

CHAPTER I

INTRODUCTION

In this chapter, the researcher describes the background of the study, formulation of the problems, objectives of the study, significances of the study, and specification of the expected product. Each part will be discussed as follow.

A. Background of the Study

Indonesia has produced a significant numbers of nursing schools. According to Gunawan (2016: 8) the latest information from the Directorate General of Higher Education, MoEC, is that there are 733 nursing schools consisting of 368 schools provide a vocational nurse training, and 385 provide professional nurse training, that represent a large increase over previous years. It is expected that these nursing schools producing a huge number of nurses is able to fulfill the need of society in Indonesia. But, as the matter of fact, nursing shortage is still happening in Indonesia, in terms of unfulfilled position. Gunawan (2016: 8) added Minister of Health (MOH) estimates that the needs of nurses were 87,874 nurses of 118,788 health workers were needed at hospitals; and an estimated 10,146 extra nurses are needed at primary health care level.

Munir (2013: 52) stated that In USA, the Health Resources and Services Administration (HRSA, 2002) Bureau of Health Professionals projected a huge disparity between supply of nursing graduates and the demand for nurses in US health facilities from year 2000 to 2020. According to Tan (2005) in

Munir (2013: 52) United Kingdom, Ireland, the Netherlands and other European countries also need 50,000 nurses a year. Middle East countries are in dire need of experienced nurses. Austria and Norway have also announced their need for foreign nurses. Even Asian countries need nurses. Japan has opened its doors to foreign nurses last 2005. From those data, nurses really needed both in national and international working place. Although, the quality of nurses in Indonesia still in lower level that unfulfilled the requirement position.

According to Wanda (2007: 2) Sixty percent (60%) of nurses who work in hospitals have graduated from the *Sekolah Perawat Kesehatan* (Pusat Pendidikan Tenaga Kesehatan, 2000). The national organization for nurses (Indonesian National Nurses Association, INNA 2010) claimed 500,000 nurse members, and they comprise 60% of the health personnel in the country. Those considered nurse professionals in Indonesia are the graduates from a 1-year professional nursing course after a 4-year Bachelor of Science in Nursing (BSN) program, the *Sajana Keperawatan* (S.Kep). According to Mufti (2009) in Munir (2013: 53) the Indonesian nursing curricular program starts with the 3-year Diploma III in Nursing, the graduate moves on to another year to earn the BSN or S.Kep degree, further enroll in a 1-year Professional Nursing (Ners) program. He added nursing graduates lack the capacity to speak and write in English, so it is very hard for them to pass international employment qualifying examinations like the IELTS, TOEFL and NCLEX, which are given in English (Mufti, 2009). Suwandono (2006) in Munir (2013: 53) stated

that “Nurses do not have enough experiences with modern hospital instrument and international nursing procedures”. The variations in educational background impact upon the standard of nursing care provided to Indonesian citizens. Hence, the government and stick holder in Educational have to prepare materials and teaching method which appropriate with the students’ need in nursing skill program.

Nowadays, competence in English has become an urgent need for nurses who are involved in medical services. In addition, today, Indonesia has to face ASEAN Economic Community (AEC) as a big challenge for ASEAN member countries. It is also considered that AEC will be the answer of nursing shortage issue. Although the concept of free flow of labor is made for skilled labor only, it will be two perspectives to face. According to Tan (2005) in Munir (2013: 51) Filipino overseas workers including health care professionals working at the International labor market, contributed significantly to Philippine’s socio-economic development. Filipinos who are working in foreign lands, to some extent have improved the socio-economic lives of their families, since in 2004 alone, these international Filipino workers remitted to the Philippine’s economy, 8.5 Billion US Dollars. Otherwise, the lack of skilled nurses in the country especially Indonesia will be the negative side, which may impact to nursing outcomes and severe nursing shortage in the country. However, AEC will gradually happen and nurses need to think and prepare maximally, particularly in nursing education, standard of competency, national licensure examination, culture, and English as a tool of

communication in order to study, work, and collaborate each other among ten ASEAN countries.

