

# DEVELOPING ENGLISH IN NURSING I SYLLABUS FOR BACHELOR STUDENTS OF NURSING PROGRAM AT SUAKA INSAN HEALTH COLLEGE BANJARMASIN

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## Abstract

*English in Nursing is taught to Bachelor Students of Nursing Program at Suaka Insan Health College is served as English for Specific Purposes (ESP) is meant to prepare them to be good human resource in their future carrier. Hutchinson and Walter (1994:18) say that ESP is an approach to language learning, which is based on the learner's need. Therefore, knowing why the learner study English is the most important. As the researcher's experience to teach English in Nursing at Suaka Insan Health College, there was no research on developing English in Nursing I Syllabus. It was just developed based on the researcher's knowledge and experience. Sometime, the theme seemed too general, difficult and was not developed in integrated skill as ESP expected. That's why the researcher conducted the Research and Development to know what the students' need and develop it to English in Nursing I Syllabus. The procedures are to analyze the student's need, to describe the purpose of the syllabus, to select the syllabus type, to write the syllabus content, to validate the developed syllabus with the expert, to evaluate and revise the syllabus. The researcher did the research by having some interviews with other the senior nursing lecturers as the expert, the stockholder and also the alumnaes. Beside that some questionnaires were given to the students. The product of this research is English in Nursing I Syllabus for Bachelor Students of Nursing Program at Suaka Insan Health College Banjarmasin.*

**Key words:** English for Specific Purposes (ESP), English in Nursing Syllabus.

## 1. INTRODUCTION

Preparing human resource is important in global area. Preparing human resource means to supply the human resource with some skills which is useful and appropriate with their future carrier. To support this idea, English is given to the students to prepare them become good human resource in global area, even though they are not from English Department. In this case, the students study English which has correlation with their field. They study English as their necessity to develop their skill for their future carrier. In other word, they study English in Specific Purpose or ESP.

ESP is an important approach to teach English. Smoak (2003) defines that ESP is a form of English instruction through the fundamental of students' actual, immediate needs who must perform real life tasking, by not focusing on passing the examination or test in the end of the learning. His statement explains that ESP gives more about the real life and the actual need of the student communicatively and not focusing on the examination.

Furthermore, Hutchinson and Walters (1994:18) say that ESP is an approach to language learning, which is based on learner need. It means that knowing the reason why the learner study English is the most important thing. It can tell us what the learner's need to study English. By knowing the learner's need, it can help us to give the appropriate material and also use an appropriate approach in teaching learning process.

More detail, Harmer, J (1996:2) states that English for Special or Specific Purposes has been applied to situations where students have some specific reason to learn the language. Here, the students study English because they use English in their field, so they want to learn English which has correlation with their field or subject as the main reason.

So the principle of teaching ESP is student's immediate needs to learn English and doesn't have the target to pass the examination. The students study English just to get more skill in English which has correlation with their subject .

They study English just want to prepare their skill for their future carrier. By supporting English which they learn in ESP, it is hoped to help them to do their job in the future smoothly.

As we know teaching learning English needs a curriculum and then the curriculum is applied to the syllabus. Syllabus will guide the teacher to teach at English class. Syllabus describes what the student's need. Harmer, J (1996:27) states that the final shape of a syllabus may depend to a large extent on the needs of the students who are going to be taught.

So the student's need in the target language is the important thing in a syllabus. The student's need should be written in a syllabus and it also should be taught in ESP class. Briefly, a good syllabus should describe all the student's need to learn the target language.

Further more, Print, M (1993) defines syllabus is typically a list of content areas which are to be assessed. Sometimes the list is extended to include a number of objectives and learning activities. So Syllabus does not only describe what the student's need but also describe what the teacher should assess to the students.

