

**English for Specific Purpose Syllabus for Nursing Student's at STIKES BINA SEHAT  
PPNI Mojokerto**

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**Abstract**

The aim of this study is to describe the syllabus from English lecturer in the class of nursing students STIKES BINA SEHAT PPNI has represented the students' need or not. This research used Mix – Method. There were two ways data used to find the question of the study, first is NA questionnaire data, second is interview data. The result of the study showed that Nursing students are think they will need for global competitions in ASEAN 2025. 78% chose to agree that ESP is applied in D3 Nursing study program, but Syllabus made by lecturers still cannot be said 100% using ESP approach, material used by lecturer is not 100% using the medical terms. There are some English materials out of the rules of health terms. Some material that is not in the syllabus is also taught. But the lecturers make syllabus also follow the rules of the head of study programs itself. Study program policy adapts to the vision mission of D3 Nursing study program which focused on their mission vision of “Professional Critical Nurse in ASEAN 2025”.

**Keywords:** *Syllabus, ESP, Nursing Student*

**Introduction**

English for Specific Purposes is an English teaching aimed at equipping learners with the skills and components of the language appropriate to their field of knowledge. This is supported by Mohammed (2012:249) defining English for Specific Purposes as “a learning language for achieving a specific purpose of a

learner, say, for being able to communicate with others (business purposes), to read and write in biological purposes”. English for Specific Purpose is an English learning approach used in various universities for teaching English with a specific purpose. English for Specific Purposes (ESP) is defined as “a language course or program of Instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners” (Richards and Schmidt, 2010). ESP is widely used in teaching English with a specific purpose because it can help students understand English well, to make students competent in English language and also expected students can apply the knowledge that they learn in universities and can be used when they are in the world of work. Moreover, the English language is needed to master in the current era of globalization. ESP is generally used in the teaching of foreign languages in certain fields of science and profession. For example, in the field of health, medical students, nursing students, midwives and pharmacists must be able to master English in relation to health. In the field of economic, management students, accountant students must be able to master English in the field of economy. The other example, in the field of engineering, students of civil engineering, industry and machinery must be able to master the English language in the field of engineering.

Therefore, English is very needed to master in several professions, including nursing. Nurses are expected to be able to communicate and give service to the patient well, in English since almost all the diagnosis names are in foreign language, for examples, Latin, Greek or English terminology. Nursing students need to master English well because many health disciplines are developed in the countries which the sources are generally written English. Therefore, nursing students should be always ready to open their eyes to health development that is happening, and have a good command of English, nursing students are expected to be able to apply English in real life when facing some situations such as, for studying abroad, working abroad, taking care medical patients from abroad or having communication with another foreign in the hospital. Considering English is very important to have

English skill or even for daily conversation in medical situation. The learning of English will not run smoothly on the target if the English lecturer does not give the English lesson well and the material does not suit the target learners.

Ideally, a lecturer has an important role in teaching in the classroom, from internal factors and external factors. Internal factors, consist of application in applying the material, planning the lesson, carrying out the learning and evaluating the learning itself. In addition, external factors consist of the application in controlling the class and the management of the situation in the classroom. Hence, good implementation of teaching ESP is how a teacher, as much as possible, meets the needs of the English language students according to the field of students. As a consequence, English teachers or lecturers must be very aware of ESP material. Lecturers, as curriculum developers, should select or develop teaching materials that are appropriate to the needs of the students. However, in Indonesia, teaching materials for the ESP is still limited. Most of the teaching material comes from abroad where the level of difficulty differs from the teaching in Indonesia (Kusumaningputri, 2010:184). The fact is some commercial material textbook available on the educational space do not appropriate for the needs students of different learners in every collage, in every years of teaching, as well as every class (Anthony, 1997). Lack of material textbook from teachers becomes a challenge for lecture to teach, therefore, the materials are very rare to suit the learning purposes (Kusumaningputri, 2010:185).

