DESIGNING ENGLISH SPEAKING MATERIALS
BASED ON PRESENTATION, PRACTICE, AND PRODUCTION METHOD
FOR BETHESDA NURSING ACADEMY

A THESIS

Presented as the Fulfillment of the Requirements
to Obtain the Sarjana Pendidikan Degree
in English Language Education

By

Arsita Nindya Jati

Student Number: 041214019

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
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Approved by

Gregorius Punto Aji, S.Pd, M.Hum.
Sponsor

5 July 2011
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ARSITA NINDYA JATI
Student Number: 041214019

Defended before the Board of Examiners

on 29 July 2011

and Declared Acceptable

by

Board of Examiners

Chairperson :  C. Tuttyandari, S.Pd., M.Pd.
Secretary :  Made Frida Yulia, S.Pd., M.Pd.
Member :  G. Punto Aji, S.Pd., M.Hum.
Member :  C. Tuttyandari, S.Pd., M.Pd.
Member :  Made Frida Yulia, S.Pd., M.Pd.

Yogyakarta, 29 July 2011
Faculty of Teachers Training and Education
Sanata Dharma University
Dean,

Drs. Tarsisius Sarkim, M.Ed., Ph.D.
This thesis is dedicated to

Bapak Totok Suwarto, my beloved father

for his endless love, patience, and support.

To my family, friends, and the people I know
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 29 July 2011
The Writer

Ar'sita Nindya Jati
041214019
ABSTRACT


Hospitals are one of the public places where people from different areas get medical treatment, so the nurses are expected to have the abilities to communicate with foreigners in order to serve them. For this reason, speaking skill is very crucial to master. Therefore, this study attempted to develop English speaking materials for Bethesda Nursing Academy using PPP method.

This study was aimed to find out the answers of the following two research problems: (a) what is the design of English speaking materials based on PPP method for Bethesda Nursing Academy, and (b) how do the designed materials affect the students’ language learning.

To answer the first question, the writer adapted Kemp’s instructional design model (1977) comprising seven flexible steps. Those steps, subsequently, were put under the umbrella of Borg and Gall’s (1986) Research and Development (R&D) method. The writer employed six out of ten steps of R&D model, which were: (1) Research and information collecting, (2) Planning, (3) Developing preliminary form of product, (4) Preliminary Field Testing, (5) Main Product Revision, and (6) Main Field Testing.

To obtain information for developing materials, the writer distributed needs analysis questionnaires to forty students of Bethesda Nursing Academy. After the materials were designed, the writer conducted preliminary field testing by distributing questionnaire to one English instructor and one lecturer in English Language Study Program Study Program in order to gain feedback and evaluation on the designed materials. The result showed that the designed materials were applicable, since the means ranging from 3.00 – 4.00 from the scale of 1 to 4. Five suggestions were accepted to revise the designed materials: providing more communicative activities, putting more supporting pictures, providing instruction in each section, changing It’s time to Practice into It’s time to Communicate, and adding source for theories and pictures in the designed materials. The writer presented the revised design in three units. Each unit consisted of five sections, namely “Before You Start”, “Let’s Learn”, “Let’s Move On”, “Do It Yourselves” and “It’s Time to Communicate”

To answer the second question, the writer conducted Main Field Testing in Bethesda Nursing Academy and distributed field testing questionnaire to obtain feedback on how the designed materials affect the students’ language learning. The percentage ranged from 80% to 100%. It indicated positive effects on aspects of enthusiasm, participation, and motivation.

In conclusion, both preliminary field testing and main field testing showed that the designed materials were applicable and they brought good effects to the students’ language learning on aspects of enthusiasm, participation, and motivation.
ABSTRAK


Rumah Sakit adalah salah satu tempat umum dimana orang-orang dari berbagai tempat bertemu untuk mendapatkan perawatan medis, sehingga perawat diharapkan memiliki kemampuan berkomunikasi dengan orang asing untuk melayani mereka. Karena alasan tersebut, kemampuan berbicara menjadi sangat penting untuk dikuasai. Maka dari itu, penelitian ini mencoba untuk mengembangkan materi *Speaking* Bahasa Inggris untuk Akademi Keperawatan Bethesda.

Penelitian ini bertujuan untuk menjawab dua permasalahan: (a) Bagaimana penyajian materi *Speaking* untuk Akademi Keperawatan Bethesda menggunakan *Presentation Practice Production (PPP) Method*, dan (b) bagaimana pengaruh materi yang disusun terhadap pembelajaran siswa.


Untuk mendapatkan informasi yang dibutuhkan untuk mengembangkan materi, penulis mendistribusikan kuesioner analisis kebutuhan kepada empat puluh siswa Akademi Keperawatan Bethesda. Setelah materi selesai disusun, penulis mengadakan uji awal dengan menyebarkan kuesioner kepada satu instruktur Bahasa Inggris dari Akademi Keperawatan Bethesda dan satu dosen Pendidikan Bahasa Inggris di Universitas Sanata Dharma untuk mendapatkan masukan dan evaluasi pada materi yang telah disusun. Hasil menunjukkan bahwa materi yang telah disusun siap untuk digunakan, yang diindikasikan dengan rata-rata nilai yang berkisar antara 3.00 sampai 4.00 dari skala 1 sampai 4. Lima saran diterima untuk merevisi materi: menyediakan lebih banyak aktivitas komunikatif, menambahkan gambar pendukung, menambahkan instruksi di setiap seksi unit, mengubah "It’s time to Practice" menjadi "It’s time to Communicate", dan menambahkan sumber di setiap teori dan gambar pada materi yang telah disusun.

Materi yang telah direvisi mengandung kuesioner utama dan sesuatu yang sebaris dengan limitasi. Setiap unit terdiri dari lima seksi unit, antara lain *Before You Start*, *Let’s Learn*, *Let’s Move On*, *Do It Yourselves* and *It’s Time to Communicate*.

Untuk menjawab pertanyaan kedua, penulis mengadakan uji akhir di Akademi Keperawatan Bethesda dan menyebarkannya uji akhir utama untuk mendapatkan masukan tentang bagaimana materi yang telah disusun berakibat terhadap pembelajaran siswa. Presentase berkisar antara 80 sampai 100.

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
persen, mengindikasikan efek positif dalam aspek antusiasme, partisipasi, dan motivasi.

Sebagai kesimpulan, baik pengujian awal dan pengujian utama menunjukkan bahwa materi yang telah disusun siap untuk digunakan dan memberikan efek positif pada pembelajaran siswa dalam aspek antusiasme, partisipasi, dan motivasi.
LEMBAR PERNYATAAN PERSETUJUAN
PUBLIKASI ILMIAH UNTUK KEPENTINGAN AKADEMIS

Yang bertanda tangan di bawah ini, saya mahasiswa Universitas Sanata Dharma:

Nama : Arsita Nindya Jati
Nomor Mahasiswa : 041214019

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Demikian pernyataan ini saya buat dengan sebenarnya

Dibuat di Yogyakarta
Pada tanggal: 29 Juli 2011

Yang menyatakan

(Arsita Nindya Jati)
ACKNOWLEDGEMENTS

First and foremost, my gratitude goes to my Lord, Jesus Christ, for His mercy, guidance, and blessings so that I was able to finish my thesis. He makes a way when there seems to be no way. There is nothing impossible in Him.

Next, I would like to address my sincere gratitude to my sponsor, Gregorius Punto Aji, S.Pd, M.Hum., whose support and guidance I will never forget. I am also grateful to Drs. JB. Gunawan Budiman, M.A. and Bapak Muradi for willingly spending their time evaluating my designed materials. My gratitude also goes to all lectures of the English Language Education Study Program of Sanata Dharma University for their guidance, dedication, and knowledge they have shared. I also thank Mbak Danik and Mbak Tari for their countless service and help during my study.

I wish to thank all my classmates for willingly sharing their joy and spirit during my study in this university. I am very grateful to the following for their help in accomplishing my thesis: Patricia Angelina Lasut, S.Pd., Yosepha Rini Widiastuti, Cahyarini, and Anggraeni Suryana, S.Pd. In addition, I warmly thank my best friends Suksma, Riri, Christina, Vina and Nana for their precious friendship. I also thank Tante Melly and Kresent for their support. I also owe my colleagues, Mbak Swesty, Mbak Tami, Mbak Widhy, Hana, Rahma, Koko, Mas Felix, and Mas Danang for their endless encouragement.
I am very grateful to my beloved family, Bapak Totok Suwarto, Mas Andy, Mas Dian, Mbak Christine, Mbak Novi, and Simbah Surip for their irreplaceable care and advice. They always inspire me to live this life sincerely. I will carry their love and guidance in every step that I take in my life. Lastly, I would like to apologize if I have inadvertently omitted anyone to whom the appreciation is due.

Arsita Nindya Jati
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CHAPTER I

INTRODUCTION

This chapter will discuss the six essential parts of this study: research background, problem formulations, problem limitation, research objectives, research benefits, and definition of terms.

A. Research Background

Hospitals are one of the public places where people get medical treatment. In this place, many kinds of people from different areas met, including foreigners. Especially in big hospitals, the nurses are required to have the ability to communicate with the foreigners in order to serve them. That is why, English becomes the compulsory subject in nursing academy.

In the program implementation, the English material given will be very important because the learners will learn the subject mostly from the materials presented to them. Unfortunately, the English textbooks for nurses are difficult to find, so that the instructors only have limited sources to teach. Moreover, the material given in the textbooks is not constructed according to the needs of the learners, so that the learners cannot apply their English ability optimally in their job field. Therefore, appropriate English materials are needed.

As it has been stated above, nurses are required to master English not only to understand English texts related to their job but also to communicate with the foreigners regarding to the fact that there are foreign patients. For this reason, speaking skill is very crucial to master.
Speaking is an important aspect in English. It will enable a person to communicate. People who are good in speaking English behave to master English in oral communication. Therefore, speaking skill is chosen to be the emphasized skill in this study.

Presentation Practice Production or PPP is a method that is applied to design the materials in this study. As it shown by the name, this method works in three sequential stages. Harmer (2004: 64) states that this method is a variation to Audiolingual method. Therefore, the main characteristics of Audiolingual method such as repetitive drills and the use of dialogues are used. The main difference of PPP and Audiolingual is that in the first method the target language is contextualized. Since the aim of this study is to construct materials that match the students’ needs, it is suitable to present the target language in real life context of the students. That is the reason why PPP is chosen. This method is also applicable for both instructors and the students since it has clear sequential stages in which every stage has specific and understandable function.

Nursing academy is a professional academic that focuses on knowledge of nursing, so English is perceived as a secondary skill to master. For that reason, the learners are not very motivated to learn English. On the other hand, motivation, enthusiasm and participation play important roles in learning English. After the writer has designed the materials, the effects of the designed materials will be viewed from the students’ motivation, participation, and enthusiasm.

There are two theses which had discussed this topic. They were written in 2001 and 2005. The first title is *Designing a Set of English Instructional Materials*
for First Year students of Nursing Academy and the second one is Designing a Set of English Supplementary speaking Materials for Panti Rapih Nursing Academy, it was written by Veronica Swanti.

