

Developing English Speaking Materials for Nursing Students

Unun Fadliah
 Graduate School
 Yogyakarta State University
 Yogyakarta, Indonesia
 unun.fadliah@student.uny.ac.id

Sugirin
 Graduate School
 Yogyakarta State University
 Yogyakarta, Indonesia
 sugirin@uny.ac.id

Abstract—Good quality students' learning outcomes are dependent on good teaching materials. Good teaching materials are those developed based on an appropriate needs analysis. In this era of globalization, nurses must be skillful not only in nursing, but also in communicating in English with non-Indonesian patients. Therefore, one of the goals of nursing education is the mastery of spoken English. Related to this issue, the research reported in this paper aims to develop the appropriate speaking materials for the second semester students of nursing program based on their needs. This is a research and development study conducted at a nursing school in Yogyakarta. The development of the materials went through seven steps: conducting needs analysis, designing the course grid, developing the first draft of the textbook, getting the expert judgment, revising the product, implementing the product, and evaluating the product. The data were obtained from questionnaires and interview. The questionnaires were analyzed using quantitative data analysis, while the interview data were analyzed using qualitative data analysis. The research findings reveal the real needs of nursing students, the teacher's viewpoints on the practice of instructions, and the descriptions of English for nurses used in their field of work.

Keywords—*english for nursing, speaking, speaking material development.*

I. INTRODUCTION

The rapid growth of population from the graduates of nursing schools in Indonesia makes the government come at two facets: the surplus and shortage of nurses. Reference [1] mentions:

“The total prediction of nurse production was approximately 30,000 per year in 2015 ... The Government of Indonesia is only able to provide formation and budget allocation for a maximum of 3,000 nurses yearly. ... It is predicted that private health sectors can only absorb approximately 2,500-3,000 new nurses yearly. Therefore, only 1/3 of the total production of new nurses in Indonesia can be recruited properly. Placement of the remaining 2/3 (15,000) of the total nurse production is still uncertain”.

By looking at such situations in Indonesia, the government has to stimulate the nurses to work abroad. Reference [1] reports that there are some countries that offer opportunities to Indonesian nurses since 1996 such as the USA, Saudi Arabia, the United Arab Emirate (UAE), Kuwait, the Netherlands, Great Britannia, Brunei, and other Middle East countries. All those countries have specific criteria and requirement for the job. The government also has a program to enrich the knowledge and skill of the nurses through the Indonesia-Japan Partnership Economic Program (IJEPA). This is international recruitment where the nurses who are accepted to this program are able to work in hospitals and clinics in Japan for a certain time. However, this program is not appealing to many nurses for only a few nurses apply for it. The language problem is one of the obstacles [1].

In addition to those programs, Indonesia has been in the ASEAN Economic Community (AEC) since the end of 2015, opening other opportunities to the nurses to work in ASEAN countries. However, they should prepare themselves to face the requirements of the host countries in terms of standard competencies, educational background, culture, and communication competencies. They have to pass the Medical Licensing Examination (MLE) of the host country in which the majority of the ASEAN countries uses English for the exam. Otherwise, foreign nurses who want to work in Indonesia also have to fulfill the criteria that have been determined by the government. This policy is beneficial to increase the domestic nurses' competencies. Reference [2] states that foreign nurses who will work in Indonesia have to follow the MLE in Bahasa Indonesia. However, the obligation of mastering Bahasa Indonesia is revised by the government due to the President policy that is enacted to attract investors to Indonesia. The policy allows foreign workers to work in Indonesia without having to master Bahasa Indonesia [3].

Previously in 2012, to welcome the AEC era the government has initiated to shape a working team to boost medical tourism in Indonesia called Indonesian Wellness and Healthcare Tourism (IWHT). This team

is working to promote Indonesia Healthcare through culture and tourism. Some preparations were made to support this program, such as those in infrastructure and human resource sectors [4].

Based on the data, the importance of English as the most needed language in the workplace cannot be denied. English will not only be needed to work in foreign country, for in fact it is also needed to communicate with domestic co-workers, colleagues, and patients in the future.