The syllabus made by the lecturer influences the teaching that the nursing students acquire. In some English language teaching problems for special purposes, some lecturers only make syllabus without considering of the student's need that makes students only get a Standard English lesson. The reason is "English for Specific Purposes (ESP) lecturers in universities generally have some characteristics: that are young or new teacher and less experienced" (Alwasilah, 2000). These young or new teachers may have difficulty teaching in the college, maybe it is new experience for them to teach in the college. The length of time

required for preparation of teaching in different departments with different scholarship. Additionally, most young teachers also do not know the character of the ESP course which is different from that of English for general purpose (EGP). This affects lecturers in making materials, learning objectives, and teaching methods, which make the result still less targeted learning. At some universities, for excessive teaching load reason resulted in the achievement of ESP learning objectives is not optimal because the teachers are too tired, so the quality of learning becomes very worrying. Need Analysis is rarely done so that the purpose of ESP is not on target.

Nunan (1988:75) states the needs analysis is a procedure for collecting information about the needs of learners. The same opinion is also expressed by Richards (2001:51) stating that the procedure used to collect information about the needs of learners is known by the term Need Analysis. A lecturer should be able to provide materials that make students are able to use English in accordance with their discipline for academic or non-academic interest, to provide materials appropriate the needs of students, syllabus for ESP should also be well realized in accordance with the policy of the institution and although the background of the students different from the previous school of lecturers should provide learning and give learning motivation. Dudley and Evans (1997) suggest that one of the additional characteristics of ESP is that ESP is reserved for learners with intermediate and advanced language skills. This is because English for Specific Purposes (ESP) is built on the basis of English for general purpose (EGP) so that the English for Specific Purposes learner is expected to be a learner who already enough English capital to be able to follow ESP skill according to purpose and requirement. Needs Analysis is all the activities undertaken to collect information about learners both in terms of learning needs, desires and others who are pleased with these learners. As stated by Nunan (1988:75) states that “Need Analysis refers to a family of procedures for gathering information about learners and about communication tasks for use in Syllabus design”. This is also supported by the statement Casper (2003)

“Needs Analysis is a series of activities to collect information about the needs, wishes and expectations of student learning”. In addition except attention to the needs of students, need to be seen also hope or desire of a teacher, manage, and other parties that can impact on the learning process.

The existence of problems that occur in education at the university, the researchers are interested to examine the problem by taking the title “An Analysis of English for Specific Purpose Syllabus for Nursing Student's at STIKES BINA SEHAT PPNI Mojokerto”. To find out the syllabus created by the lecturer is in accordance with the needs of nursing students. Based on the background of the study above, the research questions are how does the Syllabus of English for Specific Purpose at STIKES BINA SEHAT PPNI represent the student’s need?

### **Research Methodology**

This research use Mix-method research. Mix method is a method of combining qualitative and quantitative methods. Where one of the method is more dominant than other methods. Non-dominant methods used as additional data only. Dominant data will be used as a complement. Mix – method is a research approach that combines or associates qualitative and quantitative forms (Creswell, 5: 2014). Mixed - methods research is using a combination of quantitative and qualitative approaches to find better research results than using just one approach.

Research instrument in this research are questioner and interview, Data Questionnaire used to collection the data. Conduct to determine whether syllabus made by lecturers already meet the needs of students. In this research the researcher collected and selected the data from the NA questionnaire data provided to nursing students in the classroom and collected the Syllabus data from English lecture. Then, the researcher analyzed the data provide.

The questionnaire had 16 questions that targeted the obtaining of information under four general sections: In section I, Background of the students, were asked three questions, the respondents wrote their gender, ages and goal

students after graduating from STIKES BINA SEHAT PPNI. Respondents were asked their background information in case I needed to speak with them to clarify their answers to the questions in the questionnaire. It was never necessary to contact the respondents because the questionnaire was given in the native language (no name, phone number or email) of the respondents, which was *Bahasa Indonesia*. The answers were given in *Bahasa Indonesia* too. In Section II, Language Skills, were asked four questions, the following important data were collected. Had four questions related to the respondents' learning of English in their country and in the STIKES BINA SEHAT PPNI Mojokerto. The questions probed their English education in terms of the type of language teaching programs they had attended and what language skills they thought they had developed. In Section III, English Improvement Goals, were asked five questions, respondents were asked about students want and ESP course, and how much English for nursing they thought they needed to have to be accepted. Respondents were asked five questions. In section IV, were asked four questions, English lessons in class, Respondents were asked four questions. This question answered how lecturers teaching used of ESP in class. When answering the questionnaire, the respondents were accompanied by the designer, who would answer or clarify any additional questions about the nature of the ones in the questionnaire.