The previous designs had tried to design the most relevant materials for this field, and this research will use them as the important references. The first one might be the first thesis which discussed this topic. The materials did not emphasize on one skill but the overall skill including speaking, reading and the vocabulary. In this study the writer plans to specify the goal, which is to emphasize on increasing the communicative ability of the students.

The second one was more specified, it discussed how to design a set of English speaking materials as the supplementary materials. The writer used the communicative task as the method of her research, which is indeed suitable for this field. The research that will be done is mostly inspired by the second research. The new research will attempt to increase the speaking skill for the students, but the may also learn the grammatical rules.

This study concerns on designing English speaking materials using PPP for nursing academy. The writer designs suitable speaking materials based on the learners’ needs. The nurses’ aim to learn English is to communicate with the language; speaking practice will give great contribution to achieve the goal.
B. Problem Formulations

The discussion of this study will concentrate on solving two questions stated in the problem formulations. They are:

1. What is the design of English Speaking Materials for Bethesda Nursing Academy based on Presentation, Practice, and Production Method (PPP)?
2. How do the designed materials affect the students’ language learning?

C. Problem Limitation

This study only discusses designing English speaking materials for nurse candidates to develop their speaking ability in communicating with foreign patients. The writer chooses Bethesda Nursing Academy because of its strategic location and the fact that most the graduates will be sent to big hospitals such as Bethesda Hospital, where English is more needed.

D. Research Objectives

There are two main objectives in this study. First, the study will present the material to develop the speaking ability for nurses. The last one is to find out how the designed materials affect the students’ language learning.
E. Research Benefits

The material constructed is based on the students’ needs. Therefore it is expected that this study will be useful for:

1. Students of Nursing Academy

This study will provide the students with English speaking material to develop their speaking ability.

2. English Instructors

This study will enrich the source of materials for teaching nurse candidates. English instructors can employ the applicable materials, methods, and activities.

3. The writer

Since the design will contain a lot with speaking practice, this study makes the writer to be more creative to provide situations and materials. It also encourages the writer to conduct further research in designing materials for nurses.

F. Definition of Terms

To ensure that the readers have the same point of understanding, some terms need to be explained first. They are:

1. Materials

According to Hutchinson and Waters (1987: 107), materials mean texts, activities and data composed to help organize the teaching-learning process. Materials provide a stimulus to learning. Hutchinson, Tom (1948: 107) states that
“Materials help to organize the teaching and learning process by using a path through the complex mass of the language to be learnt.” In this study, material means any structured texts, activities or data that provide suitable content for the target students so that the learning process can be well-organized and reach its aim.

2. Design

According to Hutchinson and Waters (1994: 106), design is creating a new set of materials that fits the learning objectives and specific subject area of particular learners. In this study, design is also understood as developed plan to guide educational activity in a situation.

3. Nursing Academy

Nursing Academy is where nurses are prepared to engage in the delivery of nursing care. Nursing students are educated by teachers who are usually dual qualified, being both experienced nurses and educators.

The 1999 National curriculum of the Bachelor degree of nursing states that academy of nursing is a professional academic education that equips the students with knowledge of nursing based on the curriculum application through many kinds of learning experiences, especially clinic, learning and practical learning experience.

In this study, nursing academy is the professional academic education that prepares the students to engage with the delivery nursing care, in which the students also need the English language ability to communicate with others, especially the patients.
4. Speaking

Widdowson (1979: 57) states that speaking and listening are related to language expressed through the oral medium. This study aims to provide materials that support the students to be able to communicate with others or foreigners. That is why speaking skill will be emphasized. In this study, speaking is the ability which is directly needed in order to communicate with others.

5. Presentation, Practice, Production (PPP)

According to Harmer (2004:64) PPP is a variation on Audiolingual Method which stands for Presentation, Practice, and Production. The main difference from Audiolingual Method is the way the target language is viewed in clear situational contexts. Repetition and drills are the similarities to the classic Audiolingual Method, but they are contextualized by the situation so that they carry more meanings. The three -sequential stage has its own characteristics and functions. In this study, PPP is the method that introduces the target language through situations and use repetitive drills as technique to practice.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is divided into two parts, they are theoretical description and theoretical framework. Theoretical description describes the theories of related literature that are needed to design materials. Theoretical framework is related to the concept in designing the materials.

A. Theoretical Description

1. Instructional Design Model

There should be a procedure when teachers or designers are designing materials for the learners. Kemp (1977) provides some procedures called instructional design in order to help teachers, material developer, lecturers in considering materials while making materials and doing learning and teaching process.

Kemp follows the system approach where the goal and evaluation are used for adjustment and improvement. “System approach is the overall plan of the instructional design compiled in order” (Kemp, 1977). Kemp’s model of instructional design is flexible, so that the designer can start from any steps. According to Kemp (1977), the instructional design plan is designed to answer three questions which may be considered the essential elements of instructional technology.
The questions are:

1. What must be learned? (Objective)

2. What procedures and resources will work best to teach the desired learning levels? (Activities and resources)

3. How will we know when the required learning has taken place? (Evaluation)

There are eight steps in developing an instructional design. They are elaborated as follows:

Step 1: Consider goals, list topics, and state the general purposes for teaching each topic.

Step 2: Identify the important characteristics of the learners for whom the materials is to be designed.

Step 3: Specify the learning objectives to be achieved in terms of measurable student behavioral outcomes.

Step 4: List the subject content to support each objective.

Step 5: Develop pre-assessment to determine the student’s background and present level of knowledge on the topic.

Step 6: Select teaching/learning activities and instructional resources that will treat the subject content so learners will accomplish the objectives.

Step 7: Coordinate such support services as budget, personnel, facilities, equipment and schedules to carry out the instructional plan.
Step 8: Evaluate learners’ learning in terms of their accomplishment of objective, with a view to revising and reevaluating any phrases of the plan that need improvement. The relationship among the eight steps is shown below.

![Kemp's Instructional Design Model](image)

**Figure 2.1**

Kemp’s Instructional Design Model (Kemp, 1977: 9)

2. **English for Specific Purposes (ESP)**

ESP is an approach or trend to language learning, which is based on the learners’ need. It means that all the decisions in deciding the materials will be
based on the students’ needs. Hutchinson and Waters (1987: 16) divided ESP into two main types according to the reasons why the learners require English for. They are English for Academic Purposes (EAP) and English for work or training (EOP/EVP/VESL: English for Occupational Purposes/English for Vocational Purposes/Vocational English as a Second Language).

ESP combines language education with instruction in job-specific skills. For these individuals, studying a second language is a tool for advancement; it is not for enjoyment. It is clearly stated that teaching English in Nursing Academy belongs to it. The students prepared to be workers with specific occupational skills, and have the ability to interact in specialized forms of English.

The clearer description of the branch of English language teaching is shown in figure 2.1 below.

**English Language Teaching**

![Diagram showing the branch of English Language Teaching](image)

*Figure 2.1 The branch of English Language Teaching (Hutchinson and Waters 1987, 16)*
3. **Nursing Academy**

Academy of nursing is a professional academic education that equips the students with knowledge of nursing based on the curriculum application through many kinds of learning experiences, especially clinic learning and practical learning experience.

*Bethesda* Nursing Academy is an educational institution held by *Bethesda* Foundation. This school was established in 1993. English is a compulsory subject and usually offered in the third semester. One class can consist of 30-35 students. The students are adults and post beginners. They are 18-21 years old and have been studying English for at least six years. They have the same academic background that is from biology or physics sciences.

The students’ motivation to learn English is low. They think that English is a complementary subject, but they have to take it because it is a compulsory subject. Therefore, only few students who were motivated from the very beginning of the course to make a significant improvement in their English ability.

4. **Presentation, Practice and Production (PPP)**

This study aims to design a set of English Speaking Materials for Nursing Academy. In order to construct the materials the writer chooses to apply a certain method. In this section, the writer explains Presentation, Practice and Production (PPP) which is the method that is used to design the materials.
According to Harmer (2004:64), PPP is a variation of Audiolingualism which grew out from structural situational teaching whose departure from Audiolingual Method was to place the language in clear situational contexts. Here is a list of characteristics of Audiolingual method which are adapted from Praptor & Celce-Muria, 1979):

a. New material is presented in a dialogue form
b. Structural patterns are taught using repetitive drills
c. Vocabulary is learned in context
d. There is much use of tapes, language labs, and visual aids
e. Very little use of the mother tongue by teachers to be permitted
f. Successful responses are immediately reinforced
g. There is a great effort to get students to produce error-free utterances

PPP still maintains some classic characteristics of Audiolingualism, in which repetition and drilling are the main components used. PPP works through the progression of three sequential stages (Harmer, 2004). They are presentation, practice, and production.

a. Presentation stage

It is a teacher-centred stage. In this stage, the teachers give the explanation of the underlying concepts of the materials. After the students have clear ideas of the materials the teacher will give the correct model and have the students try. Of course, corrections and guiding from the teacher is strongly needed.

b. Practice stage
It is the mechanical practice. In this stage, the teaching learning process will be more student-centred. In this stage the teacher will check whether the students have understood the concepts or not. For examples, they are given the situation and act it out in controlled role plays. Practice is seen as the device to create familiarity and confidence with the new language, and a measuring stick for accuracy.

c. Production stage

In this stage, the teachers only become the facilitator. The students are given real situations or activity where they instinctively feel the need to actively apply the language they have been practicing. The teacher does not correct or involve unless students directly ask him/her to do so. A PPP lesson proceeds like:

<table>
<thead>
<tr>
<th>Presentation Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher begins by presenting an item of language in a context or situation which helps to clarify meaning. Presentation may consists of pattern sentences given by the teacher, or short dialogues illustrating target items acted out by the teacher, read from books, heard on tape or seen in audiovisual media.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practice Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students repeat target items and practice sentences or dialogues, often in chorus and / or in pairs, until they can say them correctly. Activities include pattern practice drill, matching parts of sentences, completing sentences or dialogues and asking and answering questions using pre-specified forms.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are expected to produce in a’free’ situation language items they have just learnt, together with other previously learn language. This free situation can be a role play, a simulation activity or even, a communication task.</td>
</tr>
</tbody>
</table>
5. Speaking

a. Nature of Speaking

Widdowson (1979: 57) states that speaking and listening are related to the language through the oral medium. On the other hand, reading and writing are related to language expressed through the visual medium.

Hughes (2002: 10-12) examines the nature of speaking by distinguishing spoken and written language. From the social aspects, written language is secondary, prestigious, formal, and conservative; while spoken language is primary, rhetorical, stigmatized, informal, inter-personal, and locus of change.

Nunan (2003:48) states that in learning a language, speaking can be considered as the hardest skill to be learnt among all skills for two reasons. First, the person whom we are talking to is waiting for our response right then. Second, we cannot edit and revise what we wish to say, as we can do it in writing skill.

b. Teaching Speaking

Teaching speaking skill is more demanding on the teachers as models in the classrooms (Rivers 1968: 160). Usually, learners in a foreign class will not learn to speak fluently merely by listening to speech. Therefore, the important thing for teachers is to provide more opportunities for students to practice their speaking skill using more communicative activities that put them into a real practice of communication.
In addition, Rivers (1983: 11) also says that the essence of language teaching is providing condition for language learning. It means that the setting of the language learning also influences students to increase the knowledge of the target language.

