

Exploring Content-Based Syllabus for Indonesian EFL Nursing Students at Politeknik Kesehatan Makassar

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Abstract

The purpose of the study was to discover the most appropriate content-based syllabus for EFL nursing students and to find the suitable and relevant themes to the language learning process at Politeknik Kesehatan Makassar. The study adopted quantitative descriptive approach. The samples were fourth semester students of Nursing Department, English lecturers and nurses at Wahidin Sudirohusodo Hospital Makassar. This study used a purposive sampling strategy to identify 50 respondents. The researcher selected 40 nursing students, five English lecturers, and five senior nurses with international experience. The data were gathered by distributing questionnaires to respondents in order to ascertain the students' reasons for attending the Nursing Department, their objectives or their experiences, and also to ascertain their mastery level of the required competencies and their primary priority of competencies. Descriptive statistics were used to analyze the data. The study's findings show that the most suited curriculum for Nursing Students at Politeknik Kesehatan Makassar is a topical syllabus arranged around specific topics or themes. Appropriate themes included content-related subjects, general subjects, and suggested topics. The present study provides empirical data on a successful EFL content-based learning by focusing on thematic approach.

Keywords: Content Based Learning, Nursing Students, ESP

INTRODUCTION

Speaking about the training and the type of learning experience students could be obtained in Diploma III of Nursing, one must bear in mind that the curriculum of institution concerned (Hosseini & Shokrpour, 2019). The curriculum 1984 Diploma III Educational Catalogue of Nursing (Katalog Pendidikan Diploma III Keperawatan, 1984:33) involves the description as follow:

This subject is aimed at grammar, sentence structure and vocabulary that allows students to communicate with people, read and understand the required reference materials. Teaching and learning needs consist of lectures, discussions, use of laboratories and individual assignments.

In one regard, the 1984 curriculum did not make a sufficient contribution to initiatives to strengthen nurse students' English-speaking skill and performance. The government has decided the number of credits allocated to this curriculum, comprising two credits of English in the second semester. As a result, we might argue, "How is the English proficiency of nurse students who learned English in such a short period of time?"

Indeed, the world is in desperate need of health workers, particularly nurses, with the WHO estimating that demand would reach 70 million by 2015. The current scenario in Indonesia might be described as a "temporary surplus" due to the 431 institutions that generate about 30,000 nurses annually but have a very limited capacity. The problem could be rectified by preparing and sending them to enter the global market with international competency (Masfury et al, 2007)

Other factors to consider include the fact that 520 nurses graduated in the last three years, while the government only accommodated 51 graduates (9.81 %). These figures clearly demonstrate that nurse graduates would increase each year, while the government accommodated a very limited number, resulting in a spike in nurse graduates the following year. Alternatively, the nurse graduate unemployment would have occurred (Nurakhir, 2018).

It was also critical to request data on nursing graduates from certain nations throughout the world, including Australia, Malaysia, Saudi Arabia, Kuwait, the Emirate of Arab, the Middle East, the Netherlands, and the United States of America; these countries require nurses with hospital experience. The following qualifications and criteria apply to the nurses required: (1) Graduates of the Diploma III and SI nursing programs, (2) males and females between the ages of 20 and 30, (3) they are able to communicate well in English in their field, (4) they have a minimum of two years of hospital experience, and (5) they are assured fair wages.

The issue of how to address students' learning processes in educational programs presents the following dilemma: What linguistic skills do Nursing Students at Politeknik Kesehatan Makassar require in order to produce suitable English Course Content? Hence, to address the aforementioned issue, the current study attempts to provide a syllabus that is appropriate for EFL nurse students and to select appropriate topics to satisfy their needs.

METHOD

The present study was conducted using a descriptive method. This research was conducted in both field as well as the library. The library research process entails reading books that are pertinent to the topic. Its objective is to identify appropriate themes for nursing students and then to develop a syllabus for English instruction.

This study enrolled fourth semester nursing students at Politeknik Kesehatan Makassar. It comprises of three classrooms with 120 students distributed randomly among them, five lecturers with experience in English teaching, and five users who are nurses with hospital experience and have worked in foreign countries

as nurses. Due to the large number of students, the researcher selected to sample only one class (A class). This class consisted of 40 students, five English instructors, and five nurses. There are a total of 50 respondents in the sample. Purposive sampling was used to select the samples. The fourth semester students were chosen as a research sample since they had learned English in a nursing environment, as demonstrated by the semester's subject allocation. Five English lecturers with experience teaching nursing students and five nurses with international nursing experience.

