

**INTEGRATING CONTENT-BASED SYLLABUS AND
TASK-BASED SYLLABUS IN ESP CLASS FOR
STUDENTS OF AKPER PEMKOT TEGAL**



THESIS

**In Partial Fulfilment of the Requirements
for Master Degree in Linguistics**

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**Faculty of Humanities
Diponegoro University
Semarang
2017**

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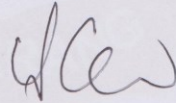
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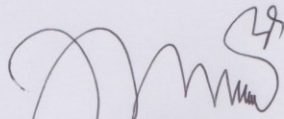
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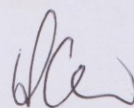
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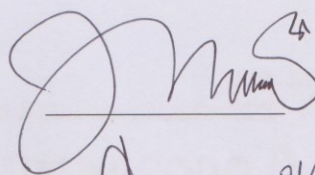
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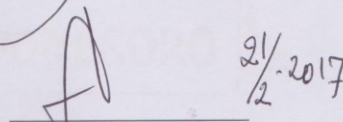
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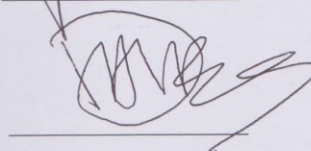
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PREFACE

Alhamdulillah, thanks to Allah SWT, the writer finally has finished the thesis, entitled “Integrating content-based syllabus and task-based syllabus in ESP class for students of Akper Pemkot Tegal” as my final project as a graduate student at Master Program in Linguistics, Diponegoro University. Peace be upon the Prophet Muhammad SAW, as my inspiration to be a good person.

I thank to people who guide, suggest from some parties and contribute so that the thesis can be finished. Therefore, in this opportunity the writer would like to thank to Dr. Suharno, M.Ed. as my advisor who has given the writer a lot of time, advice, direction, supports, and motivation to finish this thesis. I really thank to Dr. Deli Nirmala, M. Hum. as Head of Master Program in Linguistics and to Prof. Dr. Suwandi, M.Pd and Dr. Dwi Anggani Linggar Bharati, M.Pd. as my thesis examiners. All lecturers and administration staff of Master Program in Linguistics for their professionalism and all people whom I cannot mention one by one, I really appreciates for the assistance so that I can finish this thesis.

I thank to some lecturers in Akper Pemkot Tegal such as Mr. Hudi, Mr. Agus, and the other lecturers who spent the time to assist me in conducting the research. I also really appreciate to my lovely students of Akper Pemkot Tegal who give many contributions to conduct this research.

DEDICATION

This thesis is dedicated to:

... Bapak Mulyanto and Ibu Sudinsih, the best parents ever, who always accompany and teach your son

... My beautiful and smart, Azizah. You are my sister who always gives me a cute smile.

... To my lovely girl, Sintia Ambarwati

... All my friends, I wish no end came to our friendship



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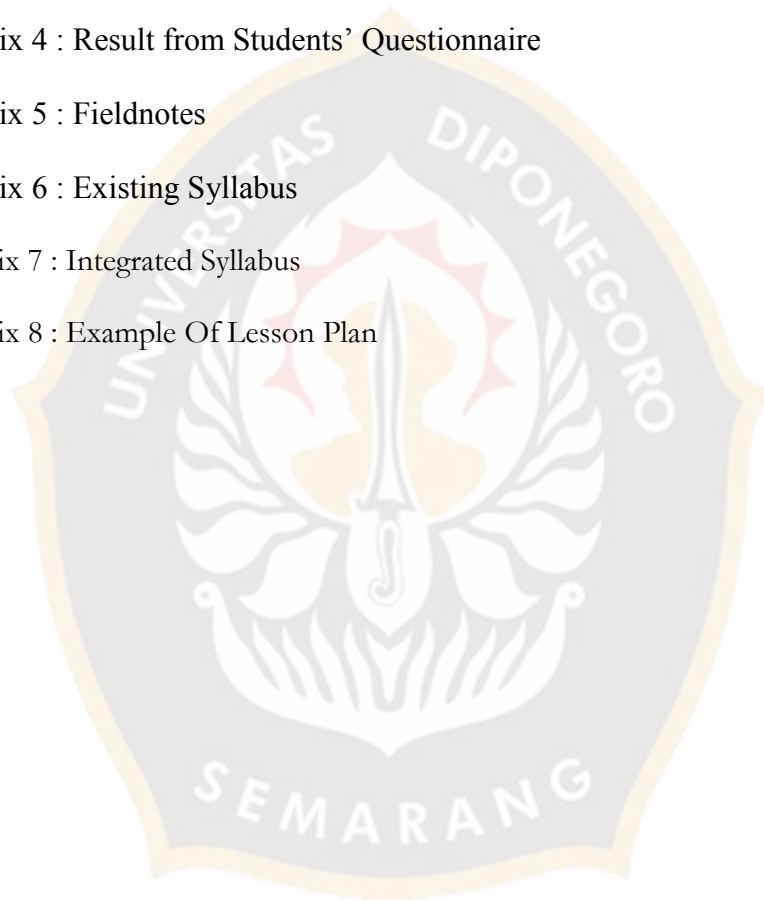
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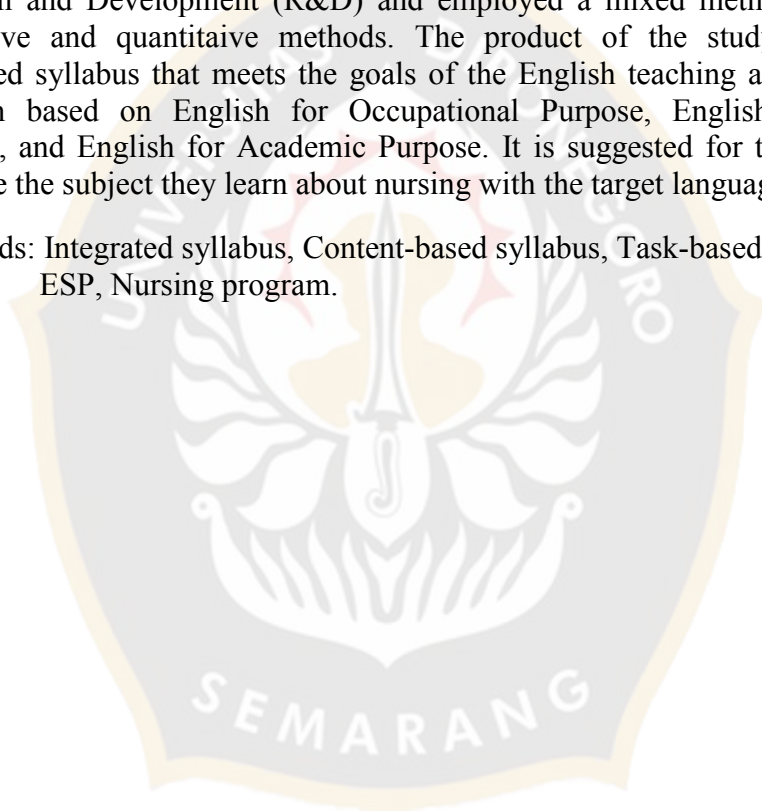
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ABSTRACT

The study aims to design an English Syllabus by integrating the elements of Content-based syllabus and Task-based syllabus for Students of DIII Nursing Program at Akper Pemkot Tegal. The subjects of this research are seventy five students of Akper Pemkot Tegal in the fourth semester, two lecturers of nursing study programme of Akper Pemkot Tegal, two English lecturers of nursing study programme of Akper Pemkot Tegal, two stakeholders of Kementrian kesehatan Kota Tegal and the Headmaster of Akper Pemkot Tegal. It used curriculum development in language teaching by Richards. Needs analysis is used to collect information about learners' needs in learning English for nursing. This is a Research and Development (R&D) and employed a mixed method, combining qualitative and quantitative methods. The product of the study was a new integrated syllabus that meets the goals of the English teaching at DIII Nursing Program based on English for Occupational Purpose, English for Medical Purpose, and English for Academic Purpose. It is suggested for the lecturers to integrate the subject they learn about nursing with the target language.

Keywords: Integrated syllabus, Content-based syllabus, Task-based syllabus, ESP, Nursing program.



INTISARI

Penelitian ini bertujuan untuk membuat silabus bahasa inggris dengan mengintegrasikan elemen-elemen *Content-based syllabus* dan *Task-based syllabus* bagi mahasiswa DIII keperawatan di Akper Pemkot Tegal. Subjek dalam penelitian ini adalah tujuh puluh mahasiswa Akper Pemkot Tegal semester empat, dua dosen keperawatan Akper Pemkot Tegal, dua dosen bahasa inggris Akper Pemkot Tegal, dua pemangku jabatan dari kementrian kesehatan kota Tegal, dan pimpinan Akper Pemkot Tegal. Penelitian ini menggunakan pengembangan kurikulum pengajaran bahasa oleh Rischards. *Needs analysis* digunakan untuk mengumpulkan informasi kebutuhan mahasiswa dalam pembelajaran bahasa inggris keperawatan. Penelitian ini adalah Penelitian dan Pengembangan (R&D) dan menggunakan kombinasi metode kualitatif dan kuantitatif. Hasil penelitian ini adalah berupa produk *integrated syllabus* yang cocok diterapkan untuk pengajaran bahasa inggris DIII keperawatan karena sesuai dengan tujuan pembelajaran yang berorientasi pada *English for Occupational Purpose*, *English for Medical Purpose*, dan *English for Academic Purpose*. Untuk para dosen di sarankan untuk mengintegrasikan materi keperawatan dengan pengajaran bahasa inggris

Kata Kunci : *Integrated syllabus*, *Content-based syllabus*, *Task-based syllabus*, *ESP*, Program Keperawatan

CHAPTER I

INTRODUCTION

This chapter elaborates the background of the study, the scope of the study, the statements of the problem, the objectives of the study, the significance of the study, the definition of key terms, and conceptual framework.

1.1 Background of the Study

Many people in the world use English to communicate since the language is one of the international language at the moment. Hutchinson (1988:61) stated that English is an international language that not only used in aviation, diplomacy, tourism but also in science, technology, and health education use the language. English is a foreign language in Indonesia. There are several practitioners of TEFL (teaching English as a foreign language) who conduct and create an English course or teaching and learning English based on the demand of the students' needs, for example, practitioners conduct a course based on English for specific purpose (ESP) in vocational school. They ran the English teaching based on the students' needs as Richard and Schmid (2010) stated that ESP is a language course or program of instruction that the content and purposes of the course are fixed by the specific needs of a particular group of learners.