To describes the results of conclusions and data analysis. Based on data collected, namely qualitative data and converted into quantitative data, using descriptive data. This data analysis is used to determine the largest percentage of questionnaire data answers from students, by using a formula:

$$P = \frac{F}{N} \times 100\%$$

P = presentation questionnaire

F = frequency (number of respondent's answers)

N = number of cases (total)

Interview used to know whether syllabus made by teacher have fulfilled fission and mission of campus institution by not eliminating the need of student in learning English. 12 questions were asked. Interview conducted by the interviewer to the interviewee concerned in head of major *D3 Keperawatan* in STIKES BINA SEHAT PPNI.

## **Results**

In this part, researcher reported the result of questionnaire and interview data. Those are explained as follow:

### **1. Students' Need**

Question 1, Students of D3 nursing study program are female, which is 81%, while males are 19%. This indicates that in the field of D3 Nursing the biggest interest is women. Question 2, In terms of age of students of 1b D3 nursing students class average aged less than 20 years is 88% and 12% are around the age of 21-25 years. This indicates that most students are fresh graduation from senior high school. Question 3, D3 Nursing students who choose to continue working in the field of nursing amounted to 78% by assuming that the knowledge gained while taking the STIKES BINA SEHAT PPNI can be useful, some students also have running their profession as a nurse, likes the nursing field and even some students want to continue to next study S1 Nursing study program, having the ideals to be a nurse, wanted to work as a nurse, want to benefit others, in accordance with the abilities they have, want to make happy their parents and some who want to have experience in this field.

Question 4, 81% of students answered that the English courses given in the classroom are once a week. From this result indicates that once a week is most suitable with the schedule in syllabus lecturer. Question 5, 100% of students said they had studied English before continuing to STIKES BINA SEHAT PPNI. This indicates that they should be able to understand English at the basic level. Question 6, 100% of student get English learning before entering STIKES BINA SEHAT

PPNI is in the journey in formal school from elementary, junior high school to high school. While 0% no one gets English learning from elsewhere. This indicates that their level of learning is able to range from base to intermediate level. Question 7, nursing student's rate in listening 44% at beginner level and 56% at intermediate level. In 50% speaking capability in the beginner and 50% in the intermediate. At reading's 34% at beginner level, 56% are intermediate level and 9% are advanced. In writing skills 44% at beginner level, 53% intermediate level and 3% in advanced level. At grammar skill 63% at the beginner level and 37% intermediate level. At conversation ability 59% at beginner level and 41% intermediate level. From the above results showed the average of the students are at intermediate level which means they have been able when given English language learning with ESP approach.

Question 8, D3 Nursing students choose English learning goal 41% to work 31% choose to study, 9% for training and 19% no answer. From this result shows the average student choosing English learning goal is to work. This means that the ESP approach is suitable for application in D3 Nursing. Question 9, 78% chose to agree that ESP is applied in D3 Nursing study program because they are think they are needed for a global competitions in ASEAN 2025 accordance with their vision - mission D3 Nursing study program, to support the world of work, increase the quality of nursing skills in English, to be able to compete with foreign nurses, more competent, in order to English in the field of nursing, to study abroad, has become a program of D3 Nursing study program, enhance skills, addition of science, competition globalization and to work abroad.

Question 10, 75% assumed to have received learning English in accordance with nursing context with the material reason that given a lot of discussing about nursing and focus on health scope, they also studied tools in hospital in English, they also get the material communicate with patient and introducing medical matters, the lecturer also provides the nursing English module, the material given by the lecturer almost in accordance with the ESP approach. Almost all material is in



accordance with the nursing context but in some ways the material still exists that comes from outside the nursing context. Question 11, 23 students choosing speaking is the most needed skill in learning English in D3 Nursing study program, after that, 12 students choose listening and 9 students choose reading. 7 students choose writing skills are also required in English courses. 6 students did not answer. From here we know that actually all the skills are also needed in the requirement by D3 Nursing but the highest skill is speaking skill most needed by the student.

Question 12, Most of the 29 students chose the materials in their most desired speaking, with some material are Debate, Dialogue, Presentation and Speech, after which listening 26 students wants: Radio, Television, Dialogue, Health seminar, Lecture and Program TV interview about health. Reading 26 students: Scientific research (journal, article, books) and *Catatan asuhan keperawatan*. On filling reading, they also want to learn more material about reading books nursing with English. Writing and grammar 24 students, in the filling of their writing some students wrote want to learn materials about communicating with patients. The last 23 students chose conversation and 2 students did not answer. This indicates D3 Nursing students already understand what they want and need in learning English in the field of nursing. Some students also add what materials they want to learn.