The instrument for this research was a questionnaire that was divided into several sections based on the following needs: content subjects included 22 topics, general subjects included ten topics, suggested subjects included respondents' suggestions, students' English learning needs included items 1-16, and learners' present condition included items 17-18.

Four phases would be used to collect data. In the first phase, a questionnaire would be utilized to acquire detailed information regarding what topics are appropriate for nursing students and what they require. In this phase, the survey will include 40 nursing students from Politeknik Kesehatan Makassar, five English professors, and five users (nurses). They were asked to make a list of topics that they believed are pertinent to the nurses' duties in their field of study.

The second part would require the results of the survey, which is then used to determine the appropriate needs for the English course for nursing students at Politeknik Kesehatan Makassar. In the third step, respondents were asked to rate the importance of the questionnaire items in terms of meeting the students' needs. The responses to the items are to be categorized according to their semantic differentials. According to Isaac and Michael (1990), the semantic differential is a technique for determining the meaning of concepts. And the last step, developed a syllabus based on the results of the third phase English Course.

The respondents completed questionnaires to ascertain the contents subjects, general subjects, suggested subjects, students' English learning demands, and learning strategy. The respondents' questionnaire data would be examined using a percentage and rating scale. Different responses had a varying rating scale. The majority of the time, a percentage approach is utilized to determine a student's priority for language skills. Whereas, a rating scale was employed to build the syllabus and materials. Table 1 shows the rating scale that was used.

Table 1. Rating Scale

| Students' Answer | Very Important | Important | Less important | Not important |
|------------------|----------------|-----------|----------------|---------------|
| Weighting | 4 | 3 | 2 | 1 |

Table 2. The data processed

| Students' answer | Very important | Important | Less important | Not important |
|------------------|----------------|-----------|----------------|---------------|
| Weighting | 4 | 3 | 2 | 1 |
| List of task |% |% |% |% |
| score | | | | |
| Total Score | | | | |

The same method was followed for each task on each list. The highest score is used to determine subject selection, syllabus design, and material creation. The information was gathered from students, English professors, and users. The following table can be used to convert the respondents' scores:

Table 2. The converted scores of the data analysis

| Converted score | Category |
|-----------------|----------------|
| 86-100 | Very important |
| 71 -85 | Important |
| 56-70 | Less important |
| <55 | Not important |

Source: Arikunto (2005)

FINDING AND DISCUSSION

The appropriate syllabus for the nursing students

The syllabus is meant to blend the dual subjects of English proficiency and nursing education, which are offered to students as a whole. It is fully based on the research findings regarding the pupils' demands. The syllabus places a premium on students' speaking ability and supplements it with other abilities in the purpose of enabling students to strengthen their capacity to communicate in English as a primary goal of learning English (Su et al, 2022). Additionally, the other abilities of reading, listening, and writing should be emphasized according to the pupils' objective needs.

The authors attempted to incorporate many types of syllabuses typically seen in current ESL courses while creating the syllabus for nursing students, namely: structural syllabus, situational syllabus, topical syllabus, and functional syllabus.

a. Course objectives.

A course based on this syllabus should enable the students:

1. to develop familiarity with English grammatical structures which are commonly used in nursing clinical sites;
2. to develop knowledge and understand of the register used in nursing related the nurse's competence and performance;
1. to develop the students' reading skill in order to enable to cope with nursing related books written in English'
2. to enable the students do nursing assessment, write nursing diagnose, compose nursing care plan, implementation of nursing care plan and evaluation;

3. to communicate well in English that will help them find job after leaving at Jurusan Keperawatan Politeknik Kesehatan Makassar;
4. to enable the students write down the nursing report in English.

b. Construction of suggested syllabus.

The nature of suggested syllabus is integrated: topics, structural, skill, and performance based on syllabus according to Hutchinson & Waters show:

The reasons of suggesting this kind of syllabus are as follows:

1. The topics chosen based on the students' needs and the other respondents preference.
2. General English, but to some extent is still related to nurse's field of study, especially in exercises or practices in the clinical sites.
3. The syllabus will give more emphasis on the development of the students' reading skills which fit the students' target needs.

c. Learning strategy.