ESP enables students to use English in academic (such as students of different fields) mentioned as English for academic purposes (EAP), professional (such as doctors, engineers, and nurses) mentioned as English for medical

purposes (EMP) , or workplace setting (such as in hospital and public health) mentioned as English for occupational purposes (EOP). Unfortunately, The syllabus existing in Akper Pemkot Tegal still offers several topics in which General English (GE) takes place. In addition, the course does not reflect ESP class and what the students really need for overall language skills. The topic such as greeting and introduction, telling hobbies or interests, daily routines, my study, conversation drills are irrelevant with their background as nursing student. The learning activities are also limit in the existing syllabus. However, English teaching in vocational school like Akper Pemkot Tegal should be in line with ESP.

Content-based syllabus and task-based syllabus can meet the students' needs since both syllabus offer the feature as it exists in ESP in which the students have a role as learners-centered in classroom and in the application of teaching. Content-based syllabus provides the students a lot of exposure to the language, which is good. Content-based instruction (CBI) approach seems to fit on the needs of the program and the design of the syllabus for Akper Pemkot Tegal. Nunan (1988) mentions that CBI is an approach which is by this approach learners are assisted to master language by means of studying a series of relevant topics. Besides, task-based syllabus offers many tasks which the students are asked to perform in the language such as using gesture to give signal to patients, showing direction, accomplishing task analysis based on instruction provided in English, and etc. Task here offers real-world tasks which is divided into Rehearsal rational

and Activation rational. Furthermore, task-based is mostly employed in vocational school where the language is used as communicative competence.

In a real situation of teaching and learning for specific purposes, English teacher certainly do not only use one type of approach or syllabus. However, they combine or integrate the approach or the syllabus to achieve the skills the learners or to succeed the program as Krahnke (1987: 73) stated that teachers seldom use only one type of syllabus to be specific in real teaching and learning but they often combine or integrate more than one syllabus. Furthermore, to design the integrated syllabus, curriculum development by Richards (2001) can be applied. Curriculum development should gather many informations of the students' needs. Needs analysis is used to obtain what the students' willings, need, and interest.

Brown (1995) interprets that needs analysis refers to the assembling all information systematically both subjective and objective. In line with the statement Richards (2001: 51) stated that needs analysis is procedure to gather information regarding students' need. He continued (2001: 52) need analysis can be employed in language teaching for different purposes, for instance:

1. To discover what language skills a student needs to perform a particular role, such as sales manager, tour guide, or university student.
2. To identify a gap between what students are able to do and what they need to be able to do.
3. To collect information about a particular problem learners are experiencing.

From the elaborations above, the writer can state that course grid or English syllabus for English for vocational school like English for nursing study programme in Akper Pemkot Tegal should be based on ESP. Therefore, the purpose of the study is to design an integrated syllabus in ESP class for Diploma III nursing study programme by integrating content-based syllabus and task-based syllabus.

1.2 Scope of the Study

Because of the limit time and writer's insight, this study focuses only on integrating content-based syllabus and task-based syllabus in ESP class for The 4th semester students of Akper Pemkot Tegal.

1.3 Statement of the Problems

By considering both the background of the study and the scope of the study elaborated above, I formulate three following statements of the problems as follows:

1. What are the needs, particularly learning needs, of the students of Akper Pemkot Tegal in the 4th semester?
2. What elements are put from content-based syllabus for teaching English for nursing study programme in Akper Pemkot Tegal?
3. What elements are put from task-based syllabus for teaching English for nursing study programme in Akper Pemkot Tegal?
4. How is an integrated Syllabus for The students of Akper Pemkot Tegal designed based on ESP?

5. How content-based syllabus and task-based syllabus can be improved into an integrated syllabus?

1.4 Objectives of the Study

From the statement of the study above, the main purpose of this study is how to develop an English syllabus for the the students of Akper Pemkot Tegal. In addition, further objectives of this study are stated in the following:

1. To discover and describe the needs of the students of Akper Pemkot Tegal, particularly in the 4th semester, in learning English.
2. To discover the elements from Content-based syllabus for teaching nursing study programme in Akper Pemkot Tegal
3. To discover the elements from Task-based syllabus for teaching nursing study programme in Akper Pemkot Tegal
4. To design an intgrated Syllabus for The students of Akper Pemkot Tegal designed based on ESP
5. To improve content-based syllabus and task-based syllbus into an integrated syllabus.

1.5 Significance of the Study

Hopefully, the integrated syllabus for the students of Akper Pemkot Tegal can provide the beneficial as follows :

1. The study will provide some beneficial reference for teachers, syllabus designers and curriculum developers who wants to design a program based

on the students' need. The study will give some benefit contributions to the field of teaching English as a foreign language (TEFL) as well.

2. For the teachers, they can decide to determine the appropriate materials given to their students related to the students' study program, at least the English material provided to the students should be relevant to their study program based on the syllabus. particularly, the study can be a guidance for teachers to meet the goal of teaching.
3. To be a beneficial reference for improvement to English courses or other language institutions holding ESP class.
4. It can be useful reference for linguists who may use the result of this study in doing other related research

1.6 Definition of Key Terms

The definitions of the terms I use in this study are:

1. Need analysis

It is a procedure to obtain information regarding the needs of the students (Richards, 2001:51). It is also the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities in language teaching and language program design (Richards, 1985:353).

2. English for Specific Purposes (ESP)

English for Specific Purposes (ESP) is an approach in teaching English as foreign language which is based on the learners' needs for specific fields (e.g. English for nurse, pilot, lawyer, pharmacist, or any other fields) and it names

as learner-centered approach. According to Hutchinson (1987: 84) in ESP class that set of criteria for materials selection must be based on needs analysis.

3. Content-based syllabuses

It is syllabus that integrates content and language in the teaching and learning. This kind of syllabus certainly give learners a lot of exposure to the language, which is good. Content-based instruction is an approach that the students study English in which the scope of the input provided to them is the subject matter of their expertise. Nunan (1988: 49-50) noted that students are assisted to master language facing relevant topics which the students need based on their field of study

4. Task-based syllabus

It is a syllabus which is organized around tasks, rather than in terms of grammar, vocabulary or functions. Task-based syllabus offers a number of tasks in classroom. In line with the statement, Nunan (1989: 10) Tasks are classroom works that involve the students in manipulating, understanding, creating, practicing or interacting which still focus on the meaning rather than form. The syllabus bestows several tasks which the students are ordered to perform beyond the language (e.g. using gestures to give signal to patients or using telephone to gain information)

5. Integrated Syllabus

it is a syllabus that is based upon a close relationship between different units of language (e.g. grammar, functions, skills) and which seeks to

provide for mutual reinforcement between the different components of the syllabus (Krahnke: 1987)

1.7 Theoretical Framework

The purpose of the study focus on integrating content-based syllabus and task-based syllabus for the students of Akper Pemkot Tegal. This is a case study which presents and focuses on a unit of study in which involve; students, lectures, and stake holders. The subject of the study is the students of Akper in the fourth semester. There are three classes consisting 50 students for each classes. There are 150 students, four lectures, two English teachers and two stakeholders.

The need analysis takes place by spreading the questionnaire, interview, and observation. Afterwards, the data is analyzed qualitatively and quantitatively. Interview and observation are qualitatively while questionnaire is quantitatively. I use Statistical Package for the Social Science (SPSS) to analyze the questionnaire. I interpret the data into target and learning needs after organizing the information of the unit of the study (questionnaire, interview, and observation). Then the result of those data provide the fundamental and base for a new syllabus.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter presents previous studies and theoretical reviews. Several previous studies are used as references in this research. Furthermore, the theoretical review consists of the definition of ESP, profile of Nursing Program Study of Akper Pemkot Tegal, the definition of curriculum and syllabus, a syllabus framework selection, Content based syllabus, Task based syllabus, and English language skills for nursing.

2.3 Previous studies

The research regarding need analysis and designing syllabus for vocational institution have ever been largely done by some researchers and practitioners of education. They view needs analysis as one of necessary tools to create and develop a course or a program in which specifically integrated to the students' field or willingness. Several studies have employed needs analysis and syllabus design like in healthy care (e.g nurses or pharmacy) and technical engineering. I used the previous study as guidances to conduct the reaserch regarding designing a syllabus for students of Akper Pemkot Tegal through content based syllabus and task based syllabus

In designing course grid or syllabus, needs analysis should be taken in consideration to achieve the goal of teaching English in ESP class. According to Richard (2001) Curriculum development should gather many informations of the students' needs. Needs analysis is used to obtain what the students' willings,

need, and interest. Considering the use of needs analysis, Boshier and Smalkoski (2005) in their research, needs analysis was organized at the college of St. Catherine to catch the information why nursing program were not succeeding academically. The study aims to develop the course for speaking and listening in a health-care setting to respond to what the most students' difficulties area such as communicating with client and colleagues in clinical setting. Some procedures, interviews, observation, and questionnaire were used to gather information regarding the students' need related to their background as nurses. The course were succesfully assist students in learning how to communicate more effectively in clinical setting. It can be stated that needs analysis is very essential in catching the information of what the students' needs.

Accordingly, Saragih (2014) employed need analysis to explore the learning needs consisted of fifty nursing students. His study aims to develop materials by means of needs analysis. The study designed ESP materials for nurses based on needs analysis. In his research, he employed object situation analysis, subjective needs analysis, recent situation analysis, obstacles analysis, and pedagogical needs analysis. The result revealed that it finds the spesific needs of nurses students, point of view from the lecturers about practicing ESP instruction, and the descriptions of ESP for nurses applied in English speaking. Moreover, it was benefit in developing materials based on the students need.

Furthermore, Palangan (2014) underlied that needs analysis were the primary characteristic in learning centered approach as in the study regarding designing an adapted syllabus of 1st level conversation class for higher education

students that based on the learning-centered approach. He applied needs analysis and situational analysis to get the information regarding needs of the learner. Increasing of STT (Student Talking Time) especially in “Engage and Study” session was one of the findings of his thesis, and equality of talking time between the students and the teachers.

This study is about integrating syllabus in which I integrate the elements of content-based syllabus and task-based syllabus. In line with this, Rosdiana (2015) did a study that aim to design an English syllabus by integrating the elements of task-based syllabus and the elements of text-based syllabus. In her research, the result revealed that integrated syllabus meets the goals of the English teaching which is based on either EOP or EAP. According to Chung wang *et al* (2010) they investigate the effectiveness of an integrated nursing English program administered in a junior college in Taiwan. They integrated the content of the material of nursing and English. In their research, results of the survey showed almost the learners measured and agreed that the program can improve their profesional knowledge of nursing and the four English skills. Again, in the study the students felt interested to learn English.

