

DEVELOPING SYLLABUS IN TEACHING ESP FOR NURSING STUDENTS: A NEED ANALYSIS

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Abstract: English for special purposes is a subfield of ELT that focuses on the unique language needs of specific learners. This study examined the perceptions of 26 nursing students and one teacher regarding the (ELC) at an institute of health sciences in Sulawesi. The method used comparison method. Interview and questionnaire used for instrument to collect the data. The findings showed that nursing students experienced language difficulties, especially in terms of listening and vocabulary. To overcome these challenges, the teacher used a combination of languages to explain content relevant to their specific needs. In addition, e-books were used as teaching and reference materials. Students struggled with listening, speaking, and writing, while reading was relatively easier due to the use of e-books as references.

Keywords: ESP, Need Analysis, Nursing Students

INTRODUCTION

Nowadays, English as a foreign language is increasing slightly. In some countries, the insistence of native speakers who are learning English increases significantly (Chao, W., & Huang, J.C. (2016). Especially in Indonesia, the English language is considered to become a compulsory subject in the school curriculum. At the university level, English develops into an essential subject for students that should be mastered by students. Not only for major English students but also for students from other fields. ESP describes the teaching of certain English to students at the university level. The practice of teaching English to different fields of science is known as ESP or English for Specific Purposes. ESP is an approach to learning English as a foreign language. It is referred to as applied English language teaching since the course's objectives and content are based on the demands of a particular group of students (Nurakhir, A. & Palupi, F. N. (2018). English for specific purposes (ESP) is defined by Paltridge, B., and Starfield, S. (2013) as the teaching and learning of English as a second or foreign language where the goal of the student is to utilize English in a specified field. The ESP method of teaching languages is a response to a number of practical concerns, such as the necessity to develop instructional materials for students who have learned general English but have to employ it in more specialized professional situations. As stated by Celce-Murcia (2001), the ESP approach is based on the concept that all language instruction should be customized to meet the unique language learning and usage demands of a specific group of learners while simultaneously being sensitive to the sociocultural environment in which these learners will use the English language.

ESP program is practiced by teachers to teach English in other fields. According to Robinson (1980), ESP is the practice of teaching English to students with goals. He claims that

those goals could include professional, academic, scientific, etc. ESP programs have their purpose in each field and it is a concern for every teacher to teach English specifically. ESP is different from general English in that it enhances one's knowledge of a particular topic by providing extensively specialized vocabulary, for instance, which in turn allows students to utilize the language in future professions (Nurakhir, A., & Palupi, F. N. (2018). The ESP course plan was created for a curriculum with a strong task-based learning component. ESP is needed for the field in which English is not only a subject. English can be for academic and professional purposes. One of the fields that need English for developing their student's English skills is a nurse. Nurse students engage in communicative activities in English. While attention is primarily focused on a single task, tasks are described as actions that can stand alone as essential components and that require comprehension, production, manipulation, or greater importance to meaning than its structure (Saragih, 2014).

One of the sub-branches of English for Specific Purposes (ESP) is English for Nursing Purposes (ENP). ENP focuses on non-English speaking student nurses who require a career-specific language, i.e., a language that is useful for their employment-related responsibilities. It indicates abilities and proficiency levels above those of general English (Nurakhir, A., & Palupi, F.N. (2018). English is necessary for nurses to communicate. While a patient speaks English as a native language or as their mother tongue, nurses can help doctors and coworkers by using English in the workplace. Nurses might study publications and attend international conferences or seminars to learn more about nursing (Episasi et al. (2021).

In teaching ESP, teachers should know to determine students' needs as a basis for enhancing ESP programs, a need analysis is then required. Need analysis is a crucial and essential tool for course guidance and evaluation in language instruction which can assist teachers in tracking the knowledge of the students' mastered skills and the skills they wish to update and enhance. (Suprayogi, 2020). The importance of need analysis in developing English skills should be a concern for teachers. Teachers could make an appropriate approach in designing the material for nurses' students. Needs analysis determines the qualities and abilities of the students in general; includes their flaws and strengths based on the academic context. According to the goal of ESP, English proficiency is improved if it is precisely matched with the learner's fundamental abilities (Suprayogi, 2020).