Nursing schools as the institutions that produce professional nurses take an important role in enhancing the nurses' competencies, including language competencies. A nursing school is one type of higher education institutions. Reference [5] mentions that nursing education includes vocational, academic, and professional education. Vocational education is directed primarily at the readiness and mastery of certain nursing skills as a nurse. Academic education is focused on the acquisition and development of nursing disciplines that include undergraduate, master's, and doctorate degree. Professional education is geared to achieve nurses' professional competencies.

As one type of vocational education institutions that prepares the graduate to be ready to work in the real work place, nursing schools should prepare everything needed through their curriculum. The curriculum should accommodate the industry demands such as the mastery of technology and information, leadership, and communication skill. Regarding the communication skill, the nursing institutions accommodate it by presenting English in a course lecture.

The English teacher also used general English material to teach the students. The students were taught more deeply in technology than in medical settings. As a consequence, the materials did not give adequate understanding to the students because the materials were not directly related to their major.

Moreover, the skills emphasized in the learning and teaching process were more focused on reading than speaking. It made the students do not have sufficient time to practice and improve their speaking skills. Meanwhile, language as a tool for communication also takes an important role. Reference [6] proposes:

“The result of needs analysis shows that one of the requirements to get a job in international hospitals for graduates of nursing schools is the ability to communicate orally in English. However, most nursing schools teach reading rather than speaking. Besides, the existing English textbooks in the market for nursing students focus on the reading skill. The available speaking materials by Oxford University Press intended for native English students are not appropriate for Indonesian students. The language is too difficult for the students of nursing schools”.

Furthermore, reference [7] found that about 70% of the students of nursing needed to improve their speaking skills. Considering these facts, the researcher assumed that both the students and lecturers of English in nursing schools needed to have teaching materials for speaking that accommodate their needs appropriately.

II. LITERATURE REVIEW

The high demand for English in the world of work is the basis for the development of English for Specific Purposes (ESP). It is a branch of English Language Teaching (ELT) that focuses on the purpose of learning the language rather than the nature of the language. Many experts have defined ESP. Reference [8] emphasizes that ESP is an approach rather than a product. The content of the teaching depends on the learners' reason for learning. Reference [9] attempt to extend a series of characteristics, absolute and variable, to resolve arguments about what ESP is. The absolute characteristics of ESP are to meet specific needs of the learners, the methodology, activities, and the language appropriateness used in the learning process suitable with the purpose of learning and the discipline it serves, while the variable ones characterize ESP for specific discipline to be taught to adult or secondary level learners in which the methodology of teaching may differ from general English or English for children.

Moreover, Reference [10] mentions that “ESP course is narrower in focuses than English Language Teaching course”. It can be concluded that ESP is an approach in language teaching that deals with learners who have particular needs in learning the language. The content of material that will be taught has to be suitable with the context and social culture that will be faced later by the learners. The development of needs of the English language in the world of professional work supports the birth of ESP including English for Nursing. Various need analyses have been conducted to identify the need for English in Nursing. Reference [11] states “These needs analyses have identified various issues that create challenges for English Second Language (ESL) nursing students: personal, academic, discipline-specific, cultural, and language”. Other needs analyses have sought to identify the language and communicative skills and tasks of nursing as a profession [11]. Communication practice of nursing emerges constantly between the nurse and the patient, the patient's family, the nurse's co-workers, supervisors, and many others. Communication in this profession can be a complicated process, and the possibility of sending or receiving incorrect complex messages frequently exists. Reference [12] states that “a language belonging to a particular group which identifies and defines membership promotes power and authority through communication and as such exclude others from certain forms of knowledge”. Thus as nurses,

learners have to know the particular terms commonly used in the clinical setting that they always experience in order to avoid misunderstanding in communication.

Related to the ESP significance, this research employed Content-Based Instruction (CBI). The reason to use this approach in language teaching was because this approach was more concentrated in the content of the material that suitable with the learners' context in ESP. It will make the learning process be focused on the topics that have been arranged based on the learners' purpose in learning the language. According to [13] CBI is an approach in which teachers use a topic to elevate learners' knowledge rather than grammar rules or vocabulary lists. Moreover, reference [14] states that "Content-based Instruction (CBI) refers to an approach to language teaching in which teaching is organized around the content or information that students will acquire rather than around linguistics features".