Furthermore, Kaveh Jalilzadeh and Atefeh Tahmasebi (2014) aimed to integrate a language and content instruction in EFL/ESL classroom. In content-based approach, learning the content or subject matter is the prior activity and learning the language is through learning the subject or the content of the subject. Macro skills such as speaking, listening, writing, and reading are integrated in the teaching based on content based instruction approach. The result of the research is

it employs authentic reading materials which ask students not only to comprehend information but to reveal and evaluate it as well. In line with that, Marco (2002) stated that in content based syllabus the students are given opportunity to interact with authentic, meaningful, challenging activities, and challenging materials. Furthermore, students' motivation were developed using authentic materials that fit on the aims.

To provide an authentic materials, Fahmi (2013) created a course related to the students' field as pharmacist in his research. He organized a course grid which was integrated with content based syllabus. He, furthermore, conducted it by following Jolly and Bolithos's model in Tomlinson (1998) with some modification. The first step is needs analysis done by distributing questionnaires to the students. The result of the needs analysis was the basis for developing a course grid. According to his study in his thesis, the materials provided to the students of SMF (Sekolah Menengah Farmasi) was not adequate and no relevant topic to the field in which the students study as pharmacist. The English was still General English. Thus, the purpose of his research is to develop through content based instruction. He developed the English materials for Students of vocational high school through the approach in which the students obtain relevant topics. It was stated that vocational high school in Indonesia is running under the umbrella of English for spesific purposes so that it can be much better if the materials are based on the students' need.

From the previous research results described above, the writer can state that there is no research that focuses on integration of content-based syllabus and

task-based syllabus in designing syllabus for nursing students. Therefore, The study focus on integrating content-based syllabus and task syllabus based in ESP class. Needs analysis was also employed to design the syllabus as well. Besides, English for academic purposes (EOP) and English for Occupational purposes (EOP) take the place in the study and the discussion of the integrating syllabus.

2.4 Review of Related Theories

The review of related theories in this thesis consists of the definition of ESP, the profile of Nursing program in Akper Pemkot Tegal, the definition of curriculum and syllabus, a syllabus framework selection, syllabus design, content-based syllabus, task-based syllabus, language skills analysis, and the level of difficulty of the language.

2.4.1 English for Specific Purposes.

Wright (Wright, 98 1992: 3) stated that English for spesific purposes is type of language learning which focus on all aspects of language regarding to a particular field of human activity. furthermore, it is a way of teaching/learning English for particular subjects with some specific vocational and educational purposes. The contents which are taught to the students must be related to the particular language topic which is based on the students' need. ESP is defined as an approach to applied linguistics that enables learners learn the language based on their needs and offer the teachers to meet the methodology which is based on their students' needs.

Kennedy and Bolitho (1984) underlined that ESP is based on the students' interest in learning English (i.e. what English students need to learn, why they

need to learn it). In the opposite, English for General Purposes (EGP) enables students learn English generally not specific to any reason or any fields. In this type of learning EGP, such the course existing in Akper Pemkot Tegal, doesn't make sense to their field as nursing or EGP is irrelevant to their background study. In contrast, According to Tahir (2010), ESP offer some spesific features and is suitable taught for vocational school students. The teaching and learning in ESP provides communicative competence that based on learner oriented. According to Hutchinson and Waters (1987), ESP is adjusted or defined to meet the particular needs of the students and the activity and the methodology is particularly related to the background study.

Accordingly, Hutchinson and Waters (1987: 19), stated that ESP is a specific approach to language teaching and the requirement of this is all of method and the decision to content must be based on the reason of the students learning the language. As it is figured out below:

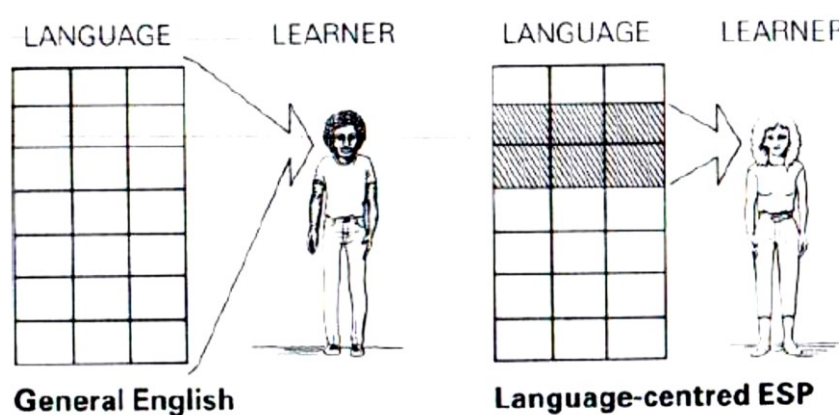


Figure 1 : the learner restricted syllabus (taken from Tahir)

Furthermore, Hutchinson and Waters (1987) as cited in Rosdiana (2015), categorized ESP to the types, i.e. English for science technology (EST), English for business and economics (EBE), English for medical purpose (EMP). These are then disparted into two types (i.e. English for Occupational Purposes (EOP and English for Academic Purposes (EAP)). English for nursing is the example of EOP. English in Akper Pemkot Tegal is categorized as English for nursing or more broadly as English for Medical Purposes. The students of the institution are expected to work in a hospital as a nurse or able to continue their study to the next level (e.g getting strata one). Thus, the English at Akper Pemkot Tegal is defined as English for occupational purposes (EOP) and English for academic purposes (EAP).

2.4.2 Profile of Akper Pemkot Tegal.

Akper Pemkot (stands for Akademi Keperawatan Pemerintah Kota) Tegal is established as the convention from SPK (Sekolah Perawat Kesehatan). The academy aims to manifest “Tri Dharma” of college as follows :

1. Education and Teaching field
 - a. Organize education Diploma III nursing
 - b. Organize training either regional or national to improve the quality of health employee in Indonesia
 - c. Create a character building and ethics of Indonesian
 - d. Provide scientific product, particularly in nursing field to sustain the the development of science in Indonesia

2. Research field

- a. Improve the quality of education and health service, particularly health service based on the research
- b. Increase the innovation in teaching and learning process through research

In addition, The Instituion has vision: become an excellent nurse education institution which provide profesional nurse employee and to be able to compete in global world. To achieve the vision, Akper Pemkot establishes the mission as follows:

1. Commit education and teaching professionally based on standard quality of education
2. Hold reaserch in nursing field based on the development of science
3. Commit to serve to people or society
4. Improve administrasion based on IT (information Technology)

Akper Pemkot has roles in providing good outcome / good graduate students as a professional nurse so that they are able to give positive contribution to people or society and government to implement the development of health program. In addition, thes students of Akper Pemkot is able to become a professional nurse who can fulfill the demand and the service as nurse either in the country or abroad, as the following qualifications the graduate students must be:

1. Able to commit the task as nurse in health service system based on the rule of the government.

2. Able to improve and develop themselves in nursing field as lifelong learning
3. Able to follow the demand of health technology and nursing, and also able to communicate with international society

2.4.3 Curriculum and Syllabus

According to Richards and Schmidt (2010:151-152) on Rosdiana (2015), curriculum refers to an overall for a program or plan provided by an institution or a school. A notion of curriculum development is arisen to meet the demand in teaching and learning, as it stated by Richard (2001: 2) that curriculum development includes the process which are used to determine a group of students' need. It is also a very important practical activity to increase the quality in teaching by applying planning, developing, and reviewing practices in all aspects of a language program systematically.

In line with curriculum development, Lekatompessy (2002) stated that the students' needs must be considered in curriculum in order to have improvement in learning. Thus, curriculum development should gather many informations of the students' need. Needs analysis is a procedure to collect the information, as Richard (2001) stated that the procedure to gain as many as information toward the students' need is called need analysis. Moreover, curriculum concerns with determining what knowledge, skills, and value students learn in school, what experience ought to be given to bring about intended learning outcomes, and how teaching and learning in school or educational systems can be planned measured, and evaluated. The process of curriculum development also covers determining

the students' needs, determining a suitable syllabus, course structure, teaching method, and materials, and carrying out an evaluation of the language program.

The following figure is an example of a course development process:

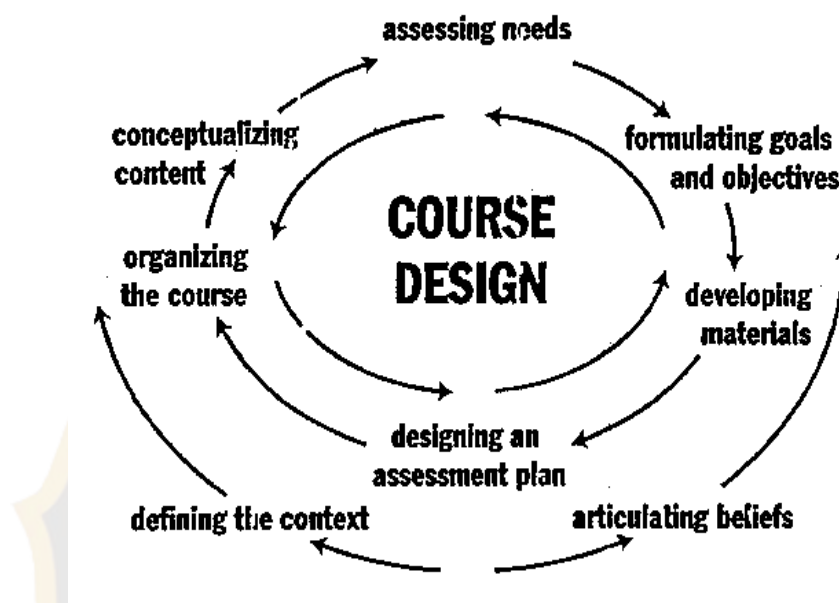


Figure 2 : An example of a course development process

From the figure, assessing needs or need analysis takes a part in developing a course or curriculum. Besides, formulating goals and objective in curriculum development refer to a syllabus design as it stated by Richard (2001: 145) that the different level of development and planning are engaged in improving a course that based on the aims and the objectives which are arranged for a language program. He, further, stated that syllabus design is a part of curriculum development. Equally important, Richards (2001), curriculum is broader but syllabus is a spesification of the content of course instruction and it arranges and lists what will be taught and tested.