The development of material is important for nursing students for their purpose. In the field of nursing English, the English for Specific Purposes (ESP) courses primarily concentrate on the intended sites, context, and application for health and medical workers in hospitals and clinical contexts (Santos, 2020). The material is needed by the teacher to adjust to students' obligations. However, teachers should know the students' needs for English skills. There are four skills in English such as speaking, reading, listening, and writing. All these skills are necessary for nurse students for their goals including professional, academic, scientific, etc. The previous study was conducted by Nurakhir, A., & Palupi, F. N. (2018), which examines the ESP needs of undergraduate nursing students in a university in Indonesia. It showed that the students required English for a variety of tasks, including reading journals, comprehending class lectures, giving reports, having everyday conversations, writing research projects, and more. The students also wanted to learn basic English courses and specific nursing English courses in their studies. In addition, they found that limited vocabulary, bad grammar, limited speaking ability, poor listening comprehension, and poor writing ability were rated as the most significant challenges the students had when studying the English language by their peers.

Santos (2020), aims to investigate the motivations of learning and the learning behaviours of nursing students in South Korea. It showed that many people said that the English for Specific Purposes (ESP) courses may be used to adapt to the workplace. Second, their upcoming career developments and internship prospects may also benefit from the

applications and knowledge they learn in English for Specific Purposes (ESP) classes. Third, as the English for Specific Purposes (ESP) courses can help students get knowledge from a variety of viewpoints, the applications, abilities, and knowledge gained from them can also be used in other academic disciplines and courses. Saragih (2017), intends to investigate the educational requirements of 50 nursing students and provide ESP materials for nurses by need analysis. The various types of need analysis used in this study include target situation analysis, current situation analysis, deficiency analysis, strategy analysis, constraint analysis, pedagogic need analysis, and subjective need analysis. The results revealed that the course's context was largely designed for outpatient settings, and that speaking and listening are the skills most crucial for those positions.

Regarding the explanation above and some previous studies, this study investigates students' perception of difficulties learning English in ESP programs. Furthermore, this study examines ESP teacher perception in teaching nursing students in learning English. This study focuses on two perspectives: students and teachers in English learning. It is necessary to conduct this study because all students have different perceptions and abilities in learning English. Therefore, this study is essential for ESP teachers in teaching English in ESP programs.

METHOD

Second-level headings should be written using Title Case. Paragraphs should be indented as specified earlier.

Research Design

This study used a constant comparative method to collect data from the students and the teachers' perceptions. The method used in data collection was the constant comparison method. This method involves collecting data from the perceptions of students and teachers on an ongoing basis to gain a comprehensive understanding of the ESP teaching needs of nursing students.

Population and Samples

This study was conducted at an Institute of Health Sciences in Sulawesi. The participants in this study consisted of 26 nursing students and one teacher from the English Language Centre (ELC) at the same institute.

Sample Collection Techniques and Instrumental Development

- a. Students: Data from students were collected through individual or small group interviews, or through questionnaires containing questions related to their experiences, needs, and expectations in learning ESP specifically for nursing.
- b. Teachers: Data from ELC teachers were collected through individual interviews or focus group discussions. Teachers were asked to share their experiences and views on teaching ESP to nursing students.

Data was gathered from a variety of sources, including students, teaching staff, and professional nurses. This allowed the researchers to examine the issues under investigation from a variety of angles and gain a deeper understanding of them (Wiersma and Jurs, 2009). One set of questionnaires is utilized for this study, and it is given to each responder. The questionnaire was divided down into four sections: (a) respondents' personal information; (b) their current English proficiency strengths and weaknesses; (c) the significance of nursing skills and activities; and (d) topics of interest to the respondent.

Data Analysis Techniques

Data collected from students and teachers were analysed separately using the constant comparison method. This method involves continuous comparison of newly collected data with pre-existing data to identify patterns, similarities, differences, and emerging themes.

- a. Syllabus Development

Based on the analysis of data from students' and teachers' perceptions, an ESP teaching syllabus for nursing students was developed. This syllabus includes topics, content, learning objectives, teaching strategies, and assessment methods that suit the needs of nursing students.

b. Syllabus Validation

The developed syllabus was then validated by nursing lecturers and other ELC staff to ensure its suitability and relevance to the curriculum and nursing students' needs.

This method allowed the researcher to obtain comprehensive perceptions and feedback on ESP teaching needs from the perspectives of students and teachers. The results of the data analysis were then used to develop a syllabus that meets the needs of nursing students in learning ESP.

FINDINGS AND DISCUSSION

The following section outlines the results from questionnaire, which is divided into thirteen questions. Nursing students should answer the question with choices answer such as; strongly agree, agree, disagree, and strongly disagree.

