicing speaking English which were the most appropriate aspects for the job. Furthermore, the gathered information was analyzed using qualitative method.

RESULTS AND DISCUSSIONS

Results

This study revealed four main needs as presented in Table 1 to 4. The first need is shown in the Table 1 below.

General Needs

The first need for nursing is shown Table 1.

Table 1. General Needs

No.	Items	Respond
1.	Learning objectives	Students are motivated to improve their communication skills using English with foreigners, which is very important in medical situation. They want to participate nursing English language skills. To achieve these expectations, lecturers must apply more realistic teaching methods and include effective English-speaking skills education in everyday conversation and special language skills in nursing situations. Not only that, lecturers also think that students' willingness to practice speaking in that language.
2.	Difficulty	Children face difficulties in pronunciation and need activities such as role-playing, role-playing, group discussions, presentations, roles in the blueprint of the group, clinical applications, and consumption of the root of learning problems.
3.	Hope	The ideals for training are active participation, positive feedback, relevance of training material, and the opportunity to practice speaking in real situations, while flexibly applying what is stated in the training method rules including providing positive support.
4.	Pleasure	Efforts to create a fun learning condition are awaited to minimize the challenges face in the learning.
5.	Learning variations	The subject matter given to students should cover various conversational values related to aspects of their profession, such as hospitals, health centers, and health

6.	Types of exercises	clinics. In addition, the materials should also include activities to improve their language skills and increase their vocabulary, and social skills. The type of practice is guidance on language skills, games, and numbers reviewed in nursing science which starts from the nature of activities with chat applications: learning to speak English in an orderly manner with classmates, friends, or English teachers.
7.	Assignments	The assignments are designed in a team manner which provides a conversation between students in a coaching manner.
8.	Media	Teaching methods can be assisted by using interactive, accessible, and technologically advanced teaching tools.
9.	Preferred roles	The expected role is to communicate actively, have professional relevance, contextual learning, improve skills, always collaborate in a team, and have practical experience.
10.	The role of the lecturer	Lecturers have mastery to explain nursing conditions, experience mentoring, and provide feedback that provides encouragement and support.
11.	Type of assessment required	The assessment required is an assessment based on the student's abilities.

Table 1 shows that eleven common needs for nursing. The first item requires students to have communication skills in English that can be used to make conversations or carry out communication. The second one concerns the challenges of students who mostly have problems with pronunciation. The third item examine the expected learning situation where it is encouraging and actual. The fourth item examine efforts to make the learning activities not challenging. The next item concerns some changes throughout the learning materials that include various points and activities related to the demands of the profession. The sixth item examine the need for guidance on dialogue skills to be inserted into the training method, games, and points reviewed in nursing science. The seventh item examines students to have group work. Eighthly, tools are needed to support interactive, accessible, and technologically advanced learning processes. The ninth item requires active communicators, reliable relevance, contextual training, skill development, teamwork, and efficient experience. Also, professional lecturers are highly needed to provide insight, feedback, and experience to support students' performance. Finally, performance assessment is needed to know and train students' abilities to prepare them for the demands of industry.

Tenses Needed

Nursing students will be able to communicate well and correctly by using several tenses which are shown in Table 2 below.

Table 2. Tenses Needed

Tenses
1. Simple Present
2. Simple Past
3. Simple Future
4. Present Continuous
5. Past Continuous
6. Future Continuous
7. Present Perfect
8. Past Perfect
9. Future Perfect
10. Present Perfect Continuous
11. Past Perfect Continuous
12. Future Perfect Continuous

Table 2 shows 12 types of tenses required by nursing students. The first type is used to convey common facts, realities, or daily activities. The second type is related to activities attempted in the past. The third type is used to describe activities in the future. The fourth type is used to describe activities that are currently ongoing. The fifth type describes actions or events in the past that began in the past and are still ongoing. The sixth type shows actions that are ongoing in the future. The seventh type describes actions in the past that are related to

or continue until now. The eighth type describes a time earlier than the past. The ninth type describes actions that will be completed at a future specific time. The tenth type describes an activity that began in the past and continues until now. The eleventh type describes an action that began in the past and continues until a future activity that will be attempted. Finally, the last type describes an action that will continue until a future specific activity.

Language Functions Needed

There are as many as forty-five language functions that students need as presented in Table 3 below.