In this study I tend to create syllabus based on ESP since it is affiliated to the students' needs. The design of the syllabus is based on the students' needs as it cited in Saragih (2014) that he created a course planning or design a syllabus for English for nurse and it is based on the communicative language teaching. Basturkmen (2006: 21) cited in Prasetyo (2013) stated that what we are going to teach, we create list of them, and the lists of language elements which are taught at an ESP class is referred as syllabus. According to Taba (1962) Needs analysis, formulation of objectives, choosing appropriate content, selecting learning activities, organizing learning activities, and consideration about what needs evaluation and how to evaluate are several steps in making a general model of syllabus development.

To sum up, curriculum is wider than syllabus and it can have a syllabi. Curriculum consists of all years at school, but a syllabus covers one of part of it. Curriculum decides the goals like what the students can do after joining a course, otherwise syllabus specifies the content of the lesson which is used to make the students meet the goals (Krahnke, 1987). The design of the curriculum development and the syllabus designs are based on the students' need due to the ESP

2.4.4 The selection of a syllabus framework

A syllabus figures out the main elements which are used to plan a language course and provides the basis for its instructional focus and content (Richards: 2001). Again, he presented several syllabus as the following:

a. Syllabus based on situation.

It is organized to meet the need of the language that depends on what situations (e.g. at hospital or at drugstore). It shows that in the situation the students can use the language based on the context, perhaps the use of language for medical situation

b. Syllabus based on function

It is organized based on communicative function (e.g. speaking activities such as describing, suggesting, or asking for something). It shows the communicative competence.

c. Syllabus based on topic or content.

It is organized in which themes, topics, or contents take part. According to Krahnke (1987), it offers content or information which integrates with language in the teaching. It is simply told that content-based syllabus is the teaching of content while carrying learning language. Richards (2001: 157) stated that form of contents or information should be involved in all language courses and in all kinds of syllabus.

d. Syllabus based on task

It is organized to enable the students to experience several tasks. Task refers to the activity that the students do while carrying out the target language (e.g. calming patients or showing directions are tasks that arranged in medical context).

Moreover, syllabus designers are influenced by some factors in choosing a particular syllabus framework for a course such as (Richards: 152) :

- a. Research regarding the use of language and theory occasionally bring to select the appropriate syllabus
- b. *Common practice*: it refers to practical experience in developing language programs as language teaching profession.
- c. A syllabus figures out *ideas* and *beliefs* concerning the characteristic of four macro skills that influence the designer
- d. *Trends*, it refers to approaches employed to syllabus design in which it reflect national or international trends.

According to Krahnke (1987), it is rare for one type of syllabus or content to be used exclusively of other types. Syllabus or content types are usually combined in more or less integrated ways. In this selection syllabus, I will integrate content-based syllabus and task-based syllabus based on English for specific purposes for Akper Pemkot Tegal. The elements of content-based and task-based are combined or integrated to achieve the goal of the students in learning English.

2.4.4.1 Content-based syllabus.

According to Krahnke (1987) Content-based teaching is simple in concept. It is the teaching of content or information in the language which is being learnt in. The teacher or the lecturer teaches the language while providing a little bit or more the content which the students are studying, for example, the students face the material part of the body, while the students learn the content, they learn the language.

Richard (2001) generates that the most appropriate approach to follow in a vocational school is the content-based instruction (CBI). According to Krahnke (1987: 70), the benefit of content based instruction is that it allows school students to learn subject matter and language simultaneously, and the language is learnt in the context of its use. In content based syllabus, learners study what they need and based on their needs. This is in line with Richard (2001) who adds that the second principle of Content-Based Instruction is that the implementation of CBI better reflects the students' needs for language learning. It is under consideration that the materials provided by the teacher in the classroom activities need to be able to lead the students to access what kind of discourse they will find when they are in the real use of language.

According to Prasetyo (2013), CBI is an approach in which the students study English based on the subject matter and their background as the input provided. There are several principles in the implementation of Content-Based Instruction. According to Brinton (2003) on Nunan (2004) as cited in Prasetyo (2013), there are five principles of CBI and their rationales. The following are the principles:

- a. Base instructional decisions on content rather than criteria.

This first principle is under the reason that in Content-Based Instruction, the selection of content will lead to the choosing of types of language features as well as the sequence of the language will be delivered.

- b. Integrate skills.

CBI practitioner will try to cover all the skills, and also the vocabulary

and grammar, so that the students will be served by the real-uses of language.

- c. Involve students actively in all phases of learning process.

The students will be involved in all classroom activities in CBI classroom, so they will not depend on their teacher all the time, or in another word, it will lead the students to be autonomous.

- d. Choose content for its relevance to students' lives, interests and goals.

In Content-based, their interest, needs and intended goals are covered. the content of the learning can be paralleled with the other subjects. We can acquire the information such as what the students' need, interest, and the goal in learning the language by need analysis

- e. Select authentic text and tasks.

The last principle is that the key component of CBI is the authenticity of the content. The students will be guided to perform the real use of language. One of the ways to lead them is providing authentic materials that have been simplified and related to their existing language proficiency.

In nursing study programme, there are many authentic contents that can be put in the English teaching in the classroom. The fluid balance chart below is one of the example of authentic contents for a topic "Knowing patients' record"

Fluid balance chart

Hospital/Ward:			Date:			
Hospital number:						
Surname:						
Forenames:						
Date of birth:						
Sex:						
Fluid intake				Fluid output		
Time (hrs)	Oral	IV	Other (specify route)	Urine	Vomit	Other (specify)
01.00						
02.00						
03.00						
04.00						

Figure 3 : an example of authentic content

2.4.4.2 Task-based syllabus

Task-based syllabus offers a number of tasks in classroom. According to Nunan (1989: p. 10) Tasks are classroom works that involve the students in manipulating, understanding, creating, practicing or interacting. Language in Task-based syllabus is seen as a mean of communication rather than form. Tasks in teaching and learning expect the students to do activities such as play roles to be nurse, understanding the authentic material related to medical context where English is used by them that aim for communicative. In syllabus, classroom teaching and learner assessment as cited in Nunan (2004: 1), the concept of ‘tasks’ has become an essential element. Task based syllabus emerges the notion in which it provides

learning activities or can be learning strategy that emphasise on target tasks, pedagogic tasks, and real world activities. According to While Ellis (2003), a task that provide real world activities exist in task based approach. Thus, in the syllabus, task-based describes as learning activities or learning strategy and Evaluation (Penilaian).

According to Rosdiana (2015), Task-based owns several advantages pedagogically—a need-based approach to enable in selecting content, a concern on learning to communicate through interaction using the target language, enabling the students to meet the authentic materials, giving opportunities the students not only to learn the language but also its process, an improvement of the students' personal experience as an important contributing elements to classroom , and the way the classroom language learning with language outside the classroom. In addition, Richards (2001) stated that a task-based syllabus refers to tasks and based on tasks in which the tasks are particularly designed to meet the need for second language learning. However, it can be employed for foreign language learning. Furthermore, in task-based syllabus the tasks or the activities are the basic unit of syllabus design.

According to Nunan (2001:162) cited on Rosdina (2015), in task-based syllabus real-world tasks take part, which are designed to enable students to use the target language in the world beyond the classroom. Again, Nunan (2004) said that the main point for task-based language teaching (TBLT) is real-world tasks and this is one of the approach to the syllabus. He, further, stated that a lot of activities we do everyday life are dealing with language, for example that happen

in nursing context, handling patients, talking to patients, educating the patients, and etc.

2.4.4.3 Combining and Integrating Syllabus.

According to Krahnke (1987), there are differences between combination and integration. In combination, more than one type of syllabus are combined by means of affiliating the content types to each other (e.g. a material about apologizing (functional) may be carried out by one on listening, but the learners have only the drilling on listening, no specific occurrence). The combination often happens in teaching and learning when drilling for fluency are added on a situational, or functional syllabus. The point is teachers try to relate the content of the two types of instruction in combination

The attempt to interrelate content item is called as integration. For example, after the students learn grammar about past tense the students then were asked to perform or telling “my bad experiences” or “my exciting experiences”, here the two types instruction are integrated. Furthermore, combination seems easier but integration is more complex and difficult to apply. Integration enables teachers to use different kinds of syllabus so that the instruction is more effective

Lastly, It is rare that teachers use one type syllabus only to be used exclusively in their classroom in teaching and learning English. However, more than one type of syllabus are involved. In integrated syllabus, one types or one of the elements are as the organizing base while the others are related and followed. Moreover, to reach the goals of the English teaching at nursing study program at Akper Pemkot Tegal which based on both EOP and EAP, I propose an integrated

syllabus or combination syllabus, with elements of a content-based syllabus and a task-based syllabus.

2.4.5 Syllabus Design.

In this study I attempt to integrate content-based syllabus and tasks-based syllabus for English subject in Akper Pemkot Tegal. According to Richards (2001:164), in most courses, there are generally a number of different syllabus strands, such as grammar linked to skills and texts, tasks linked to topic and functions, or content linked to skills and tasks. Richards (2001), revealed the steps in designing syllabus in his book: a) Need analysis, b) Situation analysis, c) Aims and learning outcomes, and d) course planning and syllabus design. Moreover, next sub-part will elaborate the steps in designing syllabus.

2.4.5.1 Needs Analysis.

English for specific purposes is based on learner-centered in which the students' need are explored so that the learning and teaching is essentially affiliated to their needs in learning the target language. In conducting this research, we need to know the information about the students' need. In gaining the information I employed need analysis. Dudley-Evans (1998) cited in Saragih (2014) stated that the base of English for specific puprose is puting the language that is needed by the students and based on the students' needs. Because it is about particular learners, the English materials must fit on the needs of the learners. These what we call as needs analysis (NA)

Hutchinson (1987) stated that there are two types of needs revealed in the process of needs analysis: the first type is *target needs* that refers to something

needed by students in the future (particularly in terms of using language, the second type is *the learning needs* which refers to what students should do to achieve the target situation.

According to Richards (2001), needs analysis refers to the procedure to gain the information of the students' needs. In line with this, Iwai (1999) needs analysis is as activities which are invoked to collect information that will be as the basis for improving a curriculum that meet students' needs. Furthermore, Lekatompessy (2008), mentioned needs analysis as the process of collecting information systematically and as the analysis of all pertinent information that meet the language learning requirements of the students in teaching and learning situation.

Richard (2001: 51), as it stated before that need analysis is a procedure to collect information about learners' needs. Accordingly, needs analysis can be employed for some purposes in language teaching. Here are the purposes:

- a. To discover what language skills the students need to perform a particular role (e.g. university student, tour guide, or sales manager)
- b. To gain information about a specific problem learners are experiencing
- c. To assist determine whether an existing course have met the needs or not
- d. To identify a gap between what students are able to do and what they need to be able to do.