Learning materials should be developed accurately in order the materials can be used to aid in the classroom activities both for teachers and learners. Reference [15] mentions that good materials should motivate learners so that they can achieve their goals, be relevant and useful for their life, give chances to use the target language by considering the language features of the language, accommodate different learning styles, and provide feedback.

Therefore, the materials should be an aid that helps learners to learn the language. Materials have to provide a chance to improve skills in the target language. Motivation can also emerge through good materials so that the learners have a spirit to practice the language and get experience from it. In line with those criteria, reference [8] state some ideas related to good materials: (a) good materials stimulate the learners to learn; (b) good materials cover some topics that attract learners' attention, and thus both teachers and learners can maximize their thinking capacity to solve the problems; and (c) good materials should provide scaffolding unit which will lead the learners into various activities to gain maximum knowledge.

Needs analysis in this study is carried out based on the model proposed by reference [8] as follows:

TABLE I. NEEDS ANALYSIS

Category	Aspect	The Purpose of The Questionnaire
Target Needs	Necessities	To find out the needs of students in the target situation in the future
	Lacks	To find out the gap between what the students have known and what they should master
	Wants	To find out the students' needs that need to be inserted in the materials
Learning Needs	Input	To find out the suitable input for English speaking materials that students really want
	Procedures	To find out the suitable procedures that the students want the most
	Setting	To find out the class management to do the task of the English-speaking

		material
	Students' Role	To find out students' role in the learning process
	Teachers' Role	To find out the teachers' role in the learning process

III. METHODOLOGY

A. The Participants

This study involved 100 students who were selected using random sampling technique, 2 nurses with experience of working abroad or with foreigners, and 1 English lecturer.

B. The Data

In this study, there were two data collection instruments. They were interview guidelines and questionnaire guideline. The interview was conducted to the English teacher during the needs analysis. Moreover, there were three types of questionnaires used in this research. The first questionnaire was in the form of close-ended questions, given to the students to get information related to their needs, learning needs, and background. The second questionnaire was presented in close- and open-ended questions and was given to nurses who have worked with foreigners by using English as the media for communication. It was aimed to gather much information from the real work situation.

IV. RESULTS AND DISCUSSION

A. Results from the Questionnaires

1). Target needs

Target needs are what the learners need to do in the target situation. Target needs are closely related to some terms such as necessities, lacks, and wants. The researcher concluded that the English learning materials for the nursing students should embrace how they were prepared to communicate with the patients, family, doctors, and other fellow nurses in nursing process activities (Table 2). Then, related to the lack of the nursing students, it can be concluded that the nursing students still had low ability in all situations and aspects of speaking skill especially in grammar, fluency, and vocabulary aspect (Table 3). Moreover, related to the result of Table 3, all nursing students wanted to improve all aspects of their speaking skills. They realized that they still lacked ability in speaking (Table 4).

TABLE II. NECESSITIES

In relation to your profession as a nurse, what is your purpose in learning to speak English?		%
a.	I want to use English in nursing assessment related to health data collection by interviewing the patient or patient's family.	57
b.	I want to use English in the nursing assessment to communicate patient data to the doctors and fellow nurses.	53
c.	I want to use English to respond to patients'	45