Question 13, 16% of students revealed that the way lecturer explained the lessons in the classroom tended to be boring because the lecturer was busy playing his own smart phone, it was not interesting to explain, when explaining not mastering the audience, the language used in material delivery does not make students understand and is too monotonous. 34% stated that the way the lecturer explained the material in class was very enjoyable because he not only taught but there was a presentation that included fun things, language was easy to understand by students, interesting in conveying the material, relaxed, the lecturers like to make a comedy make the class atmosphere relaxed, enjoy, the lecturer teaches well, every time learning there is a question. 44% also revealed that the delivery of material in

class was quite normal because the lecturers only gave assignments, were done, then presented, students also revealed that it was also less fun, too monotonous, they also do not really understand the lecturer in the delivery of material, so it needs concentration, less interesting in the presentation of the material, the way of delivery is only by lecture. 6% of students choose not to answer. The average student considers that the learning provided by the lecturer is normal. So lecturer need to be creative in creating an atmosphere of learning to be more interesting and fun.

Question 14, from this student's answer we can know the actual lecturers use all the methods of learning so that students do not feel bored as evidenced from 59% of students express the lecturer using all the methods. But the students still consider the lecturers are still boring in the delivery of the material because of the lack of lecturers mastering the audience in the classroom or classroom atmosphere. Question 15, 72% answered The materials that have been given by English lecturer related to nursing content are description of pain, patient record, way of communicating with patient, kind of drugs, patient pain, level of pain, describing hospital, medical equipments, profession medical expert. Question 16, 72% Students revealed that there are some materials given by lecturers not related to the nursing context, examples, Matter about biography, ideals, idols and explaining descriptions of tourist attractions, descriptions of rat temples, biographical descriptions of people, descriptions of tourist.

## **2. Study Program Policy**

The interview result with the head D3 Nursing study program STIKES BINA SEHAT PPNI. The interview was conducted to find out whether syllabus made by lecturer is in accordance with English for Specific Purpose (ESP) in nursing major.

As for the result is with the association points curriculum, D3 Nursing education has a core curriculum for English which is English in general, because their mission - vision is "Critical Professional Nurse ASEAN level" at Association

of South East Asia Nations (ASEAN) in 2025 so they add specific English for nursing course from nursing curriculum core, because the core curriculum is just English in general. Last year the English language course has 6 credits divided into 2 credits for general English and 4 credits for English specific. Because their mission vision is “Critical Professional Nurse ASEAN” credits English lesson in reduce 2 credits for the interest of addition of new subject course that is critical nurse. This year total English language credits is 4 credit semester. General English 2 credits and 2 credits English for nursing. English course start in two semesters. 2 credits in first semester and 2 credits in second semester. For learning outcome which expected by D3 Nursing is minimal nursing students know the basics of specific nursing English, if general English is grammar, for English nursing they can communicate at least in English like greeting patients, diagnose in medical language, giving care nursing. Can provide health education.

D3 Nursing study program did not do student needs analysis. Because their assumption that has been setting in curriculum and the D3 Nursing study program also adjust to the vision mission of the ASEAN 2025. For syllabus rebuttal that is taught by English lecturer. Lecturers are allowed to develop the material that they want to teach but for the nursing material already from the D3 Nursing study program, after making syllabus and SAP (*satuan acara perkuliahan*) the D3 Nursing study program check and select whether it is in accordance with the needs of students. D3 Nursing study program also said that the Syllabus applied made by English lecturer accordance with the D3 Nursing study program wanted. Made 2 credits of common English and 2 credits specific English for nursing. Making the syllabus also mentioned the material along with the contents of the material being taught. The D3 Nursing study program also said there should be a lot of medical language vocabulary in it. D3 Nursing study program also said the most preferred skill is speaking. Because speaking in need for students to know and understand how to communicate with medical languages. They are not prepared to be able to speak English to work abroad but at least they understand and know that they can compete in level ASEAN.