In conducting a needs analysis, it is important to discover what the purposes are (Richards : 2001). Those purposes exist and are interpreted in every parts of the questionnaire (see the appendix 1).

According to Richards (2001: 59-62) as cited in Rosdiana (2015), stated that one can use a triangular approach to gain the information from more than one source. In addition, the procedure to gain the information in need analysis is collected by means of questionnaires, self-rating, interviews, meetings, observations, collecting learner language sample, task analysis, and case study. Accordingly, procedure addresses to review of literature, survey questionnaires analysis, discussion about the survey with one who has similarity in it, interviewing lecturers regarding the goals, identification of participating departments, renewing a pilot student and staff questionnaire, reviewing questionnaires by lecturers. However, procedures continue to address to piloting the questionnaires, selecting the students and the lecturers as the subject, noting the time for collecting, administering the questionnaire, following-up interviews with chosen participants, calculating the response, analysing the response and creating report and suggestion (Rosdiana, 2015: 33).

In piloting the questionnaire, following up both individual and group should be conducted as Richards (2001: 64) proposed a smaller-scaled needs analysis procedure such as meetings with students, group interviews, meetings with other instructors, and ongoing classroom observation

2.4.5.2 Situational Analysis

Richard (2001, 91), stated that situational analysis refers to the analysis of several factors (for recent curriculum) that comprises social factors, project factors, institutional factors, teacher factors, learner factors, and adoption factors. The analysis is made to assess the potential and the impact of the factors to the project

curriculum. Accordingly, situational analysis is sometimes considered as the part of needs analysis, and also as an aspect of evaluation. In line with the situational analysis, Clark (1987, xii) cited in Richards (2001: 90) stated that to understand the foreign language curriculum in any particular context, it is important to try to understand how all the various influences interrelate to provide a specific shape to the planning and carrying out of the teaching.

2.4.5.3 Aims and learning outcomes

Following Richards (2001: 120), aims and Goals are alike that refer to the figures of the purposes of curriculum or a course in general. In this study, I attempt to use the term *aims* rather than *goals*. Aims represent what a program seeks in bringing the student in a course. Here are the purposes of the statements of aims:

- a. To have the purpose of the program clear.
- b. To give direction for the lecturers, the learners, and the materials writers
- c. To assist providing a focus for instruction
- d. To figure out an essential and attainable change in learning.

According to Richards (2001), in order to provide a more precise focus to the goals of a program, aims are often accompanied by statements of more specific purposes named *objectives*. Moreover, aims are still very general statements of the goal of a program. They can be interpreted in different ways, for instance, *students will learn how to understand lectures given in English*, then this may be the objectives of the example: *students will be able to follow an argument, theme, or thesis of a lecture*.

Objectives figure out a learning outcome. The expression in writing objectives such as *will study, will learn about, or will prepare students for* should be avoided since they do not describe the result of learning but rather what the students will do during a course. However, the objectives can be described such as this expression *will be able to, will have, and will learn how to*.

2.4.5.4 Course Planning and Syllabus Design

This is the next step after completing need analysis and determining the aims and objectives. According to Richards (2001: 145), course planning and designing syllabus consist of stating the course rationale, describing the entry and exit level, choosing the course content, determining the scope and sequence.

2.2.5.4.1 Stating the Course Rationale.

It searches the answer of the following statements; who gets involved in the course, about what the course is, what kind of teaching and learning will be in the course. Those questions should be taken in consideration. Moreover, it provides the answer of these questions by figuring out the values, the beliefs and the aims which undergird the course

2.2.5.4.2 Describing the Entry and Exit Level.

It is very essential to discover at what level the course begin and what level the students to achieve after the course in planning a language course (Richards: 2001). To gain the information about the students' proficiency level in English, the result of their Toefl PBT test can be used.

2.2.5.4.3 Choosing the Course Content.

According to Richards (2001: 148), a course must be improved to refer to a particular needs and to cover the objective of the course such as what the content of the course will look like. Hatfreak (2012) as cited in Rosdiana (2015), stated that in selecting materials they noticed these issues: a) effectiveness, b) appropriateness, and c) feasibility. Content of the course means the materials that should be given to the student. They will meet the content of the course based on the students' need as nursing because Akper Pemkot Tegal students are nursing students

2.2.5.4.4 Determining the Scope and the sequence.

Richards (2001: 149) stated that scope refers to the breadth and depth the items in the course (i.e. with the questions of what content will be comprised and to what broad each topic ought to be learnt). Accordingly, in a course the sequence of content is also needed to be determined. It invokes deciding which content is needed at the beginning of a course and needed to study later. Moreover, Richards (2001: 150-151) provide sequencing that is based as follows:

- a. Easy to difficult, the content or the materials are easier at the beginning of the course and to be more difficult at the next level.
- b. Chronology, the content can be in order based on which events happen in the real world.
- c. Need, it relies on when the materials are needed for students outside the classroom.

- d. Prerequisite learning, it refers to the sequence of the materials, what is important as the base for continuing the next step in learning
- e. Overall or pick by piece, a part of the content may be practiced before the overall.
- f. Spiral order, checking the previous items whether the student have already experience

2.2.6 English language skills for nursing.

English for specific purposes is the umbrella of designing content-based syllabus and task-based syllabus. Macro skills; speaking, listening, writing, and reading skill are essential skills as Xhaferi (2011) stated that it is widely believed that the macro skills are very important in teaching ESP class but it depends on the students' need. According to Master (2005), ESP becomes trends in teaching language. Moreover, English for Academic Purposes (EAP), English for Science and Technology (EST), English for Occupational Purposes (EOP) and English for Professional Purposes (EPP) are the most reflection of fields of ESP.

According to Thomas Orr's (2002) publication "*English for Specific Purposes*" cited in Tarawhiti (20015), he reviewed an EMP program conducted for nursing student program at Flinders University in Adelaide. It aims to prepare non-English migrant nurses in registering to be nurses in Australia. Besides, The students of Akper Pemkot Tegal study English that the contents are affiliated with workplace, medical contexts, and their needs as nurse. These learning can be categorized as English for Occupational Purposes (EOP), English for Medical

Purposes (EMP), English for Professional Purposes (EPP), and English for Science and Technology (EST).

Hutchinson and Waters (1987: 16) stated that there is no a clear-cut distinction between English for Academic Purposes (EAP) and EOP. He, further, said that people can both work and study all together (e.g. learning language then using it at workplace later). In addition, In learning English there are four significant skills which have to be mastered; speaking, reading, listening, and writing skills. Those skills are divided into two parts; productive and receptive skills.

2.2.6.1 Productive skill for nursing.

Productive is the skill in which the students need to use to express the language. Nunan (2003: 48) noted that speaking and writing are considered as productive skills because learners have opportunity to create the language. Speaking consists of producing systematic verbal utterances to convey the meaning. According to Miguel *et al* (2004) in their publications “Clinical Speaking, A communication skills program for students from non-English speaking backgrounds”, there are several criteria of interpersonal ability as follows:

- a. Introduction about yourself to the patients
- b. Calling the patient’s name
- c. Speaking accurately and clearly
- d. Requesting the permission to the patients to do caring
- e. Elaborating the patient before do nursing
- f. Asking to the patients whether they understand or not

- g. applying attending behaviour such as eye contact or gesture to reveals the patients that the nurse are touching or listening.
- h. Asking the information about health to patients in a good way
- i. Looking into the patients that the nurse understand
- j. Answering the questions from the patients appropriately
- k. Have a talk when handling patients
- l. Giving feedback to patients about the care.
- m. Initiating to pay attention to both non-verbal and verbal motion of patient.

While writing skill refers to written communication done by nurses in formulaic – filling in charts and documents. Clarity and coherence, accurate spelling, a knowledge of accepted medical terminology, abbreviations and acronyms are important within written communication(Wright : 2012).

2.2.6.2 Receptive Skill for Nursing.

Receptive skill is the skill where the learners only receive the language. The skills categorized as receptive skill are reading and listening. According to Harmer (2001), receptive skills are the ways in which people extract meaning of the discourse they see or hear. According to Goh (2013:58) cited in Rosdiana (2015: 41), in recognizing the sounds the students listen, and constructing meaning from the spoken text, he elaborated that all second language listeners need the insight about the language (phonology, syntax, and vocabulary), about the language use (e.g. discourse and pragmatic), context, probes, and experiences. Moreover, there are two macro skills for ESP listening as proposed by Goh (2013:58) in Rosdiana

(2015), they are listening to monologue and listening and speaking that tied by micro skills.

According to Wright (2012), using active listening skills assists nurses in interaction with patients and it shows that nurses are really listening to comprehend the information from the patients so to have the nursing diagnoses. Accordingly, in arranging and managing rapport with patient, nurses should require the listening skills that comprise accurate pronunciation, pitch and intonation to help upon the patients.

Reading skill is also receptive skill as mentioned before. According to Nunan (1989: 35) cited in Rosdiana (2015) noted that in carrying out the reading task, teachers are invoked to comprehend and recognize the script and format, the key words and the phrases, to skim for gist, to identify the main point in text; and to read in detail. Moreover, Wolkowitz and Kelley's (2010) stated that there are two factors (i.e. reading skill and the knowledge of science) that are giving contribution to students to success academically. Accordingly, reading skill is very important for students in order not to fail when they meet textbook written in English.

In line with the strategy of reading, Costanzo and Fitzpatrick give the notion of strategies for mastering course content for nursing as follows:

- a. Investigatin the text and re-reading it
- b. Giving answe at the end of each chapter
- c. Skimming or filtering in order to comprhend the content

- d. Finding out many references such as handbooks or textbooks regarding field of nursing to improve the knowledge
- e. Improving competence to be professional by means of affilliating reading comprehension to clinical experiences, or upside.

All in all, the materials or the content of reading must be authentic based on the students of Akper Pemkot Tegal as nursing.

2.2.6.3. Proficiency Level.

Proficiency level refers to the level of students that they own facing a target language they learn. The levels are categorized as beginner, elementary, intermediate, and advance. Richards and Schmidt (2010:464) cited in Rosdiana (2015) figured out that proficiency level is a description of a language learner's level of performance in a target language. This levels frequently names begginer level, intermediate level or advance level. Furthermore, proficiency levels are also employed to figured out the difficulty levels of language course and language teaching materials. Students of Akper Pemkot Tegal may face some difficulties in some vocabularies related to their field as nurse, for instance, lack of knowledge about names of equipment in English that they use in caring patients, and lack of colluqial English of nursing.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents all aspects related to the research method. The presentation of this part starts from the research design and goes to other sub-chapters namely research procedures for collecting data, and techniques of data analysis.