	questions about their health problems based on the results of nursing assessment.	
d.	I want to use English to provide information to the patient about the consequences that will arise if they do not do treatment to health problems.	43
e.	I want to use English to communicate with the patient when the treatment process is performed.	60
f.	I want to use English in conveying the patient's condition to the doctor and the patient itself after the treatment process is done.	25
g.	Others	0
What speaking material do you learn this semester?		%
a.	Requesting and providing information related to the treatment process.	45
b.	Responding to the patients in the treatment process	10
c.	Giving opinions to doctors and patients in the nursing process	30
d.	Giving advice to the patients during the treatment process	
e.	Providing an overview of the patients' condition to the doctor and other nurses	40
f.	Providing an explanation of the treatment process procedure	23
g.	Giving instructions to patients in the treatment process	0
h.	Others (self-introduction)	36
As a nurse, what kind of skill you have to master in relation to your daily task in the work place?		%
a.	I am able to use an appropriate language when giving a report about the progress of the patient's condition to the doctor.	35
b.	I am able to use an appropriate language when giving a report on the progress of the patient's condition to the patient family.	37
c.	I am able to use an appropriate language when explaining the purpose of doing the nursing process to the patient.	37
d.	I am able to use an appropriate language when explaining the purpose of doing the treatment process to the patient.	40
e.	I am able to use an appropriate language when giving orders to patients when the treatment process is done	66
f.	Others (mentioned)	
In speaking class, what is your priority to be learned?		%
a.	How to communicate directly with the patients/family of the patients related to the process of identifying health problems experienced by the patient.	70
b.	How to provide information about the disease indications experienced by the patient.	40
c.	How to explain to patients about plans that can be done to help in overcoming the problem of diagnostic disease.	30
d.	How to give orders to the patients when the treatment process takes place.	60
e.	How to ask patients about his/her health progress after the treatment process.	40
f.	Others (mentioned)	

TABLE III. LACKS

No.	How good is your speaking skill in English in the situation below	%			
		SB	B	C	K
a.	Doing an interview with the patients about his/her health history	0	0	5	95
b.	Doing an interview with the patients' family about patient health history	0	0	3	97
c.	Clarifying the treatment process to the patient	0	0	0	100
d.	Describing the patient's health progress to the doctor	0	0	6	94
e.	Describing the patient's health progress to the patient him/herself and the family	0	0	5	95
f.	Explaining to the patient about the treatment process that will be done	0	0	15	85
g.	Explaining to the patient everything about the treatment process	0	0	15	85
h.	Giving instructions to patients when the treatment process is performed	0	0	17	83
i.	Conveying patient's complaints to the doctor	0	0	4	96
j.	Giving opinions to the doctor related to the treatments process	0	0	0	100
k.	Engaging in conversation with the patient while providing services in the treatment process	0	0	20	80
l.	Giving advice to the patients on their complaints during the treatment process	0	0	20	80
m.	Others (mentioned)				
Choose your difficulty in speaking English					%
a.	Difficulty in speaking with proper intonation				75
b.	Difficulty in speaking with proper pronunciation				75
c.	Difficulty in fluency				95
d.	Difficulty in speaking by using the right grammar				96
e.	Lack of vocabulary				95
f.	Others (mentioned)				

TABLE IV. STUDENTS' WANTS

In a speaking class, what elements do you want to improve?		%
a.	Speaking with proper intonation	100
b.	Speaking with pronunciation	100
c.	Speaking fluently	100
d.	Speaking by using the right grammar	100
e.	Speaking with the proper vocabulary selection	100
f.	Others (mentioned)	

2). Learning needs

Learning needs can be defined as what the learners need to do in order to learn. In investigating the learning needs, the researcher used five aspects in the questionnaire. The aspects related to the learning needs were learners' role, teachers' role, input, procedures, and setting. Most of the students wanted playing a role in practicing the treatment process and they wanted to imitate and practice the proper pronunciation. The researcher understood that the students wanted to be actively involved in the

classroom process (Table 5). Moreover, students wanted the teacher to be the facilitator in the learning process by providing a topic that would be learned and practiced in the learning process (Table 6). To make the students easy to understand the input materials, the majority of the students wanted the material to be presented in the form of video and audio, dialogue and monologue, and also vocabulary list that helped them in the learning process (Table 7). Furthermore, most of the students wanted to practice a dialogue as the learning activities. Then, the materials provided opportunities to them to practice the dialogue (Table 8). In the setting aspect, the majority of the students preferred to work in groups and in pairs when learning speaking. Thus, the activities in the classroom had to give them chances to work in pairs or in groups (Table 9).