Results from the Questionnaire

Table 1. Shows the students' Perception Based on The Questionnaires

No	Question	SA		A		D		SD	
		Freq	%	Freq	%	Freq	%	Freq	%
1	I am satisfied with the current English course.	1	3,8%	23	88,5%	1	3,8%	1	3,8%
2	I am ready to use English in my future job.	9	34,6%	15	57,7%	2	7,7%	-	-
3	The total hours for this present English course is enough	3	11,5%	15	57,7%	8	30,8%	-	-
4	The current English course is interesting	3	11,5%	21	80,8%	2	7,7%		
5	The oral presentation is relayed to our area of specialization	1	3,8%	15	57,7%	10	38,5%		
6	The essay writing is related to our area of specialization	1	3,8%	14	53,8%	11	42,3%		
7	The listening skill activities are related to our area specialization	2	7,7%	13	50%	11	42,3%		
8	The reading comprehension passages are from the topics which are related to our area specialization	4	15,4%	11	42,3%	10	38,5%	1	3,8%

9	The material in this English course is relevant to the study of nursing	2	7,7%	14	53,8%	9	34,6%	1	3,8%
10	Peer discussions are applied in this course	1	3,8%	22	84,6%	2	7,7%	1	3,8%
11	Productive skills (speaking and writing) are stressed in this course	13	50%	12	46,2%	-	-	1	3,8%
12	Receptive skills (listening and reading) are stressed in this course	12	46,2%	11	42,3%	3	11,5%	-	-
13	Games, puzzle, and riddles in language are included in classroom activity	6	23,1%	20	76,9%	-	-	-	-

Table 1 provide the result of questionnaire form nursing students. The result showed that the most strongly agree is productive skills (speaking and writing) are stressed in this course. Students agree that they are satisfied with the current English course. However, nursing students disagree with question the essay writing is related to our area of specialization. They choose disagree in the listening skill, that it is related to nursing area specialization.

The following section outlines the result of analysis of students' English level. It divided into several mastery level such as; high mastery, mastery. Approaching mastery, and not yet mastered. It would be showed in table 2 and table 3.

Table 2. The Analysis of Students' English Level

Mastery Level	Listening	Reading	Speaking	Writing
	Freq	Freq	Freq	Freq
High mastery	5	5	4	4
Mastery	7	16	6	9
Approaching mastery	4	3	14	11
Not yet Mastered	10	2	2	2

Table 3. The Analysis of The Importance of English Language Skills

Mastery Level	Listening	Reading	Speaking	Writing
	Freq	Freq	Freq	Freq
Not important at all	-	-	-	-
Of some importance	1	-	1	3
Important	3	8	12	8
Very important	22	18	13	15

The following section outlines the results from the interview. Nine questions provided to interview the teacher. It used open ended question related to the topic. It would be showed in table 4.

Table 4. Teacher's Perception Based on Interview

No	QUESTION	ANSWERS
1	Do your students have language problems?	Yes, they have problems learning English. They struggle with listening skill; they have limited vocabulary and lack confidence in speaking practice.
2	Do you use languages other than English in the class to explain the material?	Sometimes, I must speak Bahasa Indonesia to make easier my students understand. Not all of students understand with English. I prefer to used mix language.
3	What types of language problems do they have?	They lack of vocabulary and confidence in speaking English.
4	How do you deal these problems?	I am trying to approach my students by give the material description with daily activity context.
5	Do you find that students improve by the end of semester?	Yes, they improved their English ability in the end of semester. The material is relevant to the study of nursing. So, the students improve their anility during the end of semester.
6	Do you think they are improving due to English	By reading English, it makes them better in understanding the material. Reading skill is one of favourite English skill they most like.
7	How are the students (listening, reading, writing, speaking) level?	Most of them are still in basic level in listening. Compared to other skills such as speaking, reading, and writing. Listening is the difficult skills for students.
8	What is the most important skill that is needed in your students' major?	All English skills are needed by nursing students.
9	Do you hold syllabus and modules which contents are relevant to their major specialist?	Yes, I used a lesson plan for material development when I taught in class with the standard of a lesson plan in nursing department.

Table 4 shows the result of teachers' perception from interview. The finding showed that teacher

In this section, it would be showed the result of constant comparative. The combination between interview and questionnaire are compare. The result would be showed in the following table.

Table 5. Showed the result of constant comparative

No.	Teacher Perception	Students Perception	Results
1	Students have language problems	Not yet mastered: listening skills	According to teachers' perceptions, students experience language problems in limited vocabulary knowledge and lack of confidence in speaking practice. However, in the questionnaire data regarding the analysis of the level of English language skills. It is written that listening and speaking skills are the most important skills for nursing students. This data concludes that there is a communication error between teachers and students. This should be something that teachers should pay more attention to find solutions to increase students' confidence in speaking, teachers also should find solutions to improve their listening skills.