3.1 Design of the Research

In this research, the method of the research is Research and Development (R&D). According to Sugiyono (2009: 407) stated that Research and Development is a research method which is used to create a certain product. To create a product, one employs Needs analysis. According to Borg and Gall cited in Sugiyono (2009: 11) stated that research about Needs analysis, one can apply Basic Research emerge or create a new product. in research education, R&D has been used in science and technology.

In this research, the product which is created is an integrated syllabus. Furthermore, there are four levels in R&D such as follows:

1. Reasearch and design a new program only, but not to be examined (level 1)
2. Examine the existing product without researching (level2)
3. Research and developpe the existing product (level 3)
4. Research, design a new product, and examine completely (Level 4)

This research applies the level 1 as it seen in the figure as follows :



Figure 4 : Graphic of R&D level 1

Needs analyses relies on the infromation that collected from the students.

I collect the data and interpret them and then the techniques of collecting data such as observation, questionnaire, and interviews are used.

3.2 The Subjects of the Study

The subjects of this research are as follows:

1. There are seventy students of Akper Pemkot Tegal. They are in the fourth semester.
2. Two lecturers of nursing study programme of Akper Pemkot Tegal Tegal.
3. Two English lecturers of nursing study programme of Akper Pemkot Tegal Tegal.
4. Two stakeholders, they are Kementrian kesehatan Kota Tegal and the Headmaster of Akper Pemkot Tegal

3.3 Instruments of Collecting Data

Richards (2001:51) stated that needs analysis are procedure used to collect informations about learners' need. Furthermore, he stated that many procedures can be employed in conducting needs analysis. Questionnaires, interviews,

observation, and meetings are employed to obtain the informations of the students needs. In addition, according to Palacios Martínez (1994) we can obtain information about learners' need from different media: surveys, questionnaires, interviews, attitude scales, intelligence texts, language tests, job analyses, content analyses, statistical analyses, observation, data collection, or informal consultation with sponsors, learners and others. I use three methods in collecting data in this research; questionnaire, interviews, and observations.

3.3.1 Questionnaire.

Richards (2001:60) the most common instruments used are questionnaires because it is easy to be employed in large subjects. He, furthermore, stated that questionnaires either relies on a set of structured items in which the respondents can select with limit response or unstructured that offer open-ended questions where the respondents are able to answer as she or he prefers. I use both the structured and unstructured in making the questionnaires.

According to Dros (2011) and Chungli (2001) Face validity simply means the validity at face value. As a check on face validity, test/survey items are sent to teachers to obtain suggestions for modification and a subjective judgment on the operationalisation of a construct while content validity is used rational analysis toward the topic. Dros, then, stated that validity is affiliated to the meaningfulness of research components.

Before I spreaded the questionnaire to the students, it is very essential to validate the questionnaires. I use two kinds of validity; content validity and face validity. In organizing the questionnaire, I first of all obtain the in formation from

the institution (the previous syllabus, the teaching method, the classroom activities, and the language use). Using face validity to validate the questionnaire is by means of asking the experts (the thesis advisor and the head of education and curriculum of Akper Pemkot Tegal) to gain several information and advice.

According to Brown (2004:20), it is stated that a reliable is consistent and dependable, if we provide the same test to the same students twice but in different time, the results of the test is alike or similar. Moreover, the questionnaire is reliable if it consists of the questions in which we want to know.

3.3.2 Interviews.

According to Tuckman (1978:196) as cited in Rosdiana (2015), interviews and questionnaire can measure a person's prior knowledge and what a person like or dislike (values and preferences), and what a person's attitude and belief. Besides, Richard (2001:61) stated that we can gain depth-exploration of issue by means of interviews. Interviews also assists the designer to create the questionnaire in which sense of what topics and issues can be focused on in the questionnaire. In addition, interviews can be conducted face-to-face or over the telephone.

3.3.3 Observation.

To catch and to assess the students' need is observation. It is magnificent which aims to gather the informations regarding the students' need. According to Richard (2001:61), observations of the students' behavior in a target situation is a way to assess their needs. I, furthermore, observe the students', the lecturers, the situation in teaching and learning and many things related to Akper Pemkot and

the English subject. According to Moleong (2014: 208) as cited in Rosdiana (2015), the result of the observations are written as field notes.

3.4 Technique of Collecting Data

As the elaboration about the instrument of collecting the data that I use questionnaires, interviews, and observation above, the followings are how the students and the learning needs collected in this research.

3.4.1 Organizing the needs analysis questionnaire

First of all is the questionnaire which contain questions (see appendix 2) such as question about background information of the lecturer/staff, the English skills needed in the course, the language focus or the language structure the students wish to learn, the difficulty of English skills, the important skills should be owned after graduation, the students' obstacles in learning English, the students' expectation toward the lecturers, the improvement the students want, and the additional comments or suggestion that are not written in the structured of the questionnaire. This questionnaire is namely *staff or teachers' questionnaire*

The next questionnaire is *students' questionnaire* (see the organization of the questionnaire in appendix 1) that is similar to the *staff/teachers' questionnaire* but this is modified to be deeper and greater on emphasizing on problem being encountered.

The purpose of the language program must be in line and compatible with stakeholders' wish. *Stakeholder's questionnaire* enable the researcher to find out the students' need in the same way as the stake holders' need. The stakeholders

have the authority to manage the institution's program either the program regarding the field as nursing or the language program should be put in Akper Pemkot Tegal.

3.4.2 Conducting the Interviews.

According to Moleong (2014: 191), semi-structured interview let the commentator or the informant express their opinion independently. I interview several students only who are potential to be interviewed, but not all of the population of the students of one hundred and fifty students. The students interviewed are as a sample and representative of all population.

3.4.3 Conducting the observations.

I am one of the English lecturers in Akper Pemkot Tegal that I conduct the observation when in teaching and learning process. Moreover, the observations can be done outside the class, for instance, I observe the students' attitude and performance toward the language. I also observe while talking individually or in a group outside the classroom. I observe what the institution provide for the language program as well. In addition, the result of the observations I do is written as field notes

3.5 Technique of Analyzing Data

From the elaboration in the instrument of the research, we see that there are three ways in collecting data mentioned as questionnaires, interviews, and observation. Both interviews and observations belong to qualitative data. The interviews are recorded and transcribed while the observations are as the field notes. Besides, the

observations cover the feedback and the suggestions from the lecturers, the students, and the stakeholders.

On the other hand, the questionnaire belongs to quantitative data. I used SPSS program 16.0. For analyzing of the data collected in the questionnaire I use descriptive statistics. Furthermore, the suitability towards the effectiveness of the questionnaire is found by means of scaling technique namely Likert scale. I make the subjects rate the opinions which they give rely on a five-point scale. Moreover, I convert the data into the interval of means value using a range of factual score scale 1 to 5. The following table is the meaning of five-point scale.

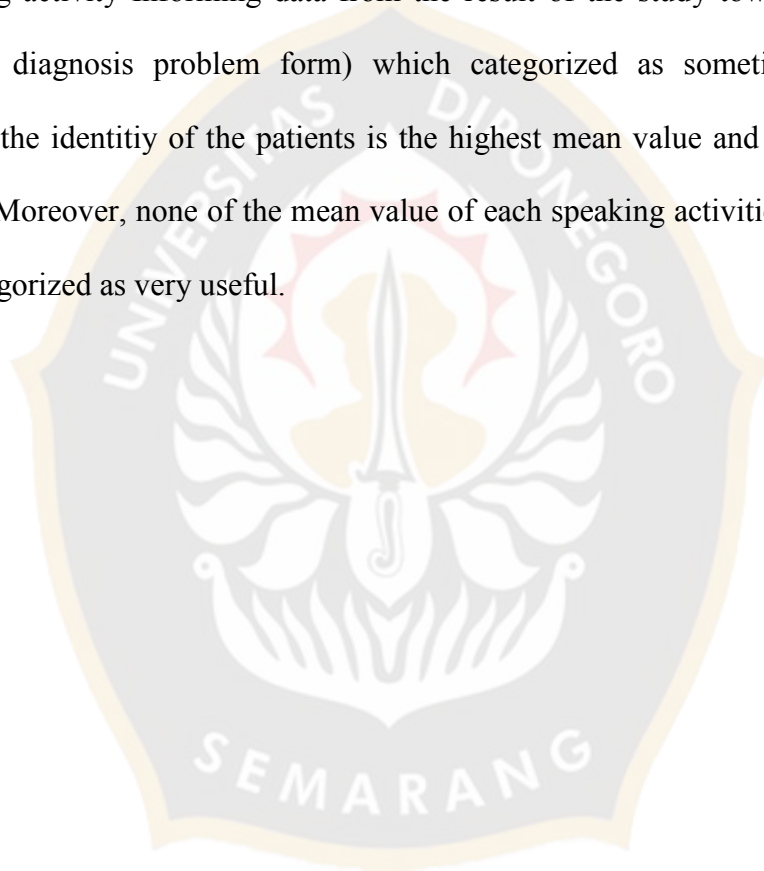
Score	Category	Mean Range
1	Not useful	1.00-1.50
2	Rarely Useful	1.51-2.50
3	Sometimes useful	2.51-3.50
4	Useful	3.51-4.50
5	Very useful	4.51-5.00

Table 1 : Meaning of five-point scale

No	Speaking Skills	Score					Mean Value	Category
		5	4	3	2	1		
1	Introducing myself	8	44	12	5	1	3,75	Useful
2	Asking the identity of patient	21	39	10	0	0	4,15	Useful
3	Asking the pain complaint of patient	19	30	20	1	0	3,95	Useful
4	Informing data from the result of the study toward patient	22	30	15	3	0	4,01	Useful
5	Informing data from the result of the study toward patient (in nursing diagnosis problem form)	9	25	14	17	5	3,22	Sometimes

Table 2 : Example of analysis of mean and category of student questionnaire

The above table is the example of analysis of mean and category of student questionnaire in which how I scale the result of the questionnaire on the speaking skills the students need. the speaking skills are based on the sequence of the steps of caring patient mentioned as “Asuhan Keperawatan”. From the example of the analysis we can see that the lowest mean value is the item or the speaking activity Informing data from the result of the study toward patient (in nursing diagnosis problem form) which categorized as sometimes. Besides, Asking the identity of the patients is the highest mean value and categorized as useful. Moreover, none of the mean value of each speaking activities items which are categorized as very useful.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents Findings of Student's Need; Description of the Students, English skills needed by the students, Overview of skills needed and difficulties encountered, Students' obstacle, Students' expectation toward the teacher, Skill improvement, Content Based syllabus and Task Based syllabus features or components, Integrated syllabus, and Improving Syllabus

4.5 Findings of Student's Need

I distributed the questionnaire to the students on February 22nd, 2016. However, I asked the expert whether the questionnaire valid or invalid through face validity, and followed his suggestions before piloting the students questioner. After I distributed the questionnaire, from the result I discovered a mistake; the students felt confused with some items in the questionnaire that the items were not in order or not in chronological. The mistake made the students left several columns blank in the questionnaire and It also caused odd data in input analyses. I could not even take which items in the questionnaire should be considerable put in the syllabus.