B. Theoretical Framework

In designing the materials, the writer presents a model of designing instructional materials. It is Kemp’s model. The writer adopted some stages of the model as the framework to conduct this study. Here are the steps conducted by the writer.

1. Identify learners’ characteristics

In this step, the writer conducted needs analysis to identify the characteristics of the target students. Identifying the students’ characteristics includes collecting information about the students’ needs, lack and interest. The writer also noticed that information about students’ academic background and motivation to learn English were also important to develop materials and methods or techniques that are constructed.

2. Consider Goals, Listing Topics and General Purposes

The steps are aimed to determine the intended goals of instructional materials design. According to Hymes (cited in Richard and Rogers, 1986: 159), the goal of language teaching is to develop communicative competence. After stating the goals, the topics should be listed as the scope of the course and the
basic needs for the instruction. The topic should express the general purposes as what learners generally expect to learn as a result of instruction

3. **Specify the Learning Objectives**

According to Borg and Gall (1983: 779) the most important aspect of planning research-based educational product is the statement of the specific objectives to be achieved by the product. The learners will be more motivated to learn if the teacher has stated specified objectives in terms of activities that will best promote learning, so here stating objectives will make the teaching-learning activities perfect.

4. **List the subject Contents**

It is paramount for a successful teaching-learning process to select or to organize the learners’ learning activities and instructional materials. A well-designed material can support the learners’ mastery of the English ability. In this case, fatigue is the crucial problem to be taken into consideration. To omit the problem, it is very important to use various activities (such as games, role play, etc.) that can promote learning.

5. **Select teaching/learning activities and instructional resources.**

The teaching/learning activities can be in the form of printed materials, visual or audio visual aids, or other items. It should meet the objectives and motivate the students to accomplish the subject content

6. **Evaluate materials**
The stage is important because by evaluating the materials designed, the writer obtain feedbacks from the materials and find out whether or not the materials meet the objectives.

7. **Revise any parts requiring improvement**

The last step is revision. Revision is held to improve the materials. The evaluation was conducted by distributing questionnaires and the revisions are based on the feedbacks obtained. The writer’s theoretical framework step is presented in Figure 2.3 below:

![Figure 2.3 The Writer’s Theoretical Framework Chart based on Kemp’s adapted Instructional Design Model](image-url)
CHAPTER III

METHODOLOGY

This chapter focuses on the methodology applied in this study. The discussion research method, research participants, research instruments, data gathering techniques, data analysis techniques, and research procedures.

A. Research Method

As it had been stated in the previous chapter, this study aimed to answer two questions. They were what the design of English Speaking Materials for nursing academy based on Presentation, Practice, and Production (PPP) Approach is and how the designed materials affect the students’ motivation to speak English.

In order to solve the problems, the writer needed to employ a method. The method was called educational research and development (R & D) by Borg and Gall (1983). It is a process used to develop and validate educational products. There are ten major steps in R & D cycle; they are Research and Information Collecting, Planning, Developing Preliminary Form of Product, Preliminary Field Testing, Main Product Revision, Main field Testing, Operational Field Testing, Final Product Revision, and Dissemination and Implementation.

Due to the limitation of time and capacity, the writer decided to employ only the former six steps out of the ten major. They are: Research and Information Collecting, Planning, Developing Preliminary Form of Product, Preliminary Field Testing, Main Product Revision, Main field testing.
1. **Research and Information Collecting**

The aim is to collect findings and useful information for developing the materials. The information gathering involved one step from Kemp’s step: identifying learners’ characteristics. In this step, the writer distributed needs analysis to forty students of Bethesda Nursing Academy and conducted interview with the English instructor to find out their characteristics and needs.

2. **Planning**

Planning included three steps from Kemp’s instructional design model: considering goals, general purposes and topics; specifying learning objectives; listing subject content. The aim is to construct a framework that became the basis for developing material.

3. **Developing Preliminary Form of Product**

Once the planning had been completed, the writer started to develop the preliminary material. Each of the subject contents was elaborated into learning materials. It involved one step from Kemp’s instructional design: selecting teaching learning activities and instructional resources. Activities and instructional resources were chosen based on the learners’ characteristics and abilities.

4. **Preliminary Field Testing**

This step aimed to gain feedback, comments and suggestion and used them to revise the designed materials. In this step, Kemp’s step which was applied was evaluation. The writer constructed and distributed evaluative questionnaires to one
English instructor of Bethesda Nursing academy and one lecturer of English Education Study Program of Sanata Dharma University.

5. Main product Revision

This step was conducted to obtain some information needed to make some improvement on the designed materials (Borg and Gall, 1983). After the feedback from the preliminary field testing was obtained, the writer revised the designed materials. It is expected that the designed materials would be more applicable and ready to use.

6. Main Field Testing

This step was conducted once the designed materials were revised and improved. The purpose of the main field testing is to determine whether the designed materials under development meet its performance objectives (Borg and Gall, 1983). The materials were tested to forty students of Bethesda Nursing Academy. Evaluative questionnaires were distributed to all of the students to obtain feedback whether the designed materials had been appropriate.

The writer summarized the chart of adopted R&D cycle collaborated with Kemp’s adapted model in Figure 3.1
Figure 3.1
The writer’s adopted R&D cycle collaborated with Kemp’s adapted model
B. Research Participants

There were three kinds of respondents in this study. The writer divided them into the following:

1. Participants in research and information collecting

Before designing the materials, the writer needed to find out about the students’ characteristics, needs, and also the existing materials and methods. In order to obtain the information, the writer had distributed questionnaires to the forty students of Bethesda Nursing Academy.

2. Participants in preliminary testing

Having finished designing the materials, the writer needed respondents in order to give feedback on the designed materials. In this step, questionnaires were given for their feedbacks and suggestions to improve the designed materials. The English instructor of Bethesda Nursing Academy and lecturer of English Language Education Study Program of Sanata Dharma University were chosen for their knowledge in teaching speaking in nursing academy.
3. Participants in field testing

The field testing as conducted in Bethesda Nursing Academy. The participants were forty students of Bethesda Nursing Academy. Field testing is the means to find out how of the designed materials affect the students’ motivation to speak English.

C. Research Instruments

1. Instruments for Research and Information Collection

Ary (1979: 175) said that there were two types of questionnaire; close form and open form. In the close questionnaires, the questions had been structurally ordered with options which should be chosen by the respondents. While in the open questionnaire, the respondents are free to answer the questions by using their own words.

The instruments which are used to fulfil the first step of R & D cycle was questionnaire. The questionnaires were given to forty students of Bethesda Nursing Academy. In this study, the writer distributed close questionnaires. The questionnaire was given to the students. It was used to get the data of the respondents’ needs.

2. Instrument for Preliminary Field Testing

For the preliminary field testing, questionnaires were still used. In order to obtain suggestion and feedbacks on the designed materials, the writer distributed questionnaires to one English instructor of Bethesda Nursing Academy and one
Lecturer in English Language Education Study Program of Sanata Dharma University. In the questionnaires, the writer provided statements related to the investigated aspects. Likert scale was used in the questionnaires, through which the writer would be able to know the respondents’ degree of agreement towards the provided statements.

3. Instrument for Field Testing

The purpose of field testing was to find out whether the designed materials met the objectives and to collect the data to improve the designed materials. The writer still used questionnaire. Distributing questionnaires allowed the writer to have more data and accurate results, since there were many respondents involved. The questionnaires were given to forty students of Bethesda Nursing Academy. In the questionnaires, the students were expected to answer some questions related to the designed materials after field testing had been conducted.

Based on the explanation of the research instruments above, the writer presented the data collection in table 3.2

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Data Needed</th>
<th>Respondent</th>
<th>Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Question 1</td>
<td>Learners’ Characteristics, learners’ difficulties, favourable learning activities, existing materials, available facilities</td>
<td>English instructor and students of Bethesda Nursing Academy</td>
<td>Questionnaire</td>
</tr>
<tr>
<td>Research Question 1</td>
<td>Weaknesses and strengths of the designed material</td>
<td>Lecturer from the English Education Study Program and English Instructor of Bethesda Nursing Academy</td>
<td>Questionnaire</td>
</tr>
<tr>
<td>Research Question 2</td>
<td>Learners’ enthusiasm, motivation, and participation.</td>
<td>Bethesda Nursing Academy students</td>
<td>Questionnaire</td>
</tr>
</tbody>
</table>
D. Data Gathering Technique

In order to obtain the required data, the writer employed some techniques:

1. Distributing Questionnaire

There were three kinds of questionnaires distributed in this study. They were carried out before and after the designed materials were applied. The first questionnaire was the needs analysis questionnaire. They were given to the students of Bethesda Nursing Academy in order to obtain information on the students’ characteristics and needs. The second was the preliminary field test questionnaire, distributed to the relevant respondents to ask for feedbacks and suggestions on the designed materials in order to revise the materials so that it will meet the objectives of the study. The respondents who participated were the English Instructor of Bethesda Nursing Academy and a lecturer from the English Language Education Study Program of Sanata Dharma University.

The last questionnaire was main field testing questionnaires. They were distributed to the students of Bethesda Nursing Academy after the materials was applied. This questionnaire was delivered in order to find out whether or not the designed materials meet the objectives of the study. The writer presented the data gathering technique in Table 3.3.

<table>
<thead>
<tr>
<th>Data Collection</th>
<th>Purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distributing needs analysis Questionnaire</td>
<td>To answer the first question</td>
</tr>
<tr>
<td>Distributing preliminary field test questionnaire</td>
<td>To answer the first question</td>
</tr>
<tr>
<td>Distributing main field testing questionnaire</td>
<td>To answer the second question</td>
</tr>
</tbody>
</table>
E. Data Analysis Techniques

1. Needs analysis questionnaire

The questionnaires were distributed to the students of Bethesda Nursing Academy. This questionnaire used multiple choice questions. Therefore, the writer presented the data in the form of percentage. It was chosen since it was easier to understand. The calculation was as follow:

\[
\frac{n}{\sum n} \times 100\%
\]

Note:
- \(n\) = the number of respondents who choose certain statements
- \(\sum n\) = the total number of respondents

2. Preliminary testing questionnaire

This questionnaire was given to the English instructor of Bethesda Nursing Academy. There are four points of agreement to measure the statement. They are presented in Table 3.4

<table>
<thead>
<tr>
<th>Points of Agreement</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly disagree with the statement</td>
</tr>
<tr>
<td>2</td>
<td>Disagree with the statement</td>
</tr>
<tr>
<td>3</td>
<td>Agree with the statement</td>
</tr>
<tr>
<td>4</td>
<td>Strongly agree with the statement</td>
</tr>
</tbody>
</table>
After distributing questionnaires, the writer analyzed the respondents’ responses by using central tendency. Central tendency, the trend set of numbers that clusters around particular values, is a convenient way of summarizing data of nominal categories such as the Likert scale (Brown and Rogers, 2002: 128). In this study, the central tendency was measured using mean. The calculation can be seen as follows

\[ X = \frac{\sum X}{N} \]

Note:

- \( X \): mean
- \( \Sigma \): sum of
- \( X \): score
- \( N \): number of participants

3. Field testing questionnaire

The questionnaire was divided into two parts. The first part was the multiple choice questions, and the second part was the essay questions. In order to analyze the first part, the writer employed the same technique as the needs analysis questionnaire to present the data. The data was presented in the form of percentage.
F. Research Procedures

The writer would use some steps as the procedures of conducting the study. Those steps were:

1. Conducting Research and Information Collection

   a. Literature Review

      In this part, searching for books and articles related to the learning process, methodology, and material designs were done to build the foundation of knowledge to develop the material. In this study, the foundation included finding out the theories on Presentation Practice Production and the teaching techniques.

   b. Constructing instruments

      The writer provided the instruments for the study. It was done by listing the questions for the interview and constructing the questionnaires. After the instruments were ready, the writer sent a proposal to Bethesda Nursing Academy to ask for permission to carry out the research.

   c. Obtaining and analyzing needs analysis data

      The writer obtained the data for needs analysis by conducting the interview and distributing questionnaires to the relevant respondents. They were the English instructor and students of Bethesda Nursing Academy. They were conducted in order to obtain the information to decide the goals, topics, general purposes, learning indicators, and organize the learning topics.
2. **Planning**

   It was done after the writer had obtained the data for the needs analysis. The materials were developed based on the student’s needs and characteristics, including considering goals, topics, and general purpose; specifying learning objectives and listing subject content.

