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Scheduled Language Training Program in Relation to Learners' English Mastery

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ABSTRACT

Scheduled Language Training (SLT), a program of ESP based on Indonesian context, is a one-hundred hour English teaching program designed for nursing students planning to get Nursing Certificate. One of the requirements to be certified nurses is that they need to take English training program to improve their English mastery. Though the program largely focuses on English productive skill, speaking, the study of two language skills, listening and reading and one language aspect, structure is also included. This paper aims at describing the role of SLT in relation to improving the ability of nursing students to perform their productive skill of English language performance. The main objectives of the study are actually to find out to what extent SLT could improve their English language mastery based on the result of their written and oral tests, and to compare whether or not there is correlation between their scores of written test in the form of paper-based TOEFL and those of oral test (speaking). The data obtained from pre-test and post test of speaking skill and paper-based TOEFL showed that there is a significant difference between the average score of both tests. In addition, there was a positive correlation between the results of both written and oral post tests. From the questionnaires given to the learners, there was positive comment in which they supported the program of SLT as it is beneficial to improve their English skills within a period of time.

Introduction

The use of English language has been worldwide as a means of communication in a variety of settings including a workplace. The demand of English in a workplace could not be avoided in the era of global market in which people could get access to work everywhere in most countries. Indonesia for example has made some links with some countries in the world to allow its people to work for different kinds of vocational jobs. Based on the data in 2011 there were 20 big countries which Indonesian government have put its manpower so called TKI, Tenaga Kerja Indonesia to work (BNP2TKI, January 2012).

Because of global market, it is logic that Indonesian students may have an interest to work in a foreign country as soon as they finish their college or higher learning institution to earn not only high income but also experience. In 2008 for example, Indonesian sent 208 nurses to work in Japan through BNP2TKI. BNP2TKI, the National Board of Protecting and Putting Indonesian Manpower, not only is a representative organization for Indonesian manpower planning to get a job overseas but is often appointed to make MoU (Memorandum of Understanding) with destination countries in the world. Japan is one of the countries having Government to Government (G to G) program based on MoU agreement with Indonesia for manpower.

Furthermore, English nowadays has become one of the requirements for job acceptance and job promotion. For example, PERTAMINA, National Oil and Gas Company of Indonesia, requires TOEFL

score of at least 500 for Senior Analyst Power Generation - Gas & Power recruitment (<http://pertamina.com/recruit/DetailLowongan.aspx?d=%C3%B7%C3%BB%C3%B7>). It is often found that Indonesian employees fail to occupy job position or manpower or are not accepted to work in huge foreign companies or institutions or even big local companies because of English mastery. They are unable to complete the minimum English requirement required by the institution. Based on the brief discussion above, therefore, educational institutions (particularly higher education learning) need to offer their students to take foreign language studies such as English within a period of time as included in the curriculum of the study program. The following is about the discussion of Scheduled Language Training (SLT) program implemented to the Nursing students of Faculty of Medicine of Sriwijaya University. The term 'students' has been adopted instead of 'learners' as stated in the above topic. Besides, SLT program discussed here is more likely to be based on Indonesian context.

An Overview of SLT

SLT program is a one-hundred teaching-hour English training project scheduled for a particular purpose and is designed for a particular field of study. The program is also considered as a part of English for Specific Purpose (ESP) since its users are university nursing students as previously mentioned. Hutchinson (1987) divides ESP into three branches: English for Science and Technology (EST), English for Social Science (ESS), and English for Business and Economics (EBE). The branch of ESP taught to the nursing students here is perhaps a part of English for Science and Technology or particularly much under English for Occupational Purpose (EOP). Though nursing students are under the Nursing Study Program of Faculty of Medicine, the implementation of SLT is not under the supervision of the faculty concerned, meaning that it is conducted by an independent English learning centre at the same institution.

Application of SLT

Generally, before identifying the target needs of SLT, it is necessary to learn who the users or learners of SLT are, and in what level of English they are included. Again the SLT users discussed are the nursing students planning to get nursing certificate in order to become professional certified nurses or another term called registered nurses at the study program concerned. A registered nurse is a nurse who has graduated from an accredited nursing program, has passed the state examination for licensure, and has been registered and licensed to practice by a state authority (Medical Dictionary: .One of the requirements to be certified nurses is that they need to take English class or training to improve their English mastery. The students are requested to learn more English so that they could go globally after completing their studies meaning they could work overseas or at least work in a promising workplace where a foreign language such as English can be used as a means of communication.

a. Target Needs

SLT program is a project conducted by Language Laboratory of Graduate School, Sriwijaya University for nursing students of Nursing Study Program of Medical Faculty, Sriwijaya University in the academic year 2011/2012. The students had already completed their undergraduate studies so their level of English mastery was about intermediate since they have already taken English class for two semesters as included in the curriculum of the Nursing Study Program, so in this case, it is assumed that their level of English mastery is not primary anymore. In other words, they have already owned enough basic English mastery such as English tenses, grammar used for everyday conversation, reading comprehension, etc.