The learning strategies included in this syllabus are based on the results that students learn best when an integrated skill approach is used in English language instruction, which combines the concrete and analytical learners. As a result, the activities include the following: (1) debating, (2) presenting, (3) conversing, (4) singing a song, (5) role playing, and (6) playing a game. Methods. The following teaching approaches are employed in this curriculum, which has been customized to meet the expectations of the students: (1) explanation followed by extensive practice, (2) tutorial instruction, (3) group discussion, (4) communicative language learning, and (5) task-based instruction.

The Suitable Topics for Nursing Students in English Language Learning

The nursing students' content-subjects were provided to the three groups of respondents in order to elicit the themes that would be prioritized based on the students' needs and areas of knowledge. Each group of responders was asked to rate each issue. After using the scoring system, the average score was determined using the same formula. The following table summarizes the most appropriate topics for nursing students based on their average score:

| J | No. | C. Suggested Subjects. | Average scores | Categories | Print) Online) |
|----------------------|-----|---------------------------------------|----------------|----------------|-------------------|
| | | | | | |
| | 1. | I lome care | 72.50 | Important | |
| | 2. | Community of nursing | 71.75 | Important | |
| | 3. | Culture of nation | 75.00 | Important | |
| | 4. | Nursing basic concept | 70.00 | Important | |
| | 5. | Impact of drugs abuse | 67.50 | Less important | |
| | 6. | Occupational therapy | 62.50 | Less important | |
| | 7. | Greeting | 67.50 | Less important | |
| | 8. | Anatomy of human body | 75.00 | Important | |
| | 9. | Nursing ethics | 72.50 | Important | |
| | 10. | Physical assessment | 82.50 | Important | |
| | 11. | Terminal care | 67.50 | Less important | |
| | 7 | Pediatric nursing | 77.10 | Important | |
| | 8 | Dehydration management | 79.85 | Important | |
| | 9. | Infectious management | 73.49 | Important | |
| | 10 | Out patient | 65.59 | Less important | |
| | 11. | Nosocomial control | 69.21 | Less important | |
| | 12. | Psychiatric nursing | 83.67 | Important | |
| | 13 | Health and illness concept | 79.11 | Important | |
| | 14. | Nursing treatment | 88.31 | Very important | |
| | 15. | Hospitalization | 71.78 | Important | |
| | 16. | Nursing process | 86.59 | Very important | |
| | 17. | Clinical interviewing | 80.13 | Important | |
| | 18. | Homeostasis & pathophysiology | 81.09 | Important | |
| | 19. | Stress and adaptation | 81.63 | Important | |
| | 20. | Fluid and electrolytes balance | 83.05 | Important | |
| | 21. | Human response to illness | 76.82 | Important | |
| | 22 | The person experiencing pain | 74.98 | Important | |
| 13. General Subjects | | | Average scores | Categorieas | |
| | 1. | Grammar | 82.99 | Important | |
| | 2. | Physiology or Parts of the human body | 78.67 | Important | |
| | 3.. | Life style | 69.61 | Less important | |
| | 4.. | felling time, number, weight & length | 68.77 | Less important | |
| | 5. | On the telephone | 70.85 | Importyant | |
| | 6. | Drugs and medication | 81.98 | Important | |
| | 7. | Daily activities | 69.30 | Less important | |
| | 8. | Sport/ exercises | 63.12 | Less important | |
| | 9. | Dietary | 61.83 | Less important | |

10 Interview

71.63 Important

Respondents: Students: 40, Lecturers: 5, Users: 5

The researcher distributed the questionnaires to respondents for choosing twenty two items of content subjects or compulsory subjects, ten items of general subjects, and items of suggested subjects. The respondents should write down the subjects if they considered that the nursing students needed but the items were not included in the given questionnaires. The three groups of respondents have decided their choice for the content subjects, general subjects (supported subjects), and suggested subjects that are suitable topics for the nursing students.

Table 4 above showed that there were twenty two items of the content-subjects that have been chosen by the respondents which were categorized as very important, important, and less important. There are four items categorized as very important, namely: Medical surgical nursing, Emergency care and basic life support, Nursing treatment, and Nursing process. Sixteen items were categorized as important, and two items were categorized as less important. General subjects (supported subjects) comprised ten items namely: five items were categorized as important and the other items as less important, while eleven items, seven items as important and the others as less important. Items refer to less important

All items that categorized as very important and important are relevant to Kurikulum Nasional Pendidikan D-III Keperawatan in 2013 and they should be recommended into the suggested syllabus desined for the Nursing Students at Politeknik Kesehatan Makassar.