3. **Developing Preliminary Form of Product**

   In this step, the writer designed the materials by elaborating the results of planning step. The variety of tasks had been adjusted to the method employed.

4. **Preliminary Field Testing**

   The writer distributed questionnaires to the English instructors of *Bethesda* Nursing Academy and lecturer in English Language Study Program of Sanata Dharma University in order to gain feedbacks and suggestions. They were used to revise and improve the designed materials.

5. **Main Product Revision**

   The revisions of the designed materials were based on the suggestions and feedbacks. The aim was to improve on the designed materials. The revised materials were the final version and ready to be implemented.

6. **Main Field Testing**

   The writer constructed three units of materials, but only one unit was implemented. After the implementation, the writer distributed questionnaire to the students of *Bethesda* Nursing academy to obtain feedback from them.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter answers the research questions. This chapter is divided into two parts namely the discussion on the design of English speaking materials for Bethesda Nursing Academy based on Presentation, Practice and Production (PPP) method and the discussion on the effects of the designed materials on students’ language learning.

A. The Design of English Speaking Materials for Bethesda Nursing Academy based on Presentation, Practice and Production (PPP) method

In order to answer the first research questions: what the design English speaking materials for Nursing Academy based on Presentation, Practice and Production (PPP) look like, the stages of presenting the final version of the materials are elaborated in this chapter. There are five stages. They are as follows:

1. Learners’ Characteristics and Needs.

By distributing needs analysis questionnaires the writer collected necessary information for developing the materials. The information obtained was students’ characteristics and needs.

The participants were forty students of Bethesda Nursing Academy, consisting of 28 female students and 12 male students. Nursing academy is a formal institution which requires high school graduates as its students. Therefore it could be concluded that the participants had been learning English for six to
eight years in formal education institution. Since English subject is compulsory and given in the second and third semester, the writer chose the participants from the third semester. The data were recorded in Table 4.1

<table>
<thead>
<tr>
<th>Students of Bethesda Nursing Academy</th>
<th>Sex</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>12</td>
</tr>
</tbody>
</table>

There were 28 out of 40 students who stated their aim to learn English was not merely for passing this compulsory subject but also to communicate using English. Therefore they considered speaking as an important skill to master. According to the 78% of the participants stated that they needed to be able to communicate with the foreign patients in their job field. It can be seen in table 4.2

<table>
<thead>
<tr>
<th>Items</th>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The aim of learning English</td>
<td>a. To communicate</td>
<td>30</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td>b. To comprehend English text</td>
<td>5</td>
<td>12.5%</td>
</tr>
<tr>
<td></td>
<td>c. To pass the passing grade in this subject</td>
<td>5</td>
<td>12.5%</td>
</tr>
<tr>
<td>People with whom the respondents have a conversation in English</td>
<td>a. Doctor</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>b. Patient</td>
<td>31</td>
<td>78%</td>
</tr>
<tr>
<td></td>
<td>c. Visitors</td>
<td>5</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

In the previous English learning, 88% of the participants stated that they did not actively use English in the classroom. It indicated that they did not get enough exposure to English. However, 32 out of 40 respondents stated that they were familiar with role play as one the activities in the classroom. The information was recorded in Table 4.3
The following section showed the teaching learning activities that the participants preferred. Most of the participants stated that role play and games were their favorite activities in learning English. There were two reasons why they chose those two options. First, they were familiar with role play as it has been used in their teaching learning process. Second, games provided both fun and essential way to practice using the target language.

The findings can be seen in table 4.4.

<table>
<thead>
<tr>
<th>Items</th>
<th>Response</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Whether or not the participants actively speak using English in the classroom</td>
<td>a. Yes</td>
<td>35</td>
<td>12.5%</td>
</tr>
<tr>
<td></td>
<td>b. No</td>
<td>5</td>
<td>88%</td>
</tr>
<tr>
<td>2. The teaching methodology used in previous teaching learning process</td>
<td>a. Lecture</td>
<td>10</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>b. Role Play</td>
<td>32</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>c. Games</td>
<td>10</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>d. Written exercises</td>
<td>10</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>e. Discussion</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>f. Story telling</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table 4.3 The use of English during the previous English learning

In order to design English speaking materials that suited the respondents, the writer also needed to find out the aspects in target language that the participants found difficult and easy to learn. Among the options that were given in the need analysis questionnaire, the participants stated that grammar was the...
hardest aspect to learn since that had to remember the past and past participle verbs and comprehend the rules. On the other hand, they mentioned that vocabulary mastery was the easiest aspect to learn because they only had to memorize or imitated without having to comprehend. Besides that, the participants stated that they were able to use dictionary as an assistant. The results were recorded in Table 4.5

Table 4.5 The Most Difficult and Easiest Aspects to be Learnt

<table>
<thead>
<tr>
<th>Items</th>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The easiest aspects to learn</td>
<td>a. Grammar</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>b. Vocabulary</td>
<td>30</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td>c. Pronunciation</td>
<td>28</td>
<td>70%</td>
</tr>
<tr>
<td>The most difficult aspects to learn</td>
<td>a. Grammar</td>
<td>38</td>
<td>95%</td>
</tr>
<tr>
<td></td>
<td>b. Vocabulary</td>
<td>5</td>
<td>12.5%</td>
</tr>
<tr>
<td></td>
<td>c. Pronunciation</td>
<td>5</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

The next discussions were the difficulties in communicating using English. All participants stated they had difficulties in communicating using English. The difficulties that they met were presented in Table 4.6

Table 4.6 Difficulties in Communicating using English

<table>
<thead>
<tr>
<th>Difficulties</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The participants do not know what English vocabulary to produce</td>
<td>30</td>
<td>75%</td>
</tr>
<tr>
<td>2. The participants are not confident to communicate using English</td>
<td>32</td>
<td>80%</td>
</tr>
<tr>
<td>3. The participants do not get the adequate time to practice English</td>
<td>15</td>
<td>37%</td>
</tr>
<tr>
<td>4. The teaching learning process emphasized only on theories.</td>
<td>10</td>
<td>25%</td>
</tr>
</tbody>
</table>

The data showed that every respondent had difficulties in communicating using English. The first difficulty was they did not know what English vocabulary to produce. They knew what to say, but they did not find the English word.
Although the respondents stated that vocabulary was the easiest aspect to learn, eventually it was one the main difficulties they dealt with in communicating using English. The second difficulty was that they were not confident to speak English. They were really afraid of making mistakes.

The first and the second difficulty were correlated to the third one where the participants felt that they did not have the adequate time to practice English, so that they were lack of vocabulary mastery and confidence to communicate using English. The last difficulty was the teaching learning process emphasized too much on the theories, but not on the practicing language.

The following sections showed the findings of the selection topics chosen by the respondents. There were six topics that the writer offered. The information can be seen in table 4.7.

<table>
<thead>
<tr>
<th>Topics</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Greetings, and Opening and Closing Conversation</td>
<td>34</td>
<td>85%</td>
</tr>
<tr>
<td>2. Imperatives</td>
<td>32</td>
<td>80%</td>
</tr>
<tr>
<td>3. Asking for Information</td>
<td>26</td>
<td>65%</td>
</tr>
<tr>
<td>4. Handling Complaint</td>
<td>21</td>
<td>53%</td>
</tr>
<tr>
<td>5. Telling Time</td>
<td>14</td>
<td>35%</td>
</tr>
<tr>
<td>6. Procedures</td>
<td>13</td>
<td>33%</td>
</tr>
</tbody>
</table>

The data were the results of the needs analysis questionnaire. They chose During the Day Shift, In the patient’s Room, and In the Examination Room. As the data were presented according to the percentage of topics chosen by the respondents. It had not been arranged in the order of the material presentations yet.
From the needs analysis questionnaire, the writer could conclude the needs of the learners in terms of necessities, lacks and wants. They can be seen in Table 4.8.

Table 4.8 The respondents’ necessities, lacks, and wants

<table>
<thead>
<tr>
<th>Necessities</th>
<th>The students need to be able to communicate well using English in their job field, especially with the foreign patients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lacks</td>
<td>The students are lack of vocabulary and confidence to communicate using English in their job field</td>
</tr>
<tr>
<td>Wants</td>
<td>They wanted to be able to communicate using English to improve their service in their job field</td>
</tr>
</tbody>
</table>

2. Goals, Topics and General Purposes

The main function to state the specific objectives was to provide the ideal basis for the product to achieve. The goal of the designed materials was to improve the learners’ speaking skill. It is elaborated as follows:

a. The learners are able to communicate with the foreign patients using English

b. The learners are able to apply the knowledge in their life.