Speaking skill is the first priority of the SLT target needs as the students need to perform their English mastery orally to their future customers as nurses. The target need, speaking, here is in line on the program designed by Miguel et. Al (2006:268-274) in which it consisted of early identification of students in need of communication development. Besides, since one of the requirements of Sriwijaya University

states that the students must have required TOEFL score (at least TOEFL prediction) before they graduate, language skills such as listening, reading and language aspect, grammar are also included in the target needs of SLT program. In Indonesia English is taught as a foreign language in which it is not as a medium of instructions or for daily communication. Therefore, the minimum requirement of TOEFL score to achieve by nursing students is 450, and this is fair enough for non English study program students. To summary the target needs of SLT program, let's have the following table. The table also contains the portion of teaching hours for each language skill or aspect to be taught in percent.

Table 1 Target Needs of SLT

No	Basic English Level of Learners	Language Skill/Aspect Taught	Number of Teaching Hours	English Target Needs
1.	Intermediate – pre advanced	Listening	20	TOEFL
		Reading	15	
		Grammar	25	
		Speaking	40	Oral Presentation

Again SLT program is a project that consumes one hundred teaching hours, so the portion of teaching hour of each English skill or aspect is varied. From the table above speaking skill ranks number 1 taking the most teaching hours of all since it is assumed, as mentioned above, that the SLT users, in this case nursing students, will communicate a lot in their future workplace as nurses meeting patients and other medical staff. In the United States of Department of Labor Bureau of Labor Statistics (December 2009), it has been mentioned that one of the duties of Registered nurses is treating and educating patients. When this happens automatically oral communication will certainly exist. The interaction between nurses and patients will occur every single time they meet. Nurses do such things as visiting patients, assessing patient health problems and needs, advising them and so on. These activities all require communication. Reading takes the least teaching hour as it has been taught for a long term of their studies starting from their primary school until their university.

b. Material Selection

Material selection of SLT is one of the components in language teaching that should be considered. Whether or not the target needs of SLT are achieved can also be identified by whether or not the materials chosen reflect the target needs. Target needs should reflect the material means that what students learn can be used in the future in their profession, here related to the nursing. Since the target needs of SLT are TOEFL and oral presentation, the materials of English are likely to be more academic English. However, although academic, the materials for listening, reading, and grammar are not fully related to the students' field of study but should refer to TOEFL preparation materials most available in the public. On the other hand, oral presentation should be academic and related to the students' field of study.

The choice of the material for oral presentation is free based on the student's interest as long as related to their discipline. In oral presentation section, atonomous learning seems to be amphasized and gives advantage as the students are responsible for their own learning outcome. Autonomous learning can be defined as a habit of mind, expressed through a range of activities and skills, acquired and developed though practice (Crome, Farrar, and O'Connor, 2008). Besides, Douglas (2007:130) mentions that "autonomy learning is allowing learners to do things like initiate oral production, solve problems in small groups, practice language forms in pairs, and practice using the language outside of the classroom." In this program

each student did autonomous learning individually by selecting a topic of his or her interest. They learnt the topic, gave a summary and presented it orally. The following is a list of some topics of oral presentation adopted and presented by the students.

Table 1 Topics of Oral Presentation of SLT

No.	Topics	No.	Topics
1.	5 Exercises to Work Your Whole Body in Only 15 Minutes	2.	How to Measure the Blood Pressure Correctly
3.	Acute Pulmonary Infection	4.	Hypertension
5.	Baby Gym	6.	Massage for Infant
7.	Body Temperature Measurement	8.	Moleculare Muscle
9.	Brain Gym	10.	Myopia
11.	Burn Wound	12.	Needs of Rest and Sleep
13.	Card Pulmonary Resusitation (CPR) for Laypeson	14.	Non pharmacologic management to decrease pain baby
15.	Compress Lemon Extract can Decrease high body temperature	16.	Nursing as a Profession
17.	Crying Is One of the Drugs Stress	18.	Personal Hygiene
19.	Dangers of Drinking Iced Tea	20.	Quality of Honey for Skin
21.	Dengue Hemorrhagic Fever	22.	Six Facts About Injectable of Vitamin C
23.	Five Heart Disease Prevention	24.	Sleep Disorders
25.	Hand Washing Technique	26.	The Stress Management and Health Benefits of Laughter
27.	Have You got breakfast this morning?	28.	The Ways to Increase the Quality of Baby's Brain
29.	How to Measure Pulse	30.	Typhoid Fever

Improving learners' English speaking is not such an easy job for Indonesian learners since it is not spoken in their everyday life. It is logic when people speak English, they understand but are unable to speak out or give response. Moreover, the aim of teaching English in Indonesia generally focuses on more reading hoping that learners could understand English when they read any kind of information written in English. Smahillah says, "In Indonesia the limitation in mastering English is influenced by learned reading and just focused on just how students read and try to translate."