Because of the problems, I rearranged the questionnaire in order to make this valid through expert judgment. Besides, I looked for some information regarding nursing lectures and asked advice to the lecturers teaching nursing (Surgical medication nursing and Physiological nursing). I found that there were steps in caring patient mentioned as "Asuhan Keperawatan" the steps are as the following :

- a. Committing study toward patient
- b. Ability to state problem
- c. Deciding nursing diagnosis
- d. Making nursing plan to solve patients' problem
- e. Implementing nursing
- f. Evaluation (committing re-study)

The item of English skills I provided in the questionnaire followed the steps above. After finishing to create the new one, I distributed again to the students on March 10th, 2016. I applied some parts in the questionnaire as followed :

- a. Name of the respondent
- b. English skills
- c. Language structure
- d. Overview of skills needed and difficulties encountered
- e. General statement
- f. Students' obstacle
- g. Students' expectation toward the teacher, and skill improvement

I counted the result of the questionnaire items by items. First I put the data in EXCEL program then processed the mean through SPSS program.

4.1.1. Descriptions of the Students.

The total of the students were 138. However, There were 70 students from three classes whom I took randomly as the subject of the research. For the English class

the students were divided into two groups for each class. The class consisted no more than 25 students. Here are the descriptions of the students:

No	Class	Number of the students	Male	Female
1	A (Group 2)	23 students	7 students	16 students
2	B (Group 1)	23 students	11 students	12 students
3	C (Group 1)	24 students	3 students	21 students

Table 3 : Data of the students

Although the English class in Akper Pemkot Tegal is only 2 SKS and for each meeting taking 100 minutes, There are recently 33 meetings for the class in the third semester and 32 meeting in the fourth semester.

4.1.2. English Skills Needed.

The English skills consisted of five sub-parts; speaking, listening, writing, reading, and multi-skills in the research. I arranged them based on the sequence of the standard taking care of patient in nursing “Asuhan Keperawatan”. Therefore, the needs of the students were covered by the five sub-parts in which they study. Besides, there were some additional activities in some sub-parts to make more complete and comprehensive.

4.1.2.1. Speaking skills.

In this sub-part of the English skill there are nineteen speaking activities. The student were ordered to give opinion regarding the degree the usefulness of the activities (see the appendix 4). From the results of the questionnaire, 40 students wish that they are able to introduce their selves and asking the identity of the patient. They think that the activities are truly useful as they are seen from the

beginning steps, committing study toward patient. Then the students expect to know the background of patients they meet. The remain, 29 students pretend useful and 1 student think sometimes.

27 students give opinion that the speaking activity Asking and reporting health problem and diagnosis is strongly useful. Besides, 33 students said useful and 9 students said sometimes useful. The rest supposed rarely. The number of students stated that the speaking activity Asking and reporting health problem is involved in deciding nursing diagnosis step after stating problems on patients, and a nurse questions and obtains a lot of information from a patient in deciding nursing diagnosis step.

One of the additional activity that the students stated useful is Delivering oral presentation in English (i.e of the topics: Nutritient, pain, Activity, oxygene). There are 27 students think the speaking activity strongly useful, 27 useful, 15 sometime, and 1 only not useful. The references which the students learn partialy are writen in English, they are therefore expected to be able to both comprehend and use English when presenting simple topics as mentioned (Nutritient, pain, Activity, oxygene, and etc). The skill, Delivering oral presentation in English is needed for the students as one of the students are ever given an opportunity to have an experience joining a trip to go abroad and there is sometimes a foreigner visiting Akper Pemkot Tegal.

The other activity in speaking that they suppose very useful is asking the pain complaint of patient. There are 37 students expect to be able to practice the activitiy to catch the information deeper what pain the patients feel. Besides, 31

students think that it is useful and 1 student sometimes. According to the result of the questionnaire, there are several activities that useful but the scores are lower than the other such Informing data from the result of the study toward patient (in nursing diagnosis problem form), asking plan about committing nursing to solve treatment, telling plan about committing nursing to solve treatment, asking what nursing action that will be executed, and Giving advice.

According to the meeting for each English classes, there are 32 meetings for the classes. As the result, after asking the advice to the expert, I take 14 speaking activities to be included in syllabus in which the students prefer to be learnt as follows:

1. Introducing myself
2. Asking the identity of patient
3. Asking the pain complaint of patient
4. Informing data from the result of the study toward patient
5. Asking and reporting health problem and diagnosis
6. Telling nursing action that will be executed
7. Asking and informing/conveying what things need to be done in the re-study step
8. Calming patient
9. Showing emphaty toward patient
10. Educating patient
11. Asking and showing direction or wards in hospital
12. Giving instrction toward patients

13. Delivering oral presentation in English (i.e of the topics: Nutritient, pain, Activity, oxygene
14. Giving opinion, asking for clarification and bringing discussion back to the point

4.1.2.2. Listening Skills

In this sub-part, listening activities comprise listening to introduction, listening to pronunciation drill (medical equipment), listening to dialogue regarding pain complain, and listening to dialogue about dignoses. I piloted those to the students and asked them to give opinion. The result figures out that most of the students thought all the activities are very useful and useful. Presented on the data, Listening to pronunciation drill (medical equipment), 32 students think this strongly useful, 36 useful, 6 sometimes, and 2 rarely. Listening to pronunciation drill can be categorized as very useful activity.

No.	Components	Score					Mean Value	Category
		5	4	3	2	1		
1	Listening to Introduction	29	33	7	1	0	4,28	Useful
2	Listening to pronunciation drill (medical equipment)	32	30	6	2	0	4,31	Useful
3	Listening to Dialogue regarding pain complain	23	16	18	10	3	3,65	Useful
4	Listening to dialogue about diagnoses	21	19	20	9	1	3,71	Useful

Table 4 : The results of the questionnaire in the sub-part of listening skills

Moreover, Listening to dialogue regarding pain complain activity is categorized as useful activity. 23 students give opinion that it is very useful. They said that activity is necessary to be learnt as they practice many dialogues, particularly when they handled a patient. Furthermore, they do not only focus on

practicing dialogues but also need to improve their listening skill. Besides, 16 students useful, 18 students feel it sometimes useful, 10 students rarely, and the remain students suppose the listening activity is not useful. However, I put all the listening activities in the syllabus.

4.1.2.3. Writing Skills.

The result on the given table (see the appendix 4) represents nine writing activities which are related to their background study. According to the students, writing is necessary in learning English, particularly when it is affiliated with “Asuhan Keperawatan” such as writing data from the result of the study toward patient (in nursing diagnosis problem form), writing health problem and diagnosis, and writing plan about committing nursing to solve treatment.

Most of the students give opinion that the activity writing in the patient admission forms activity is categorized useful. In addition, 21 students said it is very useful, 37 students think it useful, 10 students think it sometimes useful, 1 student rarely, and 1 student not useful. Surely, before a patient gets a hospitalization they need to have an admission forms. Thus, writing activity in English class must comprise an activity such as writing in the patient admission forms. Based on the result of the questionnaire, the other activity, completing or creating a dialogue (carrying on patients) is useful. Before the students practice speaking, they can create dialogues they like but are still correlated with nursing. There are 35 students that think this writing activity is useful. Otherwise, 3 students give opinion that it sometimes useful.

All in all, nine writing activities on the questionnaire should be involved in the syllabus. However, I only take seven activities which are put on the English syllabus for the students of Akper Pemkot Tegal in the fourth semester. Here are the activities:

1. Writing patient's pain complain
2. Writing data from the result of the study toward patient (in nursing diagnosis problem form)
3. Writing health problem and diagnosis
4. Writing plan about committing nursing to solve treatment
5. Writing what nursing action that will be executed
6. Writing in the patient admission forms
7. Completing / creating a dialogue (carrying on patients)

4.1.2.4. Reading Skills.

The students normally obtain several nursing texts which are not written in Indonesian but in English. Although they have background knowledge regarding nursing, they still need a lot of efforts to comprehend the texts. Due to these, the students think that reading activity is necessary in learning English. There are fifteen reading activities on the questionnaire which I piloted to the students. The most useful reading activity the students think is comprehending text regarding surgical medication nursing. The reading activity comprehending text regarding surgical medication nursing is unintentionally affiliated with the nursing material that the students learn in Akper. Furthermore, the mean value based on the result of the questionnaire (see the appendix 4) is 4,27; 26 students signed the reading

activity as very useful, 37 students thought it as useful. Besides, the remain students provide opinion about this as sometimes useful.

Moreover, based on the result of the questionnaire, reading what things need to be done in the re-study step (Evaluation) can be put in the syllabus due to be categorized as useful. However, I only took ten activities to be applied in the syllabus I designed. There are 23 students who think that the reading activity is very useful. Again, 16 students said that it is useful and sometimes useful while the remains are rarely. Generally, when students face an English test for testing their reading skills, they are ordered to comprehend a reading passage then to find out the main point of the passage. It presents as well in such famous English tests; TOEFL and TOEIC in which a test-taker is asked to get the main points of a passage in reading section. Likewise, the reading activity Identifying the main points in text is useful activity for students of Akper Pemkot Tegal. In the same way, the students think that reading activity like this can improve their reading skills and obtain better score for when they join an English test, particularly in reading section. The result on the questionnaire shows that Identifying the main points in text is categorized as useful activity. Based on the data there are 18 students said that it is very useful, 33 students think it is useful, 16 students signed it sometimes useful, and 3 students said this is rarely.

