Patient's Complaint Jigsaw Card (PCJC) to Teach Speaking Skill For Second Semester Nursing Students

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ABSTRACT

English is one of subject taught for diploma 3 of nursing students. The problem is low speaking skill and students need improvement on the media to learn patient's complaint. The researcher combined Jigsaw method and card in teaching Patient's Complaint, called Patient's Complaint Jigsaw Card (PCJC). The research objective was to develop PCJC to Teach Speaking Skill for Second Semester Nursing Students. The researcher used simple random sampling. The subject of the research was the students of State Health Polytechnic of Malang (Blitar Campus) they were 25 students and 5 lectures. The technique of analyzing data used qualitative and quantitative. The qualitative data were taken from observation, interview, and documentations. The quantitative data were taken from online pre test, post test, speaking skill evaluation and behavior assessment. From the result of experimental trial, the product could improve students' speaking ability. There were increase between pre test and post test. P value of T-test was 0.001 which $< 0,05$. The result of students' and teachers' perception toward the use of developed product was strongly agree (students 91% teacher 86%). The result of behavior evaluation, students strongly agree (87%) that by playing PCJC it can change their behavior in their speaking skill.

Keywords: Jigsaw, Patient's Complaint Jigsaw Card (PCJC), Speaking Skill.

Background

English is one of subject taught for diploma 3 of nursing students. Based on the policy analysis of the curriculum of Diploma 3 Indonesia Nursing Education 2019, English for nursing is taught as many as 2 SKS. English is taught for nursing students in order that the students are able to master grammar, specific vocabulary, speaking, reading, writing and understanding references related to daily healthcare activities. In addition, students are be able to communicate in English in giving nursing care to the patients. One of media that can be used in teaching is instructional planned activity (1).

Based on the criteria of sites selection in November 2019, nursing campus of Poltekkes Kemenkes Malang (Blitar Campus) was being selected to be the research site. Based on the researcher observation, in teaching patient's complaint material, the teacher used Power Point (PPT) and videos to show the example of patient's complaint. There was no additional media used in the classroom. When the teacher showed the videos, there were some students not excited with the videos. They played their mobile phone instead of watching the videos. In

question and answer session, there were only around 3 – 5 students were active in answering and asking question in English at the class. It was obvious that the students highly needed more active classrooms with their interest of media. Based on the interview with the lecture and students, they shared similar problem and potency. The problem was the low of speaking skill and the potency was the active media for learning patient's complaint.

The result of the interview was also in line with the document result. Based on the document of student English speaking score, 28 students out of 54 students in total, achieved under standard minimum score of English (the minimum score was 75). Result of observation, interview and documentation, showed the same issues which were, the problem of low speaking skill and the potency of active media learning. Based on the policy, media shall be accompanied by instructional plan activity. In fact, the video was perceived not effective and accompanied by the instructional plan activity. There was highly possible to develop more active learning media. Looking at the interest of students in playing the gadget, an alternative media such as Jigsaw Card.

The one of the most effective collaborative learning techniques is the Jigsaw method. The principle that students have to work with each other and depend on each other to learn the material. Jigsaw approach and other methods for collaborative learning inspire students to engage in their own learning. In the jigsaw process, students can learn by working together and independently. This approach is beneficial because it encourages students to accept responsibility for learning something well enough to teach it to their peers. Students can learn more deeply from their fellow students as they teach it (2). To make it fun, interactive learning tool to students, active learning is achieved through the use of an educational card game (3). It made the researcher was excited to combine Jigsaw method and the use of card in teaching Patient's Complaint.

There were previous studies about how improving students speaking skills using Jigsaw Method. Jigsaw allowed students to interact more in English with their peers. Not only that, the interview with the students revealed that they are becoming more confident in English speaking (4). The implementation of jigsaw method got positive response from the students, but the students felt ashamed to discuss with their friend because they had limited vocabularies and afraid to make mistakes (5). This research has novelty in combining Jigsaw method and using of cards to study speaking of patient's complaint. Therefore, this research is expected can construct the theory of speaking media learning and support the development of speaking media learning. So, this research objective was to develop PCJC to Teach Speaking Skill for Second Semester Nursing Students. The use of card in jigsaw method could make students learn English easily. The card could be used as their guideline for their speaking.