Other opinion, Hutchinson and Water (1994:80) state a syllabus is a document which says what will (or at least what should be learnt). They also explained why syllabus is important in teaching learning process. The important thing of syllabus are:

1. Language is a complex entity. It cannot be learn in one go. We have to have some way of breaking down the complex into manageable units. The syllabus, in defining the constituent parts of language knowledge, thus provides a practical basis for the division of assessment, textbooks and learning time
2. In addition to its practical benefits, a syllabus also gives moral support to the teacher an learner, that it makes the language learning task appear manageable
3. A syllabus, particularly an ESP syllabus, also has a cosmetic role
4. Syllabus can be seen as a statement of projected routes, so the teacher and learner not only have an idea of where they are going, but how they might go there
5. A syllabus is an implicit statement of views on the nature of language learning
6. A syllabus provides a set of criteria for materials selection and/ or writing
7. Uniformity is necessary condition of any institutionalized activity, such as education
8. A syllabus provides a visible basis for testing

So there are some advantages when the teacher prepares and has syllabus before she teaches ESP classes.

### **Research Problems**

This research has two research problems. First, what problems do the bachelor students of nursing program at Suaka Insan Health College Banjarmasin have in studying English and How does the English lecturer develop English in Nursing I Syllabus for them.

### **Research Objectives**

The objective of this research are to identify the problems faced by bachelor students of nursing program at Suaka Insan Health College Banjarmasin and to develop English in Nursing I Syllabus for them through needs analysis.

### **Significance of the Research**

This research and development is expected to solve the problem encountered by the students to learn English by increasing the quality of ESP teaching in nursing program at Suaka Insan Health College Banjarmasin and to develop English in Nursing I Syllabus. In this case, English in Nursing I Syllabus should be appropriate form with their need and related with their nursing skill and their job in the future.

### **Specification of the Product**

The specification product of this research and development is English in Nursing I Syllabus for bachelor students of nursing program at Suaka Insan Health College Banjarmasin.

## **2. RESEARCH DESIGN**

This research is research and development, to conduct this research and development, the researcher follows the procedure of development which Yalden (1987) suggests, they are namely : (1) the needs survey, (2) description of purpose, (3) selection of syllabus type, (4) writing the syllabus content, (5) validating the developed syllabus with experts and (6) evaluating and revising the syllabus.

### **Needs Analysis**

English for Specific Purposes needs analysis. Richards (2001:51) says that the needs survey at ESP is sometimes called as need analysis. It is as a step to gather some informations about the learners' needs.

There is a target needs in needs analysis, according to Hutchinson and Walters (1994:55), they are necessities, lack and wants. First, Necessities is the type of need determined by the demands of the target situation. In ESP, it means the target language, that is English which they will use in their field and of course in their work place in the future. Second, Lack, it means that we must know what the students have already known about English in their field, so we can know what their lack of English. And the last is Want, it means what the student's expect about the result of studying ESP.

Jordan (1997) in Ratnah (2012) said that need analysis should be the starting point for devising syllabus, courses, materials and the kind of teaching and learning that take place.

It's clear enough that need a survey or need analysis should be done for the first time in teaching learning process, through need a survey or need analysis, the teacher will know what the student's need, lack and want and describe them into the curriculum, syllabus even the material.

### **Subjects of the Needs Analysis**

This need analysis involves a number of bachelor students of nursing program at Suaka Insan Health College who study English in Nursing I. There is only one class for English in Nursing I. The number of the students involved for this subject are 58 students. The students are gathered in one class and involved in need analysis. Beside that, the researcher also invited the senior nursing lecturers, the alumnae of Suaka Insan Health College who work at Suaka Insan Hospital as the nurse and also the stockholder for having some interviews.

### **Instruments of the Needs Analysis**

To conduct needs analysis, the researcher has 2 instruments. They are questionnaire and a set of interview. First, the questionnaire is given to the students who take English in Nursing 1, Semester 2 of bachelor students of nursing program at Suaka Insan Health College Banjarmasin. From the questionnaire the researcher knows the student's motivation to learn English as ESP material, what the student's difficulties in learning English, and their knowledge about why English should be taught for their study, English practices outside of the classroom and how the things related to their future job. Second, a set of interview is given to the senior nursing lectures who teach at Suaka Insan Health College as the specialist in this field, the alumnaes of Suaka Insan Health College who work at Suaka Insan Hospital and also Suaka Insan Hospital as stockholder.