Table 3. Language Functions

Language functions					
1.	Greetings and introduction	16.	Caring for patients	31.	Assessing patients
2.	Handling complaints	17.	Checking vital signs	32.	Assessing pain
3.	Informing medical equipment	18.	Monitoring patients	33.	Delivering agreement and disagreement
4.	Hospital team (informing yourself and your partner)	19.	Caring for the elderly	34.	Handling complaints
5.	Helping accidents and emergencies	20.	Diagnosing health problems	35.	Discussing likes and dislikes
6.	Informing signs and symptoms	21.	Making offers	36.	Common everyday English problems
7.	Monitoring patients	22.	Making and answering requests	37.	Making and responding to suggestions
8.	Distributing medication	23.	Expressing opinions	38.	Accidents and emergencies
9.	Mental health nursing	24.	Discussing complaints	39.	Asking questions
10.	Informing about neurology	25.	Describing common everyday English problems	40.	Describing people and objects
11.	Inform about nutrition and obesity	26.	Describing daily activities	41.	Describing diseases
12.	Protecting hygiene	27.	Describing body parts	42.	Determining time
13.	Checking blood pressure	28.	Sharing health problems	43.	Determining food in hospital
14.	Managing pain	29.	Sharing medical advice	44.	Describing medication in hospital
15.	Managing death	30.	Assessing general condition	45.	Describing nouns

Based on Table 3 above, it can be recognized that 45 language functions are strongly needed by nursing students. The language functions are classified into 12 parts, namely Greeting and Informing Oneself, Describing Body Parts, Describing Agendas, Delivering Opinions, Requesting and Giving Advice, Describing Medical Equipment, Monitoring Patients, Describing Signs and Symptoms of Disease, Diagnosing Health Problems, Explaining Diseases, Distributing Medicine, and Handling Patient Complaints.

Vocabulary Needed

The vocabulary that is needed by nursing students to be able to communicate using English is shown in Table 4 below.

Table 4. Vocabulary Needed

Vocabulary					
1.	Ache	11.	Autism	21.	Catheter
2.	Acne	12.	Autoclave	31.	Cram
3.	Acupuncture	13.	Bandage	32.	Crocodile Forceps
		23.	Cholesterol	33.	Cuts
				41.	Diabetes
				42.	Diarrhea
				43.	Heart-Lung Machine

4. Allergy	14. Bipolar Disorder	24. Cold	34. Deaf	44. Herbal Tonic
5. Ambulance	15. Blood Bag	25. Color Blind	35. Decongestant Spray	45. Infused Water
6. Amnesia	16. Braces	26. Concussion	36. Defibrillator	46. Medical Laser
7. Antibiotic	17. Cancer	27. Constipation	37. Dehydration	47. medical prescription
8. Antidote	18. Cannula	28. Convolution	38. Dementia	48. Oxygen Tanks
9. Antiseptic	19. Caplet	29. Cough	39. Dengue Fever	49. Patient Lift
10. Aspirin	20. Capsule	30. Cough Syrup	40. Depression	50. Wheelchair

Table 4 above proves that 50 vocabularies are related and relevant to the nursing aspect. After that, all of these vocabularies are classified into medicine, medical equipment, and pain/disease which are beneficial for the students in the real industry.

DISCUSSION

This study discloses that learning materials should be real to provide an actual and clear participation. This is supported by Sudirman and Haling (2024) who reported that meaningful study can attract students' attention to practice. This is because all the materials presented in the training are real and closely related to the student's situation. Not only that, Aynas and Aslan (2021) also added that actual learning exercise the way to solve issues. Students have many alternatives to be able to find ways to solve problems. In addition, authentic materials make students to be more responsible (Baskaran & Abdullah, 2022). They need and must apply important parts from the way of coaching to learn and use the data they know to be able to solve contextual problems that are required in the learning process. Not only that, students also need tenses to identify and understand English grammar in order to speak well and correctly. Language grammar is an important part of how to communicate and practice learning using English (Aniuranti et al., 2021). This can be observed when someone wants to deliver data at different times, language rules are an estimate to use. Not only that, language rules refer to sub-skills that support other skills in English (Syafryadin, 2021). This helps optimize the form and share meaningful data throughout the communication. Not only that, Syafryadin (2021) added that grammar is very important to carry out speaking activities. Therefore, innovative actions and the courage to speak are needed for students to focus on better communication. This research also reports that the use of language functions related to nursing is needed. The use of language function is a significant thought in communication to say what is to be informed and received (Melani et al., 2022). This includes what is to be informed for communication. Besides, Sidabutar et al. (2018) added that language function is related to the use of language to carry out communication activities with others so that the person being spoken to will understand. This is related to the specific meaning that is to be informed. These language functions are advantageous for students to be able to recognize some of the language use needed by nursing students when they later do real experiences.

CONCLUSION

The results of this study formulates 4 significant desires, namely (1) general needs include the purpose of the training, level of difficulty, dreams, happiness, training changes, type of guidance, obligations, tools, preferred positions, lecturer positions, and types of evaluations required; (2) 12 tenses are required; (3) 45 language functions are required; and 4) 50 nursing vocabulary are required. Those four points are crucial to be inserted in the supplementary learning materials. The study results give contribution to the activities designed by teachers or educators to prepare students based on the needs of industry. Further studies on developing a product in the form of interactive learning material are suggested to be conducted to support the learning process.

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