Students' Learning Needs

a. Reason for choosing Nursing Department

The primary reasons students choose to study nursing are intrinsic and instrumental motivations. According to the majority of respondents, students choose the Nursing Department at Politeknik Kesehatan Makassar. Because they were easy to obtain work for or had made a decision far in advance. This is the response given by 24 respondents (48 percent). This suggests that students at Politeknik Kesehatan are quite motivated to study English. The second major proportion of responders, 11 or 22.00 percent, said that this was their primary option. The other reason, which accounts for between 10% and 20%, is that their parents suggested it, and the final one, which accounts for between 5% and 10%, is that they failed at other universities.

b. Needs for learning English

This study shows unequivocally that students have the highest motivation to learn English. Of the 50 respondents, 21 or 42% stated that they wanted to speak with foreigners, 18 or 36% stated that they wanted to find work quickly, but just 6 or 12 percent stated that they wanted to understand materials written in English, and 5 or 10% stated that they wanted to for other reasons.

1) Students' opinion to attend the private course beyond the ESP course

According to the survey, 29 or 58.00 percent of respondents said it was critical to take additional English classes outside of campus, 19 or 38.00 percent said it was extremely important, and only 2 or 4.00 percent said it was less necessary.

2) Students' reason to attend the additional English course

According to the data analysis, ten percent of respondents (52.63 %) stated that students attend private English classes to improve their ability to communicate

in English, five percent (26.32 %) stated that the facilitator used an effective teaching method, three percent (15.79 %) stated that additional English learning hours should be added, and one percent (5.26 %) stated that course materials are extremely important.

3) Students' perception on English subject

This study shows that most of the respondents, 30 or 60.00% said English was difficult, 17 or 34% argued that English was less difficult, 1 or 2.00% stated that English was very difficult, and 2 or 4.00% said not difficult.

4) The students' perception on their English skills

This research shows that the students' weakness on the English skills spread almost evenly but most of the respondents claimed that the students lack on speaking skill (38.00%), lack on listening skill (30.00%), writing skill (30.00%), and reading skill (2.00%).

Nursing Students' Demand on English Language Mastery

The perception of ESP demonstrates that students' motivation for ESP is extremely positive. Of the total samples, 34 (68%) stated that ESP was a critical subject to learn, while the remaining 16 (32%) stated that ESP was a necessary subject to master. The addition of ESP credit hours demonstrates that the majority of respondents believed that ESP credit hours should be added; 32 or 64.00 % stated that they were important, 15 or 30.00 % stated that they were extremely important, and the remainder stated that they were less important or not important. Allocation of ESP reveals that 34 or 68 % of respondents contended that something was important, 28 % thought something was very essential, and only 2 or 4.00 % said something was less significant. This evidence indicates that when credit hours are distributed over multiple semesters, nursing students study English continually.

The usefulness of ESP demonstrates that respondents' answers to question 9 on students' attitudes toward ESP differed slightly. However, all respondents agreed that ESP is extremely useful, namely very useful (34 or 68.00 %) for a group of 28 nursing students, four English lecturers, and two users (nurses with international experience), and useful (16 or 32.00 %) for a group of 12 nursing students, one lecturer, and three users. The primary nursing subjects indicate that 29 or 58.00 % rated nursing materials as significant, while 21 or 42.00 % rated them as extremely important.

EFL Nursing Students' Language Learning Issues

According to respondents' responses to prior years' questions about students' satisfaction with ESP, 46 or 92.00 % that the materials did not suit the students' needs. These responses were corroborated by 36 nursing students, five English lecturers, and five users. However, only 4% or 8% of students indicated that ESP suited their needs. This segment discusses that 32 respondents, or 69.57 %, stated that students were dissatisfied with the ESP because the English materials were irrelevant to the nurses' work or because no acceptable curriculum or syllabus was available. 8 (17.39%) of respondents reported that ESP did not satisfy their students' needs due to uninteresting materials, while 6 (13.04%) stated that the teaching approach did not meet their students' wishes.

a. English level

The most appropriate level for the majority of nursing students is intermediate 35 or 70.00 %. This finding is corroborated by respondents who

included 30 nursing students, two lecturers, and three users, with 15 or 30.00 % claiming to be advanced level.

b. Methodological preference

When respondents were asked about their preferred style of English instruction, the students' opinions differed. The respondents were asked about their technique choices. The questions are divided into two broad categories, each of which is then subdivided into several sub-topics. The purpose of this question is to generate suggestions for the most preferred teaching/learning methodology that students anticipate for the ESP course. The findings about methodological preferences can help ESP professors manage their classroom activities more effectively.