On the whole, here are the reading activities which are applied in the syllabus. There are ten reading activities as follows:

1. Reading data from the result of the study toward patient (in nursing diagnosis problem form)

2. Reading health problem and diagnosis
3. Reading what nursing action that will be executed
4. Reading patients' records
5. Reading pathology report
6. Identifying the main points in text
7. Choosing the statements whether they are True / False (in medical context)
8. Comprehending text regarding surgical medication nursing
9. Reading article regarding psychological nursing
10. Colloquial English in nursing

4.1.2.5. Multi Skills.

A few years ago the institution provided scholarship in order to enable the students to have experiences working or practicing as a nurse in another country. The student who obtained the scholarship was demanded to have adequate skill to communicate in English, for instance, meeting foreigners (it can be a patient). Thus, Working in an International Hospital (e.g. Meeting Foreigner) is necessary activity for the students of Akper Pemkot Tegal in English class. The activity meets the students' need as they will particularly participate working or practicing in the destined country. Furthermore, the result of the questionnaire I piloted shows that 31 students assume it is very useful activity and 33 students think that it is useful activity/ topic. Besides, there are 6 students who give opinion that it is sometimes useful activity.

Precisely, the activity training as a nurse in other country is as same as the above activity which is demanded to be applied in English class. This activity is magnificent and applicable in the teaching and learning, for instance, the students can effectively and deeply get involved within the activity by means of practicing a number of particular vocabularies they need before they join training as a nurse that basically in English for nursing. Furthermore, they are expected to be used to with them. These decrease the students' obstacle. There are 33 students who think that it covers what they perform as they join training as a nurse in another country. 27 seven students assume it is useful and 10 students think sometimes useful.

The other activity that I put on the questionnaire that the students make choice or consideration is Daily English Speaking around campus (in Akper Pemkot Tegal). One of the lecturers emerges perception that daily speaking English enables student to improve their speaking skills and let them meet with either familiar words or simple words used in daily life. As a description, the students try to speak English to classmates or lecturers when they are outside the classroom like in the food court. Still, the result of the questionnaire figures that Daily English Speaking around campus is categorized as sometimes useful that there are 26 students think the activity is sometimes useful. Besides, there are 10 students who consider it as very useful, 16 students useful, and the remaining 8 students not useful.

No.	Components	Score					Mean Value	Category
		5	4	3	2	1		
1	Working in an International Hospital (e.g. Meeting Foreigner)	31	33	6	0	0	4,35	Useful
2	Joining fields trips abroad	25	35	8	2	0	4,18	Useful

	(i.e., Registering passport)							
3	Training as a nurse in other country	33	27	10	0	0	4,32	Useful
4	Learning culture of other country (destination)	12	13	32	11	2	3,31	Sometimes
5	Daily English Speaking around campus (in Akper PemkotTegal)	10	16	26	10	8	3,14	Sometimes

Table 5 : Table of the result of the questionnaire regarding multi skills

On the whole, the multi skills I provide then put on the syllabus, are demanded in teaching and learning in the English classroom in Akper PemkotTegal. Furthermore, the students would like to be able to speak English when they have a chance living outside Indonesia.

4.1.3. Language structure.

The skills, speaking, listening, writing, reading skills are indeed affiliated each others. It is said that when a student writes more, the better he or she speaks. it means that his/ her speaking skill is accelerated. Those skills are also called as macro skills. Teachers almost pay more attention to macro skills in teaching languages. Surely, learning a language involves micro skills in order to completely acquire it. In contrast, micro skills are overlooked by teachers and some of them are taught apart.

Furthermore, I put several micro skills on the questionnaire such as Matching Statement, Analyzing meanings of particular vocabulary based on the context read, Analyzing meanings of particular expressions and their usage by using the context given, Identifying and correcting sentences that are grammatically incorrect, Translating words and terms, Identifying parts of speech

in a text, and Technical terms used in scientific/ medical texts. The result (see the appendix 4) figures out almost students think that the micro skills are useful and some suppose they are sometimes useful.

4.1.4. Overview of Skills Needed and Difficulties Encountered.

Both in task based and content based, micro skills are taught apart. This sub-part consists of the skills, either macro skills or micro skills, that the students need and which are necessary but difficult for the students to master. Macro skills involve speaking, listening, writing, and reading skills. Besides, the micro skills are grammar, vocabulary, and pronunciation. Micro skills contribute to students to have an adequate skills by means of unifying the macroskills. Either macro skills or micro skills enable students to fully participate in the English class.

The result of the questionnaire of Overview of Skills Needed shows that speaking skill is the most the students need as seen that mean value is 4,34 and categorized as useful. There are 34 students think it is useful and others think that is sometimes useful. The students stated that when they are handling or caring patients they surely speak more than listening, writing, or other skills. In line with the statement, in content based syllabus and task based syllabus, these let students have spesific topics that relevant to their field as nursing and obtain tasks to more practice English. Moreover, reading skill is as same as the result of speaking skill in which the mean value is 4,20 and categorized as useful. 29 students give opinion reading skill is very useful and 27 students think it is sometimes useful. They said that a number of literatures are apart adopted written in English. According to the non-English lectures in Akper Pemkot Tegal, there are several

materials for text regarding surgical medication nursing and an article regarding psychological nursing taken from a source (it can be taken from internet) written in English. Therefore, the students are demanded to comprehend. Besides, 13 students suppose reading skill is sometimes useful and 1 only student thinks that it is rarely.

For the result of vocabulary, it shows that there are 30 students think vocabulary is very needed while 26 students said that it is useful. Besides, 13 students think that vocabulary is sometimes needed and a student only think it is rarely. According to content-based syllabus in which this is relevant to English for specific purpose, language is integrated with content instruction; the syllabus integrates the subject matter (what to talk about) and the linguistic matter (how to talk about it) (Jalizadeh and Tahmazi 2014). A number of nursing materials are literary in English and even so do some medical equipments. Moreover, the student's vocabulary needs to be increased in order to enable them to comprehend what they particularly learn written in the target language. Here is the table of the result the skills the students need:

No.	English Skills	Score					Mean Value	Category
		5	4	3	2	1		
1	Grammar	24	27	15	4	0	4,01	Useful
2	Vocabulary	30	26	13	1	0	4,21	Useful
3	Pronunciation	26	13	2	19	10	3,37	Sometimes
4	Speaking	34	26	10	0	0	4,34	Useful
5	Listening	27	10	24	8	1	3,77	Useful
6	Reading	29	27	13	1	0	4,20	Useful
7	Writing	25	14	18	12	1	3,71	Useful

Table 6 : The skills the students need.

A micro skill like knowing tenses that used in medical context is partially learnt by the students. The mean value of grammar from the result is 4, 08 and categorized often difficult. They give opinion that this; the grammar is hard to master, for instance, the students should use past form when they question a patient whether he or she has already drunk medicines. Again, the other rules of grammar such as modal (can, could, and etc.) in ordering a patient to lay down, to be (is, am, are) in using a simple sentence, are a bit complicated. However, the most difficult is the grammar of words, for instance, in medical context they know about these words; surgeon, surgical, and surgery, but they feel confused how to apply in a phrase or a sentence. Besides, the result of the next difficulty is pronunciation that shows 3, 72 of mean value. From the interview, It is not easy to acquire the English pronunciation since the language is foreign language, for example, the students do not know how to distinguish 'that' or 'date'.

Listening skill is hard. The students think that they do not used to listen to an audio spoken in English often but seldom. Or even the speaker is not clear as it plays. From the interview with stakeholders, Akper Pemkot Tegal needs to develop the language laboratorium because a number of speakers or headphones do not work well. In this case, the stake holder will assist to solve the problem later if the institution can properly cooperate with. They probably will provide fund.

Furthermore, practice speaking English is sometimes difficult for the students to master. they are not used to speaking English both inside and outside the classroom. However, they speak English only if the lecturer pointed and

begged them to do so. They said it can be percentage for about 10 % only practicing speaking English and not often relevant to medical context but simply general English. Besides, During I piloted the questionnaire, a non-English lecture stated that it could be much better if an English lecture drilled the students speaking English for nursing and let them use outside the classroom.

On the whole, the table below is the result of the difficulty that the students face. How the students have difficulty with each of these skills

No.	English Skills	Mean	Meaning
1	Grammar	4,08	Often
2	Vocabulary	3,75	Often
3	Pronunciation	3,72	Often
4	Speaking	3,47	Sometimes
5	Listening	3,78	Often
6	Reading	3,48	Sometimes
7	Writing	3,55	Often

Table 7 : The difficulty the students face

4.1.5. Skills Contribution

In line with the previous sub-parts, over view skills needed and difficulties encountered, these macro skills; reading to English, speaking to English, writing to English, and listening to English surely contribute the success of their course of study. But this sub-part -- skill contribution emphasizes which macro skill is the best one that contribute to their course of study. In skill contribution, the student give thier opinion what skill that they think the most contribution in the course. The result shows that number of students think that the best contribution is speaking skill which with the mean value is 4,30. They said that if they are able to acquire the skill they will successfully pass their course of their study. It means

that the better their speaking skill the better they succeeded in the course to master English. Again, speaking skill is the greatest contribution to their course of study.

Reading skill is highly to provide contributions to their course of study as well. Amount of materials which are written in English make the student to have a lot of efforts to comprehend. The students uttered that the more they read to English the more they obtain some new vocabularies and some underlying knowledges regarding the language so that they can successfully carry about the course. Furthermore, from the result of the need analysis shows that the mean of reading to English is 3,44. However, listening to English is important too. The students must pay attention to the speaker said. It is hard to get the point what the chunks on the audio mean so that listening to English is necessary as well. Here is the table of the result of skill contribution in which speaking to English is the best and the greatest in providing contribution to the success in the course of the students:

No.	English Skills	Mean	Meaning
1	Listening to English	4,18	High
2	Speaking to English	4,30	High
3	Reading English	3,44	Moderate
4	Writing English	3,41	Moderate

Table 8 : Skills contribution in their course

Meanwhile, speaking to English is the most important skill to success in their field after graduation. The mean value of this skill is 4,31 categorized as high. It gives a huge contribution in their future job as nurse. As the same stated in the sub-part overview skill needed, the students said that speaking is the most demanded when they care patients. Although a great number of patients in local

hospitals are Indonesian, there may be a number of patients who are originally from outside the country, particularly in an international hospital. The students are striven to communicate in the target language exactly when they care the patients originally abroad.

Listening to English is shown high that the mean value is 4,28. As the same case on the overview skill needed. This emphasizes that listening to English provides contribution in their future job. For instance, when they will get a TOEIC test or TOEFL test as the requirement of job they want, they will pass the listening section. Furthermore, in their field as a nurse they will