2	Teachers use other languages in teaching; Indonesian	23 (88.5%) Students responded that they are satisfied with the current English class	Based on the results of teachers' and students' perceptions, it can be concluded that the English course was already good enough. The teacher used the method of mixing Indonesian and English in the teaching process so that students could better understand the material presented.
3	Listening, reading, speaking, and writing are important skills for nursing majors.	22 students voted "very important" on listening skills, 18 on reading skills, 13 on speaking skills, and 15 on writing skills.	Based on the results of the perceptions of teachers and students, it can be concluded that listening, reading, speaking, and writing skills each have an important value to be able to support students' knowledge and help them to be ready for their future careers.
4	Students improved their English ability at the end of the semester.	14 (53,8%) Students responded that they improved their English ability at the end of the semester because the material given by the teacher was relevant to the study of nursing.	According to teachers' perceptions, students improved their English ability at the end of the semester. 14 students choose at the end of the semester they improve their English ability, The material is relevant to the study of nursing.
5	Students improve their English ability with reading skills.	16 students responded that reading skill is the highest mastery in learning English.	Based on teacher perception that students improve their English ability with reading skills. In line with students' responses, 16 students responded that reading skill is the highest mastery in learning English. It concluded that reading is the highest skill mastery by students.
6	Students have a basic level of listening skills.	10 students responded that they are not yet mastered listening skills.	Based on the results of teachers' perception that students have a basic level of listening skills, it can be concluded that 10 students also responded that they are not yet mastered listening skills. Listening skill is the most difficult English skill compared to other skills such as speaking, writing, and reading.
7	All English skills are needed by students.	Most of the students responded that English is very important.	Both the teacher and students consider all English skills are needed. Most students choose English as very important. Listening is the highest skill that is chosen by students.
8	The teacher provided the lesson plan to teach the students.	20 (76,9%) students responded that games, puzzles, and riddles in languages are included in classroom activities.	The lesson plan is important for the teacher to develop their classroom activity. Based on the results of the questionnaire, students agree that games, puzzles, and riddles in language are included.

Based on the table above, it can be concluded that teachers teach English in the nursing department without using modules. Without using modules, there may not be a clear structure of what students must learn or in what order. This can leave students confused about what they should learn and when. In addition, this also causes an increase in the burden on the teacher's work. Teachers need to spend more time and effort developing materials and

designing curricula. Students also have different levels of English proficiency; therefore, it is difficult to teach the same method to all students.

CONCLUSION

Nursing students have different perspectives and abilities in learning English in ESP. It showed that speaking and writing are stressed in this course. Listening and reading are following the stressed one in ESP programs. Listening is the most difficult skill for students which are not mastered. Furthermore, reading is highest skill which is mastered for nursing students. The analysis of the table reveals some key findings regarding the teaching of English in the nursing department without the use of modules. First, the absence of modules leads to a lack of clear structure in the curriculum, thus causing confusion among students about what they should learn and when. In addition, this approach increased the workload for teachers as they had to invest additional time and effort in developing materials and designing the curriculum.

In addition, students exhibit varying levels of English proficiency, making it difficult to use uniform teaching methods for all students. The data shows that students face language difficulties, especially in listening skills and limited vocabulary knowledge. This highlights the communication gap between teachers and students, requiring greater attention from teachers to increase students' confidence in speaking and improve their listening skills.

Despite the challenges, the use of a bilingual approach that combines Indonesian and English in the teaching process seems to have yielded positive results. The students expressed satisfaction with the current English classes, as this facilitated their understanding of the material presented. Data also shows that students have improved their English language skills by the end of the semester. The relevant and nursing-specific materials provided by the teachers contributed to this improvement. Reading skills emerged as an area where students showed the highest mastery in learning English. In conclusion, although there are some areas for improvement, such as addressing communication gaps and focusing on listening skills, the overall perception is that the current English course in the nursing department is effective. The program provides students with essential skills and supports their development toward a successful career in nursing.

To address the language difficulties faced by nursing students and improve their English learning experience, the following suggestions are recommended. First, prioritize targeted listening and vocabulary activities to improve students' comprehension ability and expand their word knowledge. Second, provide additional support for speaking and writing through activities such as group discussions, role plays, and regular writing assignments. Incorporating authentic materials related to nursing will help students connect their learning to real-life contexts. Creating a language-rich environment by promoting the use of English inside and outside the classroom is essential. In addition, offering additional resources, tutoring sessions, and language support classes can provide extra help to students. Regular assessments should be conducted to monitor progress and adjust teaching. Finally, encouraging self-reflection and independent learning will empower students to take over responsibility for their language development. By implementing these suggestions, educators can create a more effective and supportive English learning environment for nursing students.

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