### **Description of the Purpose**

The final purpose of this research is to develop English in Nursing I Syllabus for bachelor students of nursing program which is used for English class at the second semester of bachelor students of nursing program at Suaka Insan Health College Banjarmasin.

### **Syllabus Types**

In this step, the researcher tried to decide what kind of syllabus is appropriate for nursing students. Since syllabus plays an important role in teaching learning process, Donough, J (1984:11) argues that integrated syllabus is particularly relevant to ESL, where English is the medium of instruction and communication in other subject. Here English is as the facilitators to study another subject or as the communication. The researcher thinks this is relevan for teaching ESP class, especially in teaching English in Nursing I where English is needed to explore their nursing skills.

The idea above is also supported by Brown, H.D (2007:156). He suggests to have communicative syllabus. Communicative syllabus should consist of:

1. Goal for the course (and possibly goals for modules within the course)
2. Suggested objectives for units and possibly for lessons
3. A sequential list of functions (purposes), following from the goal, that the curriculum will fulfill.
4. A sequential list of topics and situations matched to the function
5. A sequential list of grammatical, lexical, and/or phonological forms to be taught, again matched to the sequence of functions
6. A sequential list of skills (listening, speaking, reading, writing) that are also matched to the above sequences
7. Matched references throughout to textbook units, lessons, and or pages, and additional resources to be used
8. Possible suggestions of assessment alternatives, including criteria to be tested and genres of assessment

Based on Sismiati and Latief (2012:44) the communicative syllabus should have 4 characteristics, namely:

1. Language is a system for the expression of meaning
2. The primary function of language is for interaction and communication
3. The structure of language reflects its functional and communicative uses
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse

### **Writing the Syllabus content**

In this step, the researcher tried to write the syllabus content for English in Nursing I. The content of this syllabus are : identity of the subject (name of the subject, subject code, credit, name of lecturer, time and total meeting in a semester), the description of the subject, the objective of the study, theme, English skills, competence, method, media, evaluation, and the last reference.

### **Validating with the experts**

For this step, the researcher asked to the experts to validate the English in Nursing I syllabus. They are 2 experts here. Firstly, English lecturer for diploma 3, Suaka Insan Health College and secondly the senior nursing lecturer. She is also as a practitioner nurse at Suaka Insan Hospital Banjarmasin and the head of bachelor in nursing program at Suaka Insan Health College Banjarmasin.

### **Evaluating and Revising**

Evaluating of this syllabus was done by consulting to the experts above. In this case, the English lecturer gave some opinions and advice about English content in the syllabus. Furthermore, the senior nursing lecturer gave some opinions and advices in nursing content. So there is coherence in the syllabus. After the consultation, so the researcher revised it.

### **3. RESULTS AND FINDINGS**

#### **3.1 Results of Questionnaire for Students**

The researcher gave a questionnaire to 58 students to answer. There are 20 numbers to answer by choosing an appropriate answer based on their idea. The data obtained from the questionnaires are quantified. The result of need analysis from the questionnaires are discussed below:

1. The result of the student's motivation to study English show that there are 40 students agree that they like English. There are 5 students say that they like English so much and others feel ordinary in English.
2. The student's opinion about English material at their class show that 34 students agree if English is very important for them, 23 students say that English is important and just 1 student think if it is just ordinary. In this question, no student say that English isn't important for them.
3. The useful of learning English at their college is also asked to them. Surprisingly, 45 students agree that English is useful for developing their future carrier, 11 students say that English is just for accomplish their study and others think that studying English is for spending their spare time and just getting score only.
4. Teaching learning process should help the students to understand the material well. It is also asked in the questionnaire. Most of them agree that teaching learning process at their classroom is interesting. It is shown by 40 students agree about this.
5. Even though the students study English as ESP, in this case English in nursing, but the researcher still need to ask what kind of English they need. From their answer explain that 33 students need English in nursing, 10 students need general English, 12 students need only grammar and vocabulary, and 3 students need other.
6. The connection between how long they study English in a week and their English development show that 13 students think, it is appropriate, 25 students think it is enough, 15 students think that it is less, and others think that they don't know anything.
7. To discuss about skill preferred, there are 9 students say that they like listening, 21 students like speaking, 10 students like writing and others like reading.
8. After knowing the skill preferred, the researcher also ask about un preferred skill. It is found that 25 students don't like listening, 10 students don't like reading, 14 students don't like writing and just 9 don't like speaking.
9. This questionnaire result also shows that there are 48 students believe if speaking is important skill to develop their future carrier, 3 students believe that writing is important skill, 6 students believe in reading and only 1 student believe in listening.
10. More detail the researcher ask their opinion about the useful of listening, speaking, writing and reading. They are discussed in the tables below:

a) The useful of listening

Option	Number of the students
a. Daily conversation	45
b. To understand English instruction at class	7
c. To listen song and watch film	1
d. Others	5

b) The useful of speaking

Option	Number of the students
a. Daily conversation	23
b. Presentation and discussion	3
c. Working preparation	26
d. Others	6

c) The useful of writing

Option	Number of the students
a. Write a report and do some writing exercises	27
b. Working application	2
c. Do an English test	20
d. Others	9

d) The useful of reading

Option	Numbers of the students
a. To understand reading in class	27
b. Prepare the test	1
c. Understand nursing technical term	20
d. Others	10

11. Even though they have already known that English is useful for developing their future carrier, but the data show that only 10 students practice English more than 4 times in a week, 20 students say that they practice English for 2-3 times in a week, 25 students say that they less in practicing their English, and others say that they never practice their English.
12. More detail, the researcher ask about how they practice their English. The data show that there are 37 students practice their English through listening the music, watch TV and reading, 6 students join English club and 15 students say through the others things.
13. The next discussion tell if 33 students agree if English is very helpful in their lecture duties and 25 students think that English is helpful in their lecture duties

14. The result of job preferences show that 43 students want to get a job at health services as their knowledge and others want to get a job at business area and as government as officer.
15. Whenever they work, they still believe that English is useful in their future job. It is shown by 35 students agree if English is very important, 22 students say that English is important in their future job and only 1 student says that English is rather important.
16. Most of the students think that English is needed to communicate with their director, client and coworker in their future job. There are 46 students agree this concept. In other hand, there are 2 students believe that they will need English just to communicate with their director and coworker, one student believe that they need English for his client only and 9 students answer others.
17. Since they think that English is important in their future job, The frequency of using their English at their future job is also asked at their questionnaire. The result, 48 students agree that they will use their English sometime, 8 students agree that they will often use their English and the other students think that they will need their English when there is a native speaker come and others.

### **3.2 Result of Interview with the Senior Nursing lecturers as the expert**

The researcher has done an interview to the subject specialists who know better about nursing. First subject specialist is Mr. W. He is the Academic leader who has responsibility in Nursing Curriculum both for Diploma 3 and also Bachelor program. He is also teaches for some lectures at Suaka Insan Health College. The second subject specialist is Mrs. H. She is the lecturer at Suaka Insan Health College and also practitioner nurse at Suaka Insan Hospital. There are some idea to get when the researcher had interview with them First, they said that English is important and it is needed for the nursing students at Suaka Insan Health College. By having English well, it can support other subjects. As we know name of all the subject given at Suaka Insan Health College is written in English. Beside that, when the student have English well, it can help them to understand English Nursing journal. That's why English is given until the fifth semester at Bachelor program. Then, having good English also needs when the students have a duty at the hospital. In this case, they will meet hospital atmospheres where they will find some medical equipments and language expression which always be used in hospital communication in English, for example: bed, tourniquet, BP for blood pressure, etc.

Second, they gave suggestion some topics about the hospital atmosphere which are important for the students, for example nurse's duties in a ward, how to give intervention to the patient and others. They think that those topics are important to teach because the students will have duty at the hospital since they study at the second semester. Third, they explained that all of the hospital topics above are still relevant for the student's future job. Fourth, both of the respondents said that they use a little English in their class. It is just about greeting and nursing terminology theories only, but for more explanation, they still use Indonesia.