## Discussions

Syllabus applied in D3 Nursing still does not hold on to the actual ESP characteristics. Some materials come out of specific nursing materials. The process of making materials is also not separated from the policy of D3 Nursing Study Program. They have policies that they must adapt to the vision - mission of the study program. The head of D3 Nursing Study Program also said that the syllabus made by the lecturers was in accordance with their wishes. That is 2 credits general English and 2 credits English for nursing in accompanied by mentioning any material taught. However, in the syllabus the lecturer only mentions the title of the material without mentioning what material is taught. For example, in syllabus *bahasa inggris 1*, the title describing place (hospital) or drama, not to mention the introduction of what the lecturer wants to teach. Another example in syllabus *bahasa inggris 2*, the title definition of pain or English debate the lecturer only mentions the title of the material: definition of pain or English debate, but not to mention the introduction of what the lecturer wants to teach. It is also not found in RPP lecture. It's mean lecture mention the material in the syllabus is not clear because the lecturer only mentions the title of the material only and doesn't write the content of any material taught.

In general syllabus contains several components and the syllabus that made by lecturer have some component: meetings to, time, learning objectives, materials, achievement targets and types of evaluation tests, question form and number, assessment methods and criteria. And this is in accordance with the general component making the syllabus.

The syllabus states 14x meetings with some of the same material in a few weeks. Seeing the material shown in the syllabus shows the material has been designed with intermediate English level – advance English level. But from questioner need analysis nursing student level around in basic to intermediate. Achievement targets and types of evaluation tests are still less clear because they do not include what outcomes and what tests to use. However, seen from the title of

syllabus semester material 1 and 2 are related to nursing context. But when research doing the need analysis to the student, the result is said that 72% Students revealed that there are some materials given by lecturers not related to the nursing context, examples, Matter about biography, ideals, idols and explaining descriptions of tourist attractions, descriptions of rat temples, biographical descriptions of people, descriptions of tourist.

For learning outcome which expected by D3 Nursing is minimal nursing students know the basics of specific nursing English, if general English is grammar, for English nursing they can communicate at least in English like greeting patients, diagnose in medical language, giving care nursing. Can provide health education and in the syllabus lecture doesn't consisted the level skill more teach. In syllabus 1 and 2, they are flatly beaten all skills are taught.

The more important is before making the syllabus lecturer must be aware about analysis students. From need analysis the teacher can consider things that are worth it to be taught. For examples, student's need, level skill or material student wants to increase, level skill they have and also find their motivation. But it is not realized if it is hindered by the study program policy.

From need analysis teacher will know the needs of students. By Abel Javier Romo 2006, result nursing assistant students wants: where respondents were asked about their future professional goals and the resources, they needed in order to reach those goals. 77% said they would need English lessons in order to get a higher paying job. In research researchers: D3 Nursing students chose the goal of learning English 31% chose to study, 41% for work, 9% for training and 19% did not answer. This means both of the major want material from English lecture can meet their needs in the world of work later. This indicates that ESP is suitable to be applied at the major.

## **Conclusion**

For a global competitions in ASEAN 2025, 78% chose to agree that ESP is applied in D3 Nursing study program because they are think they are needed, accordance with their vision - mission D3 Nursing study program, to support the world of work, increase the quality of nursing skills in English, to be able to compete with foreign nurses, more competent, in order to English in the field of nursing, to study abroad, has become a program of D3 Nursing study program, enhance skills, addition of science, competition globalization and to work abroad.

ESP approach besides preparing the students in the working world and teaching that are qualified because at the same time the students learn discipline that they study. Another challenge lies on the teachers, materials, facilities, university policies, also the ESP students. From the research result of the previous studies and the result of the researcher, it can be concluded that ESP should be worth to be calculated, developed and applied in all learning field in Indonesia because of its excellent characteristic in the development of education now and future. According to student needs analysis results also result that they need knowledge of English in terms of their field. Syllabus made by teachers still rarely uses ESP as a whole because it is hindered by obtaining curriculum permission or other institutional policies. Some material that is not in the syllabus is also taught. Teachers and curriculum developers also rarely do the research on the need analysis of their students they only raise the material they know is important without knowing the condition of the students. Whereas from the need analysis they can find out what skills are needed by the students, what materials are needed in a particular field of profession or even at where their skill English level. But it does take a while so the teachers and the institute used their policies that their already applied.

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