Objectives of Study

From the previous target needs of the study of conducting SLT program, there are three main objectives to find out:

1. To what extent SLT could improve their English language mastery based on the result of their written and oral tests,
2. To compare whether or not there is a correlation between students' scores of written test in the form of paper-based TOEFL and those of oral test (speaking), and
3. To know the students' impression toward the SLT program.

The Result of SLT Program

There were 60 students taking SLT program in October 2011, and they were divided into 3 classes (A,B, and C). There was no other specific rule of putting each individual in the class, so the division of class was based on their students' number. However, to find out the previous objectives all students were given both pretest and post test of both TOEFL in the form TOEFL prediction and speaking in the form oral presentation.

The procedures as well as the scoring criteria for written test followed the general ones appeared in TOEFL. Meanwhile, the speaking test was in the form of free oral presentation topic related to health. The criteria of scoring speaking test were based on four elements, fluency and coherence, pronunciation, sentence structure, and vocabulary.

From the data analysis using paired sample t-test, the scores of pre-test and post test of speaking have p-value 0,000 which was less than 0,0. This means there was a significant difference at the 99% of confidence as shown in the following table figure.

Figure 1 Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest speaking score - Post test speaking score	-3.05000	2.32470	.30012	-3.65053	-2.44947	-10.163	59	.000

Similarly, from the figure below the scores of pretest and post test of TOEFL also have a significant difference at the 99% of confidence in which the p-value is 0,000 less than 0,01.

Figure 2 Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest toefl score - Post test toefl score	-60.78333	32.17278	4.15349	-69.09444	-52.47222	-14.634	59	.000

Furthermore, TOEFL scores have significant correlation with the ones of speaking at the 99% of confidence as indicated in the following figure. In short, there is a positive correlation between written test and oral test.

Figure 3 Correlation between TOEFL and Speaking Score

		toefl score	speaking score
toefl score	Pearson Correlation	1	.522(**)
	Sig. (2-tailed)	.	.000
	N	60	60
speaking score	Pearson Correlation	.522(**)	1
	Sig. (2-tailed)	.000	.
	N	60	60

** Correlation is significant at the 0.01 level (2-tailed).

Meanwhile, from the data of questionnaires distributed to the respondents (students), it was found out that they fully supported the application of SLT. From the figure below most respondents relatively agreed to the positive statements of SLT program (68.3 % agreed, 30% strongly agreed, 1.7% fair, and 0% disagreed and strongly disagreed), so they got impressed by the presence of the SLT program as to increase their English mastery.

Figure 4 Percentage of students' response of SLT program

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid sda	0	0	0	0
da	0	0	0	0
f	1	1.7	1.7	1.7
sa	18	30.0	30.0	31.7
a	41	68.3	68.3	100.0
Total	60	100.0	100.0	

Note:

sa = strongly agree a= agree f=fair da= disagree sda=strongly disagree

Conclusion

SLT program is an English learning project with one hundred teaching hours based on Indonesian context. The program gives great benefits to improve English mastery of Nursing students planning to be certified nurses. The result of two different tests TOEFL and oral presentation showed that there was some improvement of students' English mastery. Positive correlation between the result of TOEFL and that of

speaking test and positive response of the students on SLT program could become indicators that SLT program gave benefits to the improvement of students' English mastery. It is advisable if SLT program also be applied to other ESP users in a university or higher learning institutions other than nursing students.

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CERTIFICATE

This is to certify that

MUSLIH HAMBALI

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PROGRAM STRUCTURE

The 9th National JETA Conference and Workshop

NO	TOPIC	TIME ALLOTMENT
1	Paper Presentation (Plenary) <i>Teaching Material Development (Linda Mary Hamington , National Institute of Education, Singapore)</i>	2 hours
2	Paper Presentation (Plenary) <i>Developing Teacher's Professional Competence (Joko Priyana, UNY)</i>	2 hours
3	Paper Presentation (Plenary) <i>Reflective Teaching (David Kaye, Pearson)</i>	2 hours
4	Paper Presentation (Plenary) <i>Teachers' Evaluation (Ije Chotidjah, British Council)</i>	2 hours
5	Paper Presentation 1, 2, 3 (Parallel Session) ✓ <i>Teaching Material Development</i> ✓ <i>Action Research</i>	4 hours
6	Workshop ✓ <i>Classroom Action Research</i> ✓ <i>Reflective Teaching</i>	4 hours
7	Teaching Demonstration	2 hours
	TOTAL	18 hours


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