TABLE V. TEACHER'S ROLE

In a speaking class, what do you expect your English teacher do in order to help you enhance your speaking skill?		%
a.	Prepare the topic of dialogue in accordance with the material in the treatment process.	95
b.	Prepare the topic of dialogue that matches the material in the treatment process.	90
c.	Prepare the role play script related to the nursing process.	47
d.	Others (mentioned)	

TABLE VI. INPUT

Choose what kind of input do you want in practicing your speaking.		%
a.	A monologue text about a patient's condition report in a documentary form	70
b.	A monologue text concerning the explanation and procedure of treatment procedure	56
c.	A dialogue containing the phrases used in question and answer between nurses and patients in the treatment process.	45
d.	The monologue text is presented in the form of a video.	50
e.	The dialogue text is presented in the form of audio.	63
f.	Monologue / dialogue by using images	35
g.	Vocabulary list	76
h.	Others (mentioned)	

TABLE VII. PROCEDURE

Choose the activities that you expect to be learned in the class.		%
a.	Dialogue	95
b.	Role plays	53
c.	Explaining pictures	53
d.	Sorting a random image of a process in nursing activities	45
e.	Discussion about the nursing process	55
f.	Describing the patient's health condition based on the example documentation in front of the class	78
g.	Explaining the procedure of a treatment process that exists in a text	55
h.	Practicing with a peer to use the phrases commonly used by nurses and patients in the treatment process	65
h.	Others (mentioned)	

TABLE VIII. SETTINGS

Choose the ways that you want in carrying out the learning activities.		%
a.	Doing the tasks individually	47
b.	Doing the tasks in groups	80
c.	Doing the tasks in pairs	85
d.	Others (mentioned)	

B. Results from the Interview

This is the result of teacher interview can be concluded that speaking skill was the main goal to be mastered in this semester. Students must have an improvement in this skill. The teacher also made a clear that the students of nursing in the place of this study still had the very low ability in English, especially in speaking skill so that in that semester the teacher wanted to improve the students basic English though it was still in the content of nursing based on their major. While the result of the interview with the nurses who ever worked with foreigners revealed that the majority of nurses served foreigners and did conversation related to general nursing care, advice, and medical procedures.

C. Developing Speaking Material for Nursing Students

After getting information from the questionnaire and interviews, the next step was to design learning materials. In developing the speaking materials, the researcher followed the steps as figured out (Fig.1). The developing procedure of these speaking materials has been verified by experts to meet the requirements of validity and reliability of the findings. All the steps in the design were adapted to find the real needs analysis obtained from both the questionnaire and interview.

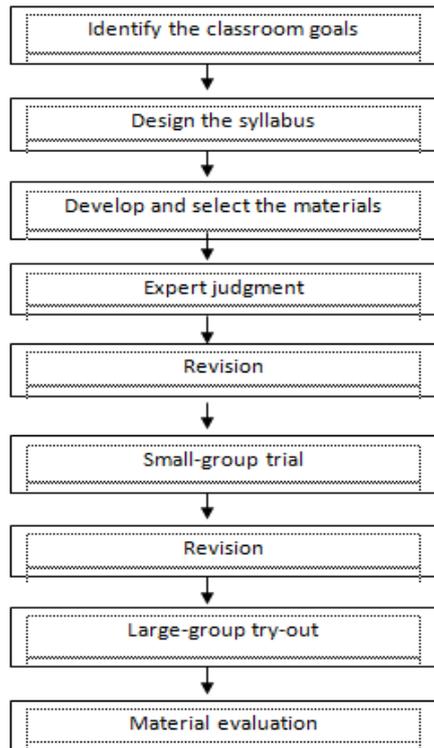


Fig. 1. Steps of Developing Materials

V. CONCLUSION

The data from the questionnaire and interview reveal that speaking skill is the most needed skill by the nursing students. Teachers should have their own materials that suit the students' needs. Among the topics related to the nursing' field, the students needed and wanted the course to cover such materials as how to educate the patient, telephoning skills, communicating with patient and patient's family, and recognizing the workplace environment. Another interesting finding also uncovers that the nursing students still have a low ability in mastering English especially in speaking skill even when they have learned English since junior high or elementary school. In the future research, it is interesting to dig more deeply about the causes of their low English proficiency.

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