There were three topics selected by the participants. The writer arranged the topics based on the level of difficulty of each topic. The topics were listed in Table 4.9

Table 4.9 Learning Topics of the Materials

<table>
<thead>
<tr>
<th>No</th>
<th>Learning Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Greetings, Opening and Closing Conversation</td>
</tr>
<tr>
<td>2.</td>
<td>Imperatives</td>
</tr>
<tr>
<td>3.</td>
<td>Asking for Information</td>
</tr>
</tbody>
</table>

In order to achieve the goals, the writer determined the general purposes in each topic. They were elaborated in Table 4.10
Table 4.10 Topics and General Purposes

<table>
<thead>
<tr>
<th>Topics</th>
<th>General Purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greetings and Opening and Closing Conversation</td>
<td>1. The learners know how to greet others</td>
</tr>
<tr>
<td></td>
<td>2. The learners know how to introduce themselves and initiate a conversation related as their task as nurses to patients</td>
</tr>
<tr>
<td></td>
<td>3. The learners know the expressions to address patients</td>
</tr>
<tr>
<td></td>
<td>4. The learners know how to close a conversation, including the pre-closings and closings expressions</td>
</tr>
<tr>
<td>Imperatives</td>
<td>3. The learners know how to produce positive and negative imperatives</td>
</tr>
<tr>
<td></td>
<td>4. The learners know to give polite orders</td>
</tr>
<tr>
<td></td>
<td>5. The learners know how to give instruction</td>
</tr>
<tr>
<td>Asking for Information</td>
<td>1. The learners know how to make questions on health problems</td>
</tr>
<tr>
<td></td>
<td>2. The learners know how to express health problems</td>
</tr>
<tr>
<td></td>
<td>3. The learners know how to diagnose and report patient’s health problem</td>
</tr>
</tbody>
</table>

3. **Learning Objectives**

Learning objectives define the performances that students should be able to do in order to achieve the general purposes. The learning indicators for each general purpose are showed in Table 4.11

Table 4.11 General Purposes and Learning Objectives

<table>
<thead>
<tr>
<th>General Purposes</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The learners know how to greet others</td>
<td>At the end of the lesson, the learners are able to:</td>
</tr>
<tr>
<td>2. The learners know how to open and close a conversation</td>
<td>a. Identify greeting expressions in the conversation</td>
</tr>
<tr>
<td></td>
<td>b. Greet others using the appropriate expressions</td>
</tr>
<tr>
<td></td>
<td>c. Introduce themselves to patients</td>
</tr>
<tr>
<td></td>
<td>d. Initiate a conversation related to their task as nurses to patients</td>
</tr>
<tr>
<td></td>
<td>e. Address patients</td>
</tr>
<tr>
<td></td>
<td>f. Respond to addressing someone correctly</td>
</tr>
<tr>
<td></td>
<td>g. End a conversation with the appropriate expressions of pre-closings and closings</td>
</tr>
</tbody>
</table>
General Purposes
1. The learners know how to produce positive and negative imperatives
2. The learners know to give polite orders

Learning Objectives
At the end of the lesson, the learners are able to:
- Mention vocabulary of medical tools that are commonly used in the patients’ rooms
- Identify positive and negative imperatives in a conversation
- Use positive and negative imperatives in a conversation
- Give orders using correct imperatives when asking patients to do something

1. The learners know how to make questions about health problems and response
At the end of the lesson, the learners are able to:
- Describe health problems based in the pictures
- Ask questions about health problems
- Respond to expressions to ask questions about health problems
- Report patients’ health problems

4. Subject Contents

After the goals, general purposes, learning topics and learning indicators have been stated, the writer classified the learning topics to be developed. Each topic will be developed into the materials for one meeting. The classification and the arrangement can be seen in Table 4.12

Table 4.12 Topics and Subject Contents

<table>
<thead>
<tr>
<th>Unit Name</th>
<th>Topic</th>
<th>Subject Contents</th>
</tr>
</thead>
</table>
| During the Day Shift | Greetings and Opening and Closing Conversation | • Greet others  
• Introduce yourself  
• Address patients  
• Initiate and end a conversation |
| In the Patient’s Room | Imperatives | • Mention vocabulary of medical tools  
• Ask someone to do something |
| In The Examination Room | Asking for Information | • Ask questions on health problems  
• Report patients’ health problems |
5. Teaching and Learning Activities

After the planning stage was completed, the writer designed the material based on the results of research and information collecting and the principles of PPP (Presentation, Practice, Production). In this stage, the writer also determined the most suitable teaching/learning resources or tasks to the attainment of goals, general purposes, and learning indicators.

Applying the concept of the three sequential stages, which were of presentation, practice, and production, the writer decided to design that materials for every meeting would consist of five main sections: Before You Start; Let’s Learn; Let’s Move On; Do it Yourselves, and It’s time to Communicate. The presentation stage was prolonged into two sections: Before You Start and Let’s Learn, while the practice stage was divided into two sections; Let’s Move On and Do It Yourselves, and production stage was presented by one section; It’s Time to Communicate.

a. Before You Start

This section functioned as the elicitation or introduction to the topic as it was presented in particular situation or context in which the target language will be used. Scanning, listening or asking for response through visual media were some of activities that were used in this section.

b. Let’s Learn

This section aimed to build up the key concept underlying the material presented. The main point was that the learners understood the concept from the
elicitation. Having understood the concept, the learners are given the language model using instructions and question answer forms in the target language.

c. Let’s Move On

Repetition drill is crucial in this section. The learners were given the chances to repeatedly use the target language in controlled situation practice to enrich their vocabulary mastery and to be familiar with the target language. Completion, matching, or sorting were some of the activities chosen for this section.

d. Do It Yourselves

The main idea of this section was to provide wider opportunity for the learners to use the target language communicatively in specific situations in which it is used. It was expected that the students were already more familiar with the expressions used and also the required vocabulary that they have practiced in the previous section. Having equipped with the knowledge, they would be more confident to use the language and reduce the fear of making mistakes. This would also help the students participate in the next section.

e. It’s Time to Communicate

At this stage, the learners were provided with the activities to produce something using communicative activities. They were expected to use what they learned in freer ways through role-plays or discussions. The teacher does not correct any more, and the teaching method becomes completely student oriented.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Section</th>
<th>Section Name</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the Day Shift</td>
<td>• Presentation</td>
<td>• Before you start</td>
<td>Reading the case story</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Let’s Learn</td>
<td>Answering questions orally</td>
</tr>
<tr>
<td></td>
<td>• Practice</td>
<td>• Let’s Move On</td>
<td>Completing the blanks using the appropriate expressions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Do It Yourselves</td>
<td>Finding and listing other related expressions</td>
</tr>
<tr>
<td></td>
<td>• Production</td>
<td>• It’s Time to</td>
<td>Matching the expression with the suitable response</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communicate</td>
<td>Creating a conversation based on the clues given</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Creating a conversation consisting the expressions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Acting the dialogue in front of the class</td>
</tr>
<tr>
<td>Unit</td>
<td>Section</td>
<td>Section Name</td>
<td>Activities</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------</td>
<td>--------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>In the Patient’s Room</td>
<td>• Presentation</td>
<td>• Before you start</td>
<td>Answering the questions orally</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Let’s Learn</td>
<td>Reading and learning how to use negative and positive imperatives</td>
</tr>
<tr>
<td></td>
<td>• Practice</td>
<td>• Let’s Move On</td>
<td>Matching the pictures with suitable imperatives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Do It Yourselves</td>
<td>Listening to the conversation and filling in the blanks</td>
</tr>
<tr>
<td></td>
<td>• Production</td>
<td>• It’s Time to Communicate</td>
<td>Listing the negative and positive imperatives</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Stating whether the statements are true or false</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Playing the game “What’s the first thing you say”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Creating a conversation based on the topic given</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Acting the dialogue in front of the class</td>
</tr>
</tbody>
</table>
### 6. Feedback on the Preliminary Field Testing

After the designed material had been done, the writer conducted preliminary field testing. This step aimed to verify whether the designed materials had already been appropriate with the purposes or not. In this step there were two
respondents who were asked to be the experts and check the designed materials. The feedback from those experts would be used to revise the material before they were implemented. The background of the experts are presented in the table 4.13 below.

<table>
<thead>
<tr>
<th>Group of Respondents</th>
<th>Educational Background</th>
<th>Teaching Experience</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>D3 S1 S2 S3</td>
<td>&lt;1 1-5 6-10 &gt;10</td>
<td>M F</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 1 1 1</td>
<td>2</td>
</tr>
</tbody>
</table>

In this step, the writer chose two instructors as the respondents. The first was the English instructor in Bethesda Nursing Academy. The instructor was considered important in this study due to his expertise in material for nursing academy. The experience of teaching in nursing academy for years made his feedback crucial for improving the designed materials. The second expert was one lecturer from English Language Education Study Program of Sanata Dharma Yogyakarta. The lecturer was selected concerning to his expertise in English language teaching in general.

In order to gain the required data needed, the writer distributed questionnaires to both of the respondents. In the first part of the questionnaire, the respondents had to state their degree of agreement on the given statements; the means range 3.00 – 4.00 indicating that the designed material had been well developed. The appropriateness of the material and the relevance of discussions in each unit were the strongest points, while the weakest points were the incomplete and unclear instructions and also the lack of activities to motivate students to
speak in target language. The result of preliminary field testing questionnaire can be seen in the table 4.14 below

<table>
<thead>
<tr>
<th>No</th>
<th>Respondents’ opinion on</th>
<th>Central Tendency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>Mean</td>
</tr>
<tr>
<td>1.</td>
<td>The materials help the learners achieve the learning indicators</td>
<td>2</td>
<td>3.50</td>
</tr>
<tr>
<td>2.</td>
<td>The materials are suitable with the needs on English for Nursing</td>
<td>2</td>
<td>4.00</td>
</tr>
<tr>
<td>3.</td>
<td>The activities are fun and motivating</td>
<td>2</td>
<td>3.50</td>
</tr>
<tr>
<td>4.</td>
<td>The discussions on each unit are relevant to the topic</td>
<td>2</td>
<td>4.00</td>
</tr>
<tr>
<td>5.</td>
<td>The instructions are clear and easy to comprehend</td>
<td>2</td>
<td>3.00</td>
</tr>
<tr>
<td>6.</td>
<td>The activities motivate the students to speak English</td>
<td>2</td>
<td>3.00</td>
</tr>
<tr>
<td>7.</td>
<td>The “Before You Start” and “Let’s Learn” sections provide meaningful context in which the target language is naturally used</td>
<td>2</td>
<td>3.50</td>
</tr>
<tr>
<td>8.</td>
<td>The “Let’s Move On” and “Do It Yourselves” sections facilitate the learners with activities that familiarize them to use the target language</td>
<td>2</td>
<td>3.50</td>
</tr>
<tr>
<td>9.</td>
<td>The “It’s Time to Practice” section provides freer activities to the learners in which they feel the needs to use the target language</td>
<td>2</td>
<td>3.00</td>
</tr>
<tr>
<td>10.</td>
<td>The layout of the materials is well-designed</td>
<td>2</td>
<td>3.50</td>
</tr>
<tr>
<td></td>
<td>In overall, the learning materials are well developed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The second part of the questionnaire was the respondents’ comments on the designed material. Some of the comments were encouraging while some of them were useful for the revision. The respondents stated that the materials were appropriate for nursing academy, including the topics and the purposes in each unit. The layout was also appropriate and interesting and the lesson plans were easy to understand.

As for the revision, the respondents suggested some points to change and improve. First, all of them suggested adding instructions in each section in all
units to give clearer description of what to do. Second, changing the phrase “It’s time to practice” into “It’s Time to Communicate” because it represented the content of this section better. Third, more communicative activities should be added to encourage students to speak using the target language. Fourth, stating the source for every theory and pictures included in the materials. The detailed comments from the respondents can be seen in Table 4.15 below.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment on the designed materials and lesson plans</td>
<td>The English Instructor of Bethesda Nursing Academy</td>
</tr>
<tr>
<td></td>
<td>The topic and purposes in each unit are appropriate for nursing academy</td>
</tr>
<tr>
<td></td>
<td>The layout of the materials is interesting and appropriate. Also the lesson plans are easy to understand</td>
</tr>
<tr>
<td>Suggestion to revise the designed materials</td>
<td>The Lecturer of SanataDharmaUniversity</td>
</tr>
<tr>
<td>1. Provide more communicative activities that encourage the students to speak</td>
<td></td>
</tr>
<tr>
<td>2. Put more supporting pictures in the materials to give better presentation of the context.</td>
<td></td>
</tr>
<tr>
<td>1. Provide instruction in each section</td>
<td></td>
</tr>
<tr>
<td>2. Change It’s time to practice” into “It’s Time to Communicate”</td>
<td></td>
</tr>
<tr>
<td>3. Add source for every theory and pictures included in the materials</td>
<td></td>
</tr>
</tbody>
</table>

7. **Revision**

The next step was to revise the designed materials. The main product revision was carried out based on the results of preliminary field testing questionnaires to design the final version of the designed materials before they were implemented. The writer did some changes to improve the designed materials.
According to the first suggestion, which was to provide more communicative activities, the writer changed some written exercises such as matching and arranging in “Do it yourselves” section into more communicative tasks such as practicing the dialogue in pairs or in small groups. The writer also added the instructions, not only completing the blanks but also practicing the dialogue.