In this research, the researcher focuses on the senior high school level especially in vocational high school which learns English as specific purposes. Medical Department is one of the departments in Vocational School. The department also prepares the learners to compete in medical services especially in nursing field. English is one of the compulsory subjects that have to be taught for vocational high school. As stated in the Rule of Minister of National Education No. 22 year 2006, English is an adaptive lesson which is aimed at preparing the students with English communication material context which is needed for their skill program in written or spoken form. Consequently, the teachers should plan, conduct, and manage the learning of English in order to meet their specific needs. SMK Citra Semesta Indonesia Yogyakarta is one of the vocational high schools in Yogyakarta that focuses on medical subjects which have two major programs, pharmacy and nursing. Nursing skill program become the last choice by the students after they are not accepted in the pharmacy program, despite the input of nursing skill program is higher than the pharmacy program.

According to Sheldon (1988: 237) the foreign or second language textbook is a key component in language programs for the dominant role it plays. It is regarded as “the visible hearts of any ELT programme” and “an almost universal element of ELT teaching” (Hutchinson and Torres, 1994: 315). Recently, there are many English course books for the students of

vocational high schools. Some books that are often used by English teacher are Global Access, English for Vocational High School, Interchange, and Get Along. Each of them promotes different approach and also interesting topic and display. Although there are many course books published with different kinds of approach offered, language practitioners should choose the best and standard books based on the students' need. According to Cunningsworth (1995: 15-17) there are several guidelines for standardize course books used in the classroom. First, course books should correspond to learners' needs. Second, course books should reflect the uses (present or future) which learners will make of the language. Third, course books should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid method. Fourth, course books should have a clear role as a support for learning.

By doing the observation and informal talk with the English teacher, it was found that in this school only used one book which designed by LP2IP Yogyakarta for all skill programs. The book is "English for Vocational Schools" which has three levels; novice, elementary, and intermediate. The novice level was designed for first grade, elementary level for second grade, and intermediate level for third grade. This book has a series, book A and B for every level. Each series designed for one semester. But the teacher only used one series (book A) in all classes, included nursing class, because every book has many materials which should be learn, but the students cannot reach them all in two semesters. Based on analysis on this book, it is found that the

input text and language context has not matched with the nursing skill program, the content used English in general topics and the language are very high for the students' level of English in grade X of English for nursing class in SMK Citra Semesta Indonesia Yogyakarta. The teacher finds some difficulties in using the book, so they make focus learning material and drilling vocabulary in the first meeting. It becomes the reason why the students of nursing skill program, especially in English for nursing class need additional specific English learning material in more simple content which can guide the students to improve their English. The following are the teachers' statement about the use of existing book in the classroom.

“Untuk bukunya kita pake English for Vocational School dari LP2IP. Ini ada dua seri buku A dan B untuk kelas X selama 2 semester, tapi kita cuma pake buku seri A saja itu sudah banyak materinya untuk siswa.”

Interview 1

“Siswa masih sulit mengartikan kosakata dan tenses-nya masih kurang, kadang siswa juga suka masih bingung dengan direction dari buku, jadi mereka masih sering butuh bimbingan dari guru untuk memahami materi dan soal-soal dari buku.”

Interview 2

“Dari tingkat kebutuhan anak yang saya ajarkan terlebih dahulu adalah focus language nya dulu, jadi sudah saya kondisikan seperti itu supaya mereka tidak kesulitan untuk memahami isi buku ini. Kalau untuk bukunya, pada awalnya saya belum langsung masuk buku ini. Buku ini aja saya baru masuk Bab I meskipun mereka sudah masuk 3 bulan, karena saya tidak mau masuk sebelum mereka paham dasar-dasar bahasa inggrisnya dulu. Kalau saya ikuti sesuai prosedurnya memang nanti buku bisa cepat selesai diajarkan, tapi kan percuma kalau mereka akhirnya tetap tidak paham dengan yang sudah diajarkan.”

Interview 1

Based on deep interview with English teacher of nursing skill at SMK Citra Semesta Indonesia Yogyakarta, vocational high school students need a

good competence in English, because this competence is much needed for them in the work field. The students of grade X in ESP class have high motivation in learning English, and they need specific learning material in English based on their needs and need more emphasizing in integrated English skills especially speaking skill. Speaking skill must become the priority in nursing program, because in the work field, they will take care the patients and help them to explain the doctor's prescriptions. ESP class has an English syllabus from English teacher community or Indonesian teachers usually called *Musyawarah Guru Mata Pelajaran* (MGMP) and LP2IP Yogyakarta. The following are the teachers' statement about the supplementary book which will develop.

"Iya bagus mb kalau ada buku tambahan yang sesuai jurusan, apalagi kelas X dan XI itu kan mereka besok ada PI (Praktek Industri) bisa membantu mereka kalau magang di rumah sakit Internasional mereka bisa berkomunikasi pake bahasa inggris dengan pasiennya."