Methods

This study's design was Research and Development (R&D). Research and Development is a research method used to test the effectiveness of a specific product (6). The researcher used simple random sampling. The subject of the research was the students of State Health Polytechnic of Malang (Blitar Campus) they were 25 students and 5 lectures. The technique of analyzing data used qualitative and quantitative.

The qualitative data were taken from observation, interview, and documentations. The quantitative data were taken from online pre test, post test, speaking skill evaluation and behavior assessment. The research procedures are as follows: 1) Foundational research or preliminary study: Data collection and finding potential, problem, and solution (phase I), 2) Design and development (phase II), 3) Expert validation and revision (phase III), 4) Kirkpatrick's evaluation model (phase IV), [7] 5) Expert evaluation and revision (phase V), 6)

Revision and producing final media (phase VI).

Results

Patient's Complaint Jigsaw Card (PCJC) Product
The result of product design was the hypothetical product and the form of a prototype product. The final media package consist of student's guideline, teacher's guideline and 75 cards. PCJC consist of 3 series. In each series, there are 25 cards which consist of 5 diseases. Series A are TBC, cough, influenza, asthma and Covid-19. Series B are diarrhea, gastritis, appendicitis, constipation, and stomatitis. Series C are stroke, hypertension, heart failure, varicose veins and anemia.

Expert Validation
The media expert validation have total score 271 of criterion score 315. It accumulated in percentage that was 86%. It was classified in good category. So, the design of PCJC is valid. The material expert validation have total score 206 of criterion score 255. It accumulated in percentage that was 81 %. It was classified in good category. So, the material of PCJC is valid.

The Implementation of Using PCJC
The flow of using PCJC inspired by Ten Steps of Jigsaw Discussion by Jigsaw Organization (8). The implementation of PCJC to teach speaking skill for nursing students are based on the procedure of using PCJC. First, teacher divide the students into five person Jigsaw Group. Then teacher choose a student from each group as the leader and divide the day's lesson into 5 disease. Each student is assigned one disease to study, and students are given time to read through their section at least twice and become acquainted with it. Make temporary "expert groups" by bringing one student from each jigsaw group together with other students who are studying the same disease. Allow students in these expert groups time to discuss the key points of their subject and practice giving presentations to their jigsaw community. Regroup the students into their jigsaw puzzle classes. Request that each student present her or his section to the class, then the other students practice the conversation with the partner. Encourage those in the community to ask clarifying questions. Observe the process as you move from group to group. If any group is having difficulties, please let us know. Send a quiz on the content at the end of the session. Students soon understand that these sessions aren't just for fun but also for learning.

The Result of Perception of the Product (Kirkpatrick's Evaluation Model Level 1)
There was no students disagree about the product and the answers were variant between agree and strongly agree. Then the researcher counted the Likert index, it was 91 % which means the students Strongly Agree in using the product. There was no teacher disagree about the product and the answers were variant between agree and strongly agree. Then the researcher counted the Likert index, it was 86 % which means the teachers Strongly Agree in using the product.

The Result of Students' Speaking Test (Kirkpatrick's Evaluation Model Level 2)
The researcher conducted the students' test that was pre-test and post-test. To know more detail the increase of students' speaking skills through pre-test and post-test. The tools to assess speaking skill used tools based on Finocchiaro and Sako (1983) in Armasita (2017). The categories are vocabulary, pronunciation, accuracy, and fluency (9). From the result of experimental trial, it showed that the product can improve students' speaking ability. There

were increase between pre test and post test. Another data mentioned that the result of paired sample t-test. P value was 0.001 which < 0,05. It means there is a significant influence on student values between before and after treatment.

The Results of Behavior Evaluation (Kirkpatrick's Evaluation Model Level 3)

The students' answer were variant between agree and strongly agree. It means by playing PCJC it can change their behavior in their speaking skill. There was no student disagree that PCJC can change their behavior. Then the researcher counted the Likert index, it was 87 % which means Strongly Agree.