According to responses to ESP course subjects, 21 or 42.00 % that the material was presented in English, while 10 or 20.00 percent stated that the material was translated, while 10 or 20.00 % stated that the material was presented in general English, and 9 or 18.00 % stated that the material was more grammatical.

Regarding classroom activities, the majority of students chose "discussion" as their preferred activity (29 or 72.5 %), followed by "presentation" (25 or 62.5 %), "role play" (20 or 50 %), and "play game" (20 or 50 %), while lecturers chose discussion (100.00 %), conversation (80.00 %), and presentation (20 or 50 %) (80.00 %). The users add conversation (100.00 %) and presentation (80.00). According to the findings about favored activities, the respondents in this study are a mix of tangible and analytical learners.

In terms of teaching English language skills, the highest scoring technique is discussion, with a total score of 387.00; the second highest scoring technique is presentation, with a total score of 370.00; and conversation, with a score of 343.33; but the lowest scoring technique is role play, with a score of 300.63; singing a song, with a score of 300.83; and playing a game, with a score of 286.67.

Discussion

The question focuses on the students' priority on English language skills was given to all of respondents. The objective is to elicit convincing input regarding which skills should be prioritized, given that it is impossible for students to master all four talents in a short period of time (Nghia & Yen, 2018).

a. Rating priority on the language skills

The primary aim for posing such a question was to elicit convincing advice on which talent should be prioritized, given the students' inability to master all four skills in such a short period of time, or one semester. Regarding the priority of language abilities, respondents assigned a numerical value to the ranking that can be converted to average cores. This information is included in the following explanation bellows.

b. The average scores of the priority of language skills

The respondents' priority for language skills is as follows: the speaking skill receives the highest score (398.33), the reading skill receives the second highest score (355), and the listening and writing skills receive the third highest score (349.17 and 340, respectively). According to the data above, a majority of respondents said that speaking and reading should be the primary activities stressed in the English teaching process for nursing students at Politeknik Kesehatan Makassar.

The study's target circumstance is one in which English will be employed after the students graduate. The target circumstance can also be regarded as the students achieving a sufficient competency level in order to perform effectively and support their clinical tasks. In response to respondents' response to question 16, "after students graduate from D.III of nursing, they will have the option to work at" not only in the Nursing Department, but also in private services and in foreign countries. According to the data respondents stated that they have the opportunity to work in foreign countries because the government has a very limited number of graduate positions available, 20 or 40.00 percent stated that they will work in health services, and 7 or 14.00 % stated that they will work in private services.

CONCLUSION

To sum it up, the appropriate syllabus for the Nursing Students at Politeknik Kesehatan Makassar, consisted of several kinds of syllabuses namely: structural, situational, topical and functional syllabus. Based on the syllabuses the materials would be designed to meet the nurses' competence, performance, skills and tasks in the clinical sites. So the syllabuses would encourage the students to develop that reading skill to master vocabulary commonly used in nursing studies and English grammar. In this case the syllabuses for nursing students include the content-subjects, general subjects and suggested subjects.

Although English is taught as a general course, students demand materials that are pertinent to their clinical practice duties (Alinezhad & Gholami, 2012). The appropriate themes for nurses' competence and performance have aided in motivating students to participate more actively in the learning process by associating and interconnecting their moods with the things learned, making them more interested and motivated to follow the course. There are three types of results topics: content subjects, general subjects (supported subjects), and suggested subjects. All of these topics have contributed to the nurses' competence, performance, and abilities in clinical settings. The compulsory subjects are those that support and contribute to the nurses' tasks, while the supported subjects are those that close and contribute to the nurses' tasks. The suggested subjects are those that can be considered as supplemental subjects to the completion of the nurses.

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