### **3.3 Result of Interview with the Stockholder**

The result of interview with the Stockholder was found out that English is important in nursing carrier. English is very needed for the nurses to communicate when there is a foreign patient come to stay at the hospital as in patient. Beside that sometime, they use English to communicate with The Philippines sisters who visit Suaka Insan Hospital Banjarmasin.

### **3.4 Results of Interview with the alumni**

The researcher thinks that having an interview with the alumnae who work at Suaka Insan Hospital is important. In this case she wants to know the correlation between their English which they got when they studied at college and their recent job. From the interview, it explained that, first, they agree if English is important to support their carrier, it can be used to communicate with the patients who come from aboard. Second, they said that there is relationship between English that they studied at class before with their job now. Third, they have already used some English vocabularies at their workplace. They understand and familiar with those vocabularies. They added, it becomes strange when they say them in Indonesia, for example: temperature, press, complain, etc. Fourth, they agree that speaking is the language skill that sometime they use in their workplace, but not totally. After that reading skill, it is used when they need to read the medicine regulation before giving to the patient. Fifth, Most of them still have difficulties in English. Their difficulties are: vocabularies, word order and of course they are lack of self confidence to speak English.

## **4. DISCUSSION**

The data collected from the need analysis is discussed in this section. The researcher gets some points from this research and development.

Since teaching English in Nursing I for bachelor students of nursing program is English for specific purposes or ESP, so it is needed ESP approach to teach them. According to ESP approach, it should be given the student's target need in this recent time and also for preparing them for their future carrier. Their target need are included their necessities, their lack and their want.

The student's target need should be covered in a syllabus. The syllabus also should represent the student's field. An appropriate syllabus for the nursing student's is communicative syllabus. Because this syllabus puts English as the medium of instruction and communication in their subject. In this case, English is used as the facilitators in their communication.

The communicative syllabus its self should be developed into integrated syllabus. Integrated syllabus means there are four English skills integrated in a syllabus. It is because communication involves four language skills, they are listening, speaking, reading and writing. All of the language skills should be shown in the syllabus by giving real life tasking to explore the student's language. Here, the students are faced by some activities which have correlation with nursing as their subject and similar with the target in their

future job. By having communicative and integrated syllabus, it will give more practicing in speaking and supported by other skills.

As the result of the needs analysis, the students realize that English is important for them, not only in this recent time but also in their future carrier. They really want to develop their English which has correlation with their field, that is nursing. Nursing English is as their need, and should be given in this recent time to prepare them for their future carrier.

Furthermore, most of the students agree that speaking is important skill to develop for their future carrier. In the line of this idea, the result of the interview also shows that having good communication in English is needed in nursing profession. When a nurse has a good communication skill it can help her to adapt in hospital atmosphere, whereas there are so many things are habitually called in English. To support this idea, the researcher gives some speaking practices in the syllabus. It is developed by giving some idea about hospital atmosphere and construct to role play or even discussion. Hopefully it can solve the problem in vocabulary and word order also as the alumni's problem in speaking.

As communicative and integrated syllabus, some real life tasks which are developed here also invite the student's to explore their four language skills. They are developed actively by giving some related tasks, example: to develop reading skill so it is served by reading passage and reading exercises, to develop writing skill, it is served by asking the student to complete the writing exercises, to write nursing care plan, to develop listening skill, the lecturer gives listening activity and to develop speaking skill, the lecturer gives some activities as explaining above. When integrated syllabus that offers in ESP develops communicatively at nursing class, it can help the students get their target language as their need.

## **5. CONCLUSIONS AND SUGGESTIONS**

English in Nursing I syllabus should give the student's need as their target language in studying English, that is Nursing English. The appropriate English syllabus for bachelor students of nursing program at Suaka Insan Health College is communicative syllabus which is supported by integrated syllabus. This syllabus put English as communication, interaction, media for their nursing subject and integrated into four English skills by giving real world tasking.

The researcher gives suggestion to use this syllabus for teaching English in Nursing I for bachelor students of nursing program at Suaka Insan Health College Banjarmasin to increase the quality of teaching ESP class for nursing students at Suaka Insan Health College Banjarmasin.

Finally, the researcher hopes that English can cover all of nursing intervention and develop Indonesian nurses become professional nurse who also have good English.

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