Discussion

Combining Jigsaw method and the use of card in teaching Patient's Complaint can increase speaking skill for nursing students. The use of card in jigsaw method can make students learn English easily. The card can be used as their guideline for their speaking. The researcher also found that the previous study claimed that Jigsaw allowed students to interact more in English with their peers. Not only that, the interview with the students revealed that they are becoming more confident in English speaking.

The goal of this product-based research was to develop a suitable product. The result of this research was Patient's Complaint Jigsaw Card (PCJC) to Teach Speaking Skill for Second Semester Nursing Students. This research took place at State Health Polytechnic of Malang (Blitar Campus) and the respondents were 25 students and 5 lectures. A needs analysis was carried out in order to develop a suitable product, taking into account the needs of both students and teachers. Based on the analysis using triangulation method in preliminary study, it showed that the students and lectures need a media to teach patient's complaint. There are two aspect the result of the trial (pre-test and post-test) and students' response toward the use of PCJC. The result of trial that the students' speaking achievement was increased between pre-test (58%) and post-test (72%). The result of students' and teachers' perception toward the use of developed product was strongly agree (91% for the students, and 86% for the teachers). The researcher also conducted the behavior evaluation. The result of behavior evaluation, students strongly agree (87%) that by playing PCJC it can change their behavior.

From the result of experimental trial, it showed that the product can improve students' speaking ability. There were increase between pre test and post test. Another data mentioned that the result of paired sample t-test. P value was 0.001 which < 0,05. It means there is a significant influence on student values between before and after treatment. Due to Covid-19 outbreak, the trial product was done by online using Zoom application. During the jigsaw discussion, the students were very enthusiastic in participating the discussion using PCJC. Based on the evaluation by students and teacher, the using of PCJC will be more effective held by offline class, instead of the online class. But, the PCJC still can be used by online with the zoom as the platform. By using PCJC, the students had more chance in practicing their speaking. Based on Cook and Sittler (2008), in the jigsaw process, students can learn by working together and independently. This approach is beneficial because it encourages students to accept responsibility for learning something well enough to teach it to their peers. Students can learn more deeply from their fellow students as they teach it (2). The challenge of playing PCJC online was the unstable signal by some students. So the other students got difficulty to stay connected with them.

The result of the research can give benefits to the reader both theoretically and practically. This research will give contribution in speaking skill theory using the Jigsaw Card Model as the media and it will be specific for the speaking learning process for nursing students. This research can be learning tools to develop the skills of the researcher in making

learning media for nursing students in the nursing campus where she works. This research also can give a good donation to the campus especially in the Patient's Complaint Jigsaw Card (PCJC) to improve the quality and results of the learning on the material of English lessons. For teachers, Patient's Complaint Jigsaw Card (PCJC) can be used and develop further by teachers in English lessons, especially in speaking material. In addition, this study can be used to motivate the teachers to develop the model to be applied on the other material. For students, the results of this study can improve speaking student ability about patient's Complaint in the class. The students can also learn how to communicate with the patient easily with Patient's Complaint Jigsaw Card (PCJC) as their guideline. For other researcher, this study can be used as the reference for the other researcher in same material about using Patient's Complaint Jigsaw Card (PCJC).

Conclusion and Recommendations

The establishment of Patient's Complaint Jigsaw Card (PCJC) were based on the analysis of potential and problem and the data collection. The product design is done as a product "Patient's Complaint Jigsaw Card (PCJC)". The implementation of PCJC to teach speaking skill for nursing students are based on the procedure of using PCJC.

The result of trial that the students' speaking achievement was increased between pre-test (58%) and post-test (72%). The result of students' and teachers' perception toward the use of developed product was strongly agree (91% for the students, and 86% for the teachers). The result of behavior evaluation, students strongly agree (87%) that by playing PCJC it can change their behavior. Based on the result of experimental trial, it showed that the product can improve students' speaking ability. Another data mentioned that the result of paired sample t-test. P value was 0.001 which $< 0,05$. It means there is a significant influence on student values between before and after treatment. So the product have the properness and effective to use in teaching and learning process.

Acknowledgment

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