The second suggestion was to add some supportive pictures in the designed materials. The writer put some pictures in “Before you Start” to give clearer ideas of the context in each unit. The writer accepted the suggestions because the pictures were crucial since the target language was introduced through situations and pictures were the simplest but the most understandable way to convey them. The third suggestion was to give clear instruction in each section. This suggestion was very important to improve the designed materials so that the teachers and the students would get clear understanding of what to do.

The fourth was changing It’s time to practice” into “It’s Time to Communicate”. The aim of this last section is to give more opportunity for the students to practice the target language by communicating in freer situation. That was why the writer accepted the suggestion to use It’s Time to Communicate” because it represented the aim of the section better than the previous one.

The fifth suggestion was to state the sources of each theory and pictures used in the designed materials. It was important to make the designed materials as complete as possible so that the users can access the sources easily whenever they need to and to make the designed materials more reliable.
B. The effects of the designed materials on students’ language learning

In order to answer the second research question, the writer elaborated the explanation into three parts. They are: main field testing, data presentation, and discussion on the effects of the designed materials on learners language learning.

1. Main Field Testing – Classroom Implementation

The purpose of the main field testing in R&D cycle is to determine whether the educational product under development meets its performance objectives (Borg and Gall, 1983). In this study, the objective is how the designed materials affect the students’ motivation to speak English.

After the designed materials were revised, they were implemented in the classroom. The field testing was done in January 2009 in Bethesda Nursing Academy. There were forty students who attended the lesson. The unit that was presented was the second unit. The unit topic was about imperatives.

2. Data Presentation

After implementing the designed materials, the writer conducted the evaluation immediately. It was conducted by distributing questionnaires to the learners. The aim was to obtain data of effects on learners’s language learning after the writer applied the designed material.

The questions listed in the questionnaires and also the result were shown in Table 4.16 below.
Table 4.17 The Result of questionnaire for Main Field Testing

<table>
<thead>
<tr>
<th>Statement</th>
<th>Learners’ Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Respondents</td>
</tr>
<tr>
<td>1. The objectives in the designed material are clear</td>
<td>39</td>
</tr>
<tr>
<td>2. The instructions in designed material are understandable</td>
<td>39</td>
</tr>
<tr>
<td>3. The designed material is well-delivered</td>
<td>40</td>
</tr>
<tr>
<td>4. The learners understand the underlying concept in the dialogues</td>
<td>38</td>
</tr>
<tr>
<td>5. There are adequate speaking activities in the designed material</td>
<td>35</td>
</tr>
<tr>
<td>6. The learners participate in all activities</td>
<td>40</td>
</tr>
<tr>
<td>7. The learners speak English all the time in the classroom</td>
<td>32</td>
</tr>
<tr>
<td>8. The learners are enthusiastic to join each activity</td>
<td>36</td>
</tr>
<tr>
<td>9. The learners are motivated to speak English</td>
<td>40</td>
</tr>
</tbody>
</table>

3. Discussion on the effects of the designed material on the learners’ language learning

The results which were shown in table above showed that the percentage of all aspects is above fifty percent. It indicated that the response from the respondents were quite satisfying. According to the percentage in the respondents’ opinion, the objectives and the instructions in designed material were easy to understand and clear. All the respondents stated that the materials were well delivered so that 95 percent of the respondents understood the concept of learning.
87.5 percent of the respondents stated that there were adequate speaking activities in the designed material.

100 percent of the learners stated that they participated in all activities during the lesson, while 80 percent of them speak English only in the classroom. 90 percent of the respondents stated that they were enthusiastic to join the learning activities. Furthermore, all the respondents stated they were motivated to communicate using English after following the lesson.

Overall, the material has brought positive effects to the learners since it increased the learners’ participation, enthusiasm and also the motivation to speak English. The least percentage was about the use of English in the classroom; the learners were still hesitant to use only English in the classroom.
CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusion of the findings and data analysis discussed in chapter IV. This chapter also discusses suggestions for English instructors who are the users of the designed materials and also the future researchers who want to develop the design.

A. Conclusions

This study was conducted to answer two research questions: (a) what is the design of English speaking materials for nursing academy based on Presentation, Practice, and Production (PPP) Method for Bethesda Nursing Academy, and (b) how do the designed materials affect the students’ language learning.

In order to answer the first question, the writer adopted six steps of R & D cycle and combined them with the adapted Kemp’s seven steps. To revise the designed material before it was implemented, the writer conducted preliminary field testing by distributing a questionnaire to one English instructor in Bethesda Nursing Academy and one lecturer of the English Language Education Study Program of Sanata Dharma University. The results range from 3.00 to 4.00, which indicated that the designed material was ready to be implemented.

The writer improved the material based on the suggestions given by the both respondents, such as providing instruction in each section, changing It’s Time to Practice became It’s Time to Communicate, and adding sources for every theory and pictures included in the designed material. Besides suggestions, the
designed materials also received some good points from the respondents, including appropriate topics and purposes for nursing academy, the layout of each unit is appropriate and interesting, and also the lesson plans were easy to understand. The final version of the designed material produced as the result of this study is presented in the appendices. The arrangement was displayed in table 5.1

<table>
<thead>
<tr>
<th>Unit Name</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the Day Shift</td>
<td>Greetings and Opening and Closing Conversation</td>
</tr>
<tr>
<td>In the Patient’s Room</td>
<td>Imperatives</td>
</tr>
<tr>
<td>In The Examination Room</td>
<td>Asking for Information</td>
</tr>
</tbody>
</table>

Applying Presentation Practice Production (PPP) method, the writer constructed three units of materials. Each unit consisted of five sections, namely: *Before You Start; Let’s Learn; Let’s Move On; Do it Yourselves, and It’s time to Communicate*. *Before You Start* functioned as the elicitation or introduction to the topic as it was presented in particular situation or context in which the target language will be used. The second section, *Let’s Learn* aimed to build up the key concept underlying the material presented. The main point was that the learners understood the concept from the elicitation. *Let’s Move On* gives the chances to the learners to repeatedly use the target language in controlled situation practice to enrich their vocabulary mastery and to be familiar with the target language. The fourth section, *Do It Yourselves* provided wider opportunity for the learners to use
the target language communicatively in specific situations in which it is used. Lastly, *It’s Time to Communicate* provided the activities to produce something using communicative activities.

To answer the second question, the writer distributed questionnaire to forty students of *Bethesda Nursing Academy* after the designed materials were implemented. The aim was to obtain data of effects on learners’s language learning after the writer applied the designed material. The result was presented in percentage, in which the percentage ranged from 87.5 percent to 100 percent. It indicated that the designed materials brought positive effects on students’ learning on the aspects of participation, enthusiasm, and motivation.

**B. Suggestions**

The writer would like to give some suggestions for the material users and future researchers related to the study. Here are the suggestions:

1. **Suggestions for the material users**

   Since Presentation, Practice, Production (PPP) usually presents the target language in context, it requires tools to maximize the characteristics of this method. Therefore, audio visual aids are strongly recommended.

   Other characteristics of this method are drills and repetition. Teachers should provide plenty of ways to drill the learners so that they get enough exposure to the language. Besides using the activities provided in the designed material, teachers have to be ready to give more repetition and drills if it is necessary.
2. Suggestion for Future Researchers

This study focuses on the speaking skill because the students are required to be able to communicate in English. The characteristics of PPP support the aim since at the end of the lesson the students are expected to produce the target language in a communicative way. As PPP is suitable for productive skills, it would be a good idea to design a set of materials on the other productive skill which is writing skill. At the end of the lesson, the students are required to be able to produce written form of the target language.
REFERENCES


PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

UNIVERSITAS SANATA DHARMA
FAKULTAS KEGURUHAN DAN ILMU PENDIDIKAN
Tromol Pos 29, Yogyakarta 55002
Telp. (0274) 513301, 515382, Fax. (0274) 522383

Hal : Permohonan Ijin Penelitian

Kepada
Yth:

Kepala Akademik Keterwakilan
Bekasi, Yogyakarta

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama : Assita Nindya Jati
No. Mhs : 09204009
Program Studi : Pembinaan Bahasa Inggris
Jurusan : Pembinaan Bahasa dan Seni
Semester : 3 (Tingkat)

Untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi/Makalah, dengan ketentuan selanjutnya berikut:

Lokasi : Akademik Keterwakilan
Waktu :

Topik/Judul : English Speaking Utensil for Nursing Academy based on Presentation, Practice, Production Approach

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 3 Septemb ber 2008

Yth. Dekan,
Ketua Juru Pendidikan Bahasa dan Seni

Ag. Harli Pratowo, S.Pd, M.A
NPB-2064

Tembusan Yth:
1. 
2. Dekan FKIP
KUESIONER
(Diisi oleh siswa Akper Bethesda)

Kuesioner ini sebagai analisa kebutuhan belajar yang akan digunakan dalam penulisan skripsi dengan judul “Designing English Speaking Materials based on Presentation Practice Production (PPP) Method for Nursing Academy.”

Saya mengharapkan Anda untuk mengisi kuesioner ini sesuai dengan keadaan dan kebutuhan Anda. Terima kasih untuk kerjasamanya.

Nama :
Jenis Kelamin :
Semester :

Lingkarilah jawaban yang paling sesuai dengan keadaan Anda saat ini.