Interview 2

In this case, a teacher has a responsibility to facilitate students in learning in the classroom. As someone who knows well what students need in learning process, a teacher has a right to take a decision about teaching materials which will be presented to the students, teaching methods in the classroom, and evaluation that will be had by the students. Thus, if teachers find that existing materials do not fulfill their students' needs, they should develop the teaching materials in order to meet the students' need; particularly for students of Vocational School because of a certain vocation that they focus on.

Based on the description above, it is necessary for the researcher to propose possible solution which may bridge the gap between the general English curriculum offered in vocational high school and the needs of students for their future careers. Therefore, the researcher is going to develop a supplementary English material based on Project-based Learning for nursing students of medical department of SMK Citra Semesta Indonesia Yogyakarta to compile a set of materials that is relevant to students' needs. This research topic was conducted by Simpson (2011) Integrating Project-based Learning in an English language tourism classroom in Thai University and Souliman (2014) Effectiveness of Project-based Learning strategy on IX graders' achievement level & their attitude towards English. Although, in this current research use Project-based Learning method to design supplementary English book for nursing program in vocational school context. Moreover, this supplementary book will guides the students to make some individual or group projects using English for nursing program in real situation based on the topic given. This supplementary book will be developed based on the concept in integrated skills, English for Specific Purpose procedures, PBL, and supplementary material. The instructional project book can accompany the other learning materials for students to have independent learning and make a compilation between students and the teacher.

B. Formulation of the Problems

Based on the background above, the researcher formulates the following problems:

1. What is the quality of the existing English course books used in tenth grade students at SMK Citra Semesta Indonesia Yogyakarta especially in nursing skill program?
2. How is the Supplementary Project book for nursing skill program of tenth grade students at SMK Citra Semesta Indonesia Yogyakarta by using Project-based Learning develop?

C. Objective of the Study

The researcher determines the objectives of this study as follows:

1. To investigate the quality of the existing English course books used in SMK Citra Semesta Indonesia Yogyakarta.
2. To develop Supplementary Project book in SMK Citra Semesta Indonesia Yogyakarta.

D. Significances of the Study

The result of this study is expected to obtain theoretical and practical significant benefits as follows:

1. Theoretically

- a. A good contribution toward English teaching and learning
- b. A reference for teachers in learning and teaching process
- c. A development of teaching quality
- d. Encourage other researchers to develop the same kind of research

2. Practically

- a. Medical Department Teacher

The Medical Department Teacher will be able to develop with an English module that is suitable with learner's need. In the teaching and learning process the teacher will use this material designed and it will make them to teach easier.

b. The material designers

The material designers get more knowledge how to design English material, especially English for Nursing skill program.

c. SMK Citra Semesta Indonesia Yogyakarta

The output of this research will increase the quality of this school in the future.

d. Other researcher

This research will give contribution for further research studies on developing English material with different groups of learners.

E. Specification of the Product

Setting out the formulations and the objectives of this study, the researcher hopes that the new product of Supplementary Project book for nursing skill program of tenth grade students at SMK Citra Semesta Indonesia Yogyakarta has some specifications as follows:

1. The Supplementary Project book is integrated English skills book which has some interactive projects to make the students active in the classroom.
2. The Supplementary Project book is an instructional project book which guides the students to make some individual or group projects using English for nursing program in real situation based on the topic given.

3. The Supplementary Project book used Project-based Learning approach which can be a good guidance for learners to create meaningful communication when they are in work force.
4. The Supplementary Project book can accompany the other learning materials for students to have independent learning.

F. Thesis Organization

Thesis organization is given to the readers so that they can easily understand the content of the research. In this research, the writer organizes it into five chapters.

Chapter I is introduction. It explains the historical background, why the research is being conducted. In this chapter, the problems, questions, objectives, as well as the significance of the study are also formulated.

Chapter II is review of related literature that consists of previous study and underlying theories that consists of English for Specific Purposes, Project-based Learning, and Material Development.

Chapter III tells about the methodology of this research which consists of Research Design and Research Procedure which has two stages, namely exploration stage and developing stage.

Chapter IV is research finding and discussion about the findings of the objectives written in the formulation of the problems. This chapter focuses on describing the research finding on the exploration and development stage based on the available data.

Chapter V deals with conclusion, pedagogical implication, and suggestion.