1. Apakah tujuan Anda belajar Bahasa Inggris?
   a. Berkommunikasi dengan orang lain
   b. Memahami buku teks
   c. Syarat kelulusan

2. Dalam bidang Anda, dengan siapakah Anda akan paling sering menggunakan Bahasa Inggris?
   a. Pasien asing
   b. Dokter asing
   c. Pengunjung asing

3. Selama belajar Bahasa Inggris, apakah Anda terbiasa aktif berbicara di dalam kelas?
   a. Ya
   b. Tidak

4. Teknik belajar apa saja yang sering digunakan selama ini untuk belajar Bahasa Inggris
   a. Ceramah
   b. Role Play
   c. Games
   d. Diskusi Kelompok
   e. Story Telling
   f. Latihan Soal

5. Menurut Anda teknik belajar apa yang paling menarik dalam pembelajaran Berbicara (Speaking)?
   a. Ceramah
   b. Role Play
   c. Games
d. Diskusi Kelompok  
e. Story Telling  
f. Latihan Soal

6. Aspek bahasa apa yang paling Anda anggap sulit?  
a. Tata Bahasa  
b. Kosa kata  
c. Pelafalan

7. Aspek bahasa apa yang paling Anda anggap sulit?  
a. Tata Bahasa  
b. Kosa kata  
c. Pelafalan

8. Secara umum, kendala apakah yang Anda alami dalam belajar Bahasa Inggris, terutama dalam hal (berbicara) speaking?  
a. Teori bahasa terlalu ditekankan  
b. Tidak percaya diri  
c. Banyak kosa kata sukar  
d. Waktu untuk latihan kurang memadai

9. Pilihlah 3 dari 6 topik pembahasan di bawah ini yang menurut anda paling penting untuk dipelajari dalam pembelajaran Bahasa Inggris di bidang Anda!  
a. In the examination Room  
  • Asking for information (menanyakan informasi)  
b. In the patients’ Room  
  • Imperative (Kalimat perintah)  
  • Request (Permintaan)  
c. Handling Complaint  
  • Apologizing (meminta maaf)  
d. In the front office  
  • Telling time (menginformasikan waktu)  
  • Making appointment (membuat janji)  
e. In the Pharmacy  
  • Procedure (Prosedur)  
f. During the Day Shift  
  • Greeting (Salam)  
  • Opening and Closing Conversation (Membuka dan Menutup pembicaraan)
Questionnaire for Preliminary Field Testing

Participant’s Identity

Name : ____________________
Occupation : ____________________
Educational Background : ____________________
Teaching Experience : ___________ years

1. Please give a tick (✓) on the degree of agreement that best represent your position on the statements below:
   4: strongly agree/Very Good  
   3: Agree/good  
   2: Disagree/Poor  
   1: Strongly Disagree/Very Poor

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The materials help the learners to achieve the learning indicators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The materials are suitable with the needs on English for Nursing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The activities are fun and motivating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The discussions on each unit are relevant to the topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The instructions are clear and easy to comprehend</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The activities motivate the students to speak English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The “Before You Start” and “Let’s Learn” sections provide meaningful context in which the target language is naturally used</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The “Let’s Move On” and “Do It Yourself” sections facilitate the learners with activities that familiarize them to use the target language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The “It’s Time to Practice” section provides freer activities to the learners in which they feel the needs to use the target language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>The layout of the materials is well-designed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. What is your comment on the designed material?

_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

3. What is your suggestion to improve the materials?

_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

In overall, the learning materials are well developed
KUESIONER
(Diisi oleh siswa Akper Bethesda)

Kuesioner ini sebagai analisa pengalaman belajar dengan materi yang telah disusun dalam penulisan skripsi yang berjudul “Designing English Speaking Material based on Presentation Practice Production Approach for Bethesda Academy.

Saya mengharapkan Anda untuk mengisi kuesioner ini sesuai dengan keadaan Anda. Terima kasih.

Mohon lingkari jawaban Anda

1. Materi yang diberikan jelas
   a. Ya
   b. Tidak

2. Instruksi di dalam materi jelas
   a. Ya
   b. Tidak

3. Penyampaian materi jelas
   a. Ya
   b. Tidak

4. Anda dapat memahami model percakapan yang diberikan
   a. Ya
   b. Tidak

5. Aktivitas di dalam materi memberikan kesempatan yang memadai untuk berbicara menggunakan Bahasa Inggris
   a. Ya
   b. Tidak

6. Selama mengikuti pembelajaran, Anda berpartisipasi di semua aktivitas
   a. Ya
   b. Tidak

7. Anda menggunakan Bahasa Inggris selama mengikuti pelajaran
   a. Ya
   b. Tidak

8. Anda antusias mengikuti pelajaran Bahasa Inggris
   a. Ya
   b. Tidak

9. Anda termotivasi untuk menggunakan Bahasa Inggris setelah mengikuti pembelajaran Bahasa Inggris
   a. Ya
   b. Tidak
LESSON PLAN – UNIT 1: DURING THE DAY SHIFT

General Purposes:
1. The learners know how to greet others
2. The learners know how to introduce themselves and initiate a conversation related as their task as nurses to patients
3. The learners know the expressions to ask how to address patients
4. The learners know how to close a conversation, including the pre-closings and closings expressions

Learning Indicators:
1. Identify greeting expressions in the conversation
2. Greet others using the appropriate expressions
3. Introduce themselves to patients
4. Initiate a conversation related as their task as nurses to patients
5. Address patients
6. Respond to addressing someone
7. Use the pre-closings and closings expressions to end a conversation

<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Time Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation</strong></td>
<td></td>
</tr>
<tr>
<td>BEFORE YOU START</td>
<td></td>
</tr>
<tr>
<td>1. Students are asked to read the case story. Teachers discusses some of the vocabulary items if it's necessary</td>
<td>5’</td>
</tr>
<tr>
<td>2. Students answer the questions in the book orally to elicit the expressions going to be presented</td>
<td>5’</td>
</tr>
<tr>
<td><strong>LET’S LEARN</strong></td>
<td></td>
</tr>
<tr>
<td>3. Students read and learn the expressions of greeting, introducing themselves, initiating conversation, addressing patients and closing the conversation</td>
<td>15’</td>
</tr>
<tr>
<td><strong>Practice</strong></td>
<td></td>
</tr>
<tr>
<td>LET’S MOVE ON</td>
<td></td>
</tr>
<tr>
<td>4. Students complete the blanks using the appropriate expressions</td>
<td>10’</td>
</tr>
<tr>
<td>5. Students find other related expressions that they know</td>
<td>10’</td>
</tr>
<tr>
<td><strong>DO IT YOURSELVES</strong></td>
<td></td>
</tr>
<tr>
<td>6. Students match the expression with the suitable response</td>
<td>5’</td>
</tr>
</tbody>
</table>
7. Students create a conversation based on the clues given

<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Time Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Production</strong></td>
<td>10’</td>
</tr>
<tr>
<td>IT’S TIME TO PRACTICE</td>
<td></td>
</tr>
<tr>
<td>8. In groups, students create a conversation consisting the expressions that have</td>
<td>15’</td>
</tr>
<tr>
<td>been presented</td>
<td></td>
</tr>
<tr>
<td>9. Students act the dialogue in front of the class</td>
<td>15’</td>
</tr>
</tbody>
</table>

Learning Materials

- Enclosed

Teaching and Learning Media

- White Board
- Board Marker

References

LESSON PLAN – UNIT 2: IN THE PATIENT’S ROOM

General Purposes:
1. The learners know how to produce positive and negative imperatives
2. The learners know to give polite orders

Learning Indicators:
1. Mention vocabulary of medical tools that are commonly used in the patients’ rooms
2. Identify positive and negative imperatives in a conversation
3. Use positive and negative imperatives in a conversation
4. Use the correct imperatives when asking patients to do something

<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Time Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation</strong></td>
<td></td>
</tr>
<tr>
<td>BEFORE YOU START</td>
<td></td>
</tr>
<tr>
<td>10. Students answer the questions orally to introduce the imperatives</td>
<td>5’</td>
</tr>
<tr>
<td><strong>LET’S LEARN</strong></td>
<td></td>
</tr>
<tr>
<td>11. Students read and learn how to use negative and positive imperatives and also the responses</td>
<td>15’</td>
</tr>
<tr>
<td><strong>Practice</strong></td>
<td></td>
</tr>
<tr>
<td>LET’S MOVE ON</td>
<td></td>
</tr>
<tr>
<td>12. Students match the pictures with suitable imperatives</td>
<td>5’</td>
</tr>
<tr>
<td>DO IT YOURSELVES</td>
<td></td>
</tr>
<tr>
<td>13. Students listen to the conversation and fill in the blanks</td>
<td>10’</td>
</tr>
<tr>
<td>14. Students list the negative and positive imperatives in the table.</td>
<td>5’</td>
</tr>
<tr>
<td>15. Students state whether the statements are true or false</td>
<td>5’</td>
</tr>
<tr>
<td>16. Students work in pairs and play the game “What’s the first thing you say”</td>
<td>15’</td>
</tr>
<tr>
<td>Learning Activities</td>
<td>Time Allotment</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>Production</strong></td>
<td></td>
</tr>
<tr>
<td>IT’S TIME TO PRACTICE</td>
<td></td>
</tr>
<tr>
<td>17. In groups, students create a conversation based on the topic given.</td>
<td>20’</td>
</tr>
<tr>
<td>18. Students act the dialogue in front of the class</td>
<td>10’</td>
</tr>
</tbody>
</table>

**Learning Materials**

- Enclosed

**Teaching and Learning Media**

- White Board
- Board Marker
- Board Games
- MP3 Player
- Speaker

**References**


LESSON PLAN – UNIT 3: IN EXAMINATION ROOM

General Purposes:
1. The learners know how to make questions about health problems
2. The learners know how to express health problems
3. The learners know how to diagnose and report patient’s health problem

Learning Indicators:
1. Describe health problems based in the pictures
2. Use useful expressions to ask questions about health problems
3. Respond to expressions to ask questions about health problems
4. Report patients’ health problems

<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Time Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td></td>
</tr>
<tr>
<td>BEFORE YOU START</td>
<td></td>
</tr>
<tr>
<td>19. Teacher mentions some names of body parts</td>
<td>5’</td>
</tr>
<tr>
<td>20. Teacher distributes handouts about body parts, students are asked to complete the name of the body parts</td>
<td>10’</td>
</tr>
<tr>
<td>21. Teacher shows some pictures of health problems</td>
<td>5’</td>
</tr>
<tr>
<td>LET’S LEARN</td>
<td></td>
</tr>
<tr>
<td>22. Students learn the expressions of how to make questions about health problems and response and report patient’s health problem</td>
<td>15’</td>
</tr>
<tr>
<td>Practice</td>
<td></td>
</tr>
<tr>
<td>LET’S MOVE ON</td>
<td></td>
</tr>
<tr>
<td>23. Students match the vocabulary with the appropriate meaning</td>
<td>5’</td>
</tr>
<tr>
<td>24. Students listen to the conversation and fill in the blanks</td>
<td>10’</td>
</tr>
<tr>
<td>DO IT YOURSELVES</td>
<td></td>
</tr>
<tr>
<td>25. Students are divided into pairs, and given a pile of cards consisting health problems. Each student should take one card and ask the problems to the partner</td>
<td>15’</td>
</tr>
<tr>
<td>Learning Activities</td>
<td>Time Allotment</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>Production</strong></td>
<td></td>
</tr>
<tr>
<td>IT’S TIME TO PRACTICE</td>
<td>25’</td>
</tr>
<tr>
<td>26. Students are divided into two groups, and they should practice the conversation like in the example based on the patient cards</td>
<td></td>
</tr>
</tbody>
</table>

**Learning Materials**

- Enclosed

**Teaching and Learning Materials**

- White Board
- Board Marker
- Board Games
- MP3 Player
- Speaker
- Cards

**References**

THE FINAL VERSION
OF THE DESIGNED MATERIAL

ENGLISH SPEAKING
MATERIALS FOR BETHESDA
NURSING ACADEMY BASED
ON PPP METHOD
Case Story

Mrs. Egbewole had a stroke about 18 months ago. The stroke has left Mrs. Egbewole with left-sided paralysis and poor balance. She doesn't have dysphasia. But because the left side of her face is also paralyzed she also has slurred speech and dribbled saliva. She has a problem with non-verbal communication because her facial expression is affected. She must stay in hospital recently due to the much poorer condition for the last few weeks.

Before You Start

A. READ THE STORY

B. ANSWER THE QUESTIONS ORALLY!

♦ How do you greet her?
♦ How do you introduce yourself to her?

left-sided paralysis : lumpuh sebelah kiri
dysphasia : kesulitan berbicara (n)
slurred speech : pengucapan yang tidak jelas
dribbled saliva : cairan (ludah) yang menetes
is affected : mengalami gangguan
Let’s Learn : Study the Expressions

Useful Expressions

Greeting
Good …………………..Mr.………. / Miss/Mrs.…………..  
morning………………..(until 12 mid day)  
afternoon………………..(until dark, 5 to 6 pm)  
evening………………..(until dark)

Introducing oneself
I’m nurse…………… (your name)  
I will take care of you today  
I’ll be on shift during the day for the next few days.

Addressing someone
How can I address you?  
Is it “Miss or Mrs…………..”?  
May I address you with………?  

Response
Please address me with…..( Miss. Mrs, Mr, my first name)  
You may address me………….  
Why don’t you call me………..  
Call me……………

Pre-closings
Now, I need to visit other patients  
If you need anything please press the call button, a nurse will help you  
a help  
something  
my assistance

Closings
Good bye  
See you later  
See you soon  
Have a nice nap (if the patient is going to have an afternoon rest)  
Good night / Sleep tight (if the patient is going to sleep in the evening)

Adapted from  
Everyday English for International Nurses  
A Guide for working in UK.
Let’s Move On

A. Fill in the blanks with suitable expressions and practice with a partner

Nurse: (1) _____________
Mrs. Egbewole: Good morning, nurse
Nurse: (2) _______________________
Mrs. Egbewole: Not very well I think
Nurse: I’m nurse………(3) _______________________
Mrs. Egbewole: Your name is written Mrs. Egbewole here
Nurse: (4) ____________________________?
Mrs. Egbewole: Please call me Mrs. Egbewole
Nurse: (5) _______________________
Mrs. Egbewole: OK. Thank you, nurse
Nurse: (6) ___________________________
Mrs. Egbewole: See you

Taken from English for the Professional Nurses.

B. List other expressions of greetings, introducing and closings that you know

<table>
<thead>
<tr>
<th>Greetings</th>
<th>Introducing Yourself</th>
<th>Closing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Do It Yourselves

MATCH THE EXPRESSIONS ON THE LEFT WITH THE SUITABLE RESPONSE ON THE RIGHT

<table>
<thead>
<tr>
<th>Nurse</th>
<th>Patient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Good morning, Mr. Adams. How are you doing today? My name is Alice. I'll be on shift during the day for the next few days.</td>
<td>A. Thank you, nurse.</td>
</tr>
<tr>
<td>2. That's too bad. I'll just put this over here for now. Can I get you anything?</td>
<td>B. That's alright. I think a cup of tea and a warm blanket should help.</td>
</tr>
<tr>
<td>3. Certainly, I'll get you a cup immediately. Would you like black tea or peppermint tea?</td>
<td>C. Can I have a cup of tea?</td>
</tr>
<tr>
<td>4. Let's get you feeling better Mr. Adams! Is there anything else I can get for you?</td>
<td>D. Horrible! I can't eat anything! I just feel sick to my stomach. Take the tray away.</td>
</tr>
<tr>
<td>5. I'll be back as soon as the tea is ready. If you need anything please press the call button</td>
<td>E. Peppermint, please. Do you think I could have another blanket? I'm so cold.</td>
</tr>
</tbody>
</table>

It's Time to Communicate

A. MAKE A CONVERSATION BASED ON THE CLUES BELOW!

1. Greet your patients
2. Introduce yourself
3. Ask how to address your patient
4. Offer something to your patient
5. Ask your patient to press the call button if he needs something
6. Say goodbye

B. ACT IT OUT!

Make an imaginary conversation focused on introducing yourself to a new patient.
Introduce yourself in front of your friends before doing activities below:

a. Checking blood pressure
b. Giving a shot to a young patient
In The Patient’s Room

Before You Start

Look at the pictures below!

1

2

3

♦ What are the nurses doing in the pictures?
♦ What will they say to the patients?
♦ What kind of tools they need to do the activities? See the pictures below!

List of Vocabulary

Sphygmomanometer

Syringe

IV bag

Drip chamber

Stethoscope

Thermometer
There are 2 kinds of imperative:

Positive:
(a) Sit here
(b) Take a deep breath

Negative:
(a) Don't tense up
(b) Don't move

In the negative form, “don’t” precedes the simple form of the verb.

The pattern of imperative sentence:
Verb (simple form) + Object

(Taken from *Longman English Grammar*)

Study these expressions!

<table>
<thead>
<tr>
<th>Polite ways when giving orders:</th>
<th>Nurse Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>✦ Would you________, please?</td>
<td>• OK, fine. That’s it.</td>
</tr>
<tr>
<td>✦ Would you sit here?</td>
<td>• Fine/Good</td>
</tr>
<tr>
<td>✦ Could you____________?</td>
<td>• All is done</td>
</tr>
<tr>
<td>✦ Could you show me your arm?</td>
<td>• Finished</td>
</tr>
</tbody>
</table>

Let’s Learn
Choose a suitable expression for each picture!

<table>
<thead>
<tr>
<th>Choose a suitable expression for each picture!</th>
<th>Open your mouth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Roll your sleeve</td>
</tr>
<tr>
<td></td>
<td>Lie down</td>
</tr>
<tr>
<td></td>
<td>Don’t move</td>
</tr>
<tr>
<td></td>
<td>Show your wrist</td>
</tr>
<tr>
<td></td>
<td>Take one</td>
</tr>
<tr>
<td></td>
<td>Be careful</td>
</tr>
<tr>
<td></td>
<td>Don’t worry</td>
</tr>
</tbody>
</table>

Let’s Move On
Do It Yourselves

A. Listen to the following passages and fill in the blanks

Nick is a fourteen year old boy, who has to stay at the hospital due to bad cold.
Some nurses come into his room.
Nurse : Good afternoon, Nick. How is your ________ today?
Nick : I'm fine.
Nurse : Ok now, I'm going to give you a shot. ______ ______.
Nick : Sure.
Nurse : ______ ______ your arm. I'm going to swab your arm with alcohol. It might be cold.
Nick : Alright
Nurse : ______ ______ ____. ____ still and _____ ______ _____
Nick : I'm sorry, I don't like shots.
Nurse : This is going to hurt a little. (the nurse administers the immunization)
Nick : Ok, that didn't hurt so badly.
Nurse : Do you feel any tingling or numbness?
Nick : I don't think so.
Nurse : All done. ___________ for a few minutes.

(Taken from www.medicalenglish.com)

B. Listen to the recording and put the positive and negative imperatives in the right column

<table>
<thead>
<tr>
<th>No</th>
<th>Positive Imperatives</th>
<th>Negative Imperatives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

C. State whether the statements are True (T) or False (F)

( ___ ) The nurses are trying to take the patient's blood pressure
( ___ ) The nurses ask the patient to unbutton her sleeve
( ___ ) The patient feels a little numb after being shot
( ___ ) The nurse ask the patient to not to move
( ___ ) The patient finds that being shot is really painful
**D. Work in a group of three people. Toss a coin to move.**

- **Number**: move one square
- **Picture**: move two squares

<table>
<thead>
<tr>
<th>When you want to count patient's pulse?</th>
<th>Caution!!! Move 3 steps backward</th>
<th>When you want to check the patient's respiration?</th>
<th>When you want to measure the patient's temperature?</th>
</tr>
</thead>
<tbody>
<tr>
<td>When you want to help the patient's to take a bath?</td>
<td>When you want to measure the patient's blood pressure?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When you want to change the patient's bandage?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When you want to insert thermometer into the patient's anus?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>START</td>
<td></td>
<td>FINISH</td>
<td></td>
</tr>
</tbody>
</table>

**WHAT IS THE FIRST THING YOU SAY??**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Caution!!! Move 4 steps backward</td>
<td></td>
</tr>
<tr>
<td>When you want to give an injection?</td>
<td></td>
</tr>
<tr>
<td>When you want to give medicines to young patient?</td>
<td></td>
</tr>
</tbody>
</table>

**It's Time to Communicate**

Work with a partner. Make and practice the dialogue according to the situations below:

- Measuring the patient's temperature
- Giving an injection
- Checking patient's respiration
- Measuring the patient's blood pressure
- Helping a patient to go to the bathroom
IN THE EXAMINATION ROOM

UNIT 3

Before You Start
Let’s Learn

Study these expressions!

Questions to ask check patient’s condition:

- What’s your problem?
- What’s the matter?
- How are you feeling today?
- What’s troubling you?
- What’s your chief complaint?
- Show me where the location of your pain?
- Where is the pain?
- Do you feel pain in your (part of body)?

Questions to ask / check patient’s condition:

- I have a slight/terrible HEADache
- BACKache
- TOOTHache
- EARache
- STOMACHache
- I have a sore throat
- a sore eye
- a sore knee
- a sore muscle
- I cut my finger
- a cough
- a cold
- a temperature / fever
- I feel dizzy
- sick
- unwell
- itchy
- in bad
- I sprained my ankle
- I broke my leg
- arm etc
- I suffer from cancer
- diarrhea
- diabetes
- I cut my finger
- head
- hand

How to report patient’s condition:

He complains about (health problems)

- a runny nose
- a headache
- a sore muscle
A. Match the vocabulary with the meaning!

- pain _______ a. state of tiredness
- rash _______ b. great discomfort
- pimples _______ c. fibers
- fever _______ d. back of the mouth
- swollen _______ e. small lumps or marks
- spots _______ f. desire to eat
- appetite _______ g. red spots on the skin
- throat _______ h. larger and rounder
- lassitude _______ i. small spots on the face
- nerves _______ j. high temperature

B. Listen to the conversation and fill in the blanks!

A young patient is suspected of having measles.

Doctor : What’s his complaint, nurse?
Nurse : ________________________(1)

Doctor : Other symptoms?
Nurse : Yes, (2) __________________

Doctor : What’s your diagnosis?
Nurse : (3) _______________________

Doctor : Is there (4) ________________?
Nurse : Yes, a bit on his face

Doctor : Well, let’s check his condition.
Nurse : Certainly, Doctor.
Do It Yourselves

What's troubling them?

It's Time to Communicate

A. Study the patient's card and determine the illness!

Patient 1

Name: Jessica
Age: 13
Symptoms: a fever, a sore throat, painful swallowing, runny nose, terrible headache.
Group A: Her name is Jessica
She is 13 years old
She has a fever and a sore throat.
Her throat hurts when she swallows.
She also has runny nose and terrible headache

What kind of illness does she seem to have?

Group B: She may have influenza

B. Divide the class into two groups (Group A and Group B) and practice the conversation above using these cards

Patient 1

Name: Jenny
Age: 10
Symptoms: fever, headache, muscle and joint pains, and morbilliform skin rash.

Patient 2

Name: George
Age: 11
Symptoms: mild fever, backache, headache, sore throat, a rash (red spots), blisters filled with fluid.

Patient 3

Name: David
Age: 11
Symptoms: Soreness or swelling glands, fever, sore muscles, loss of appetite, headache, earache.

Patient 4

Name: Peter
Age: 12
Symptoms: pain and tenderness along the nerves path, a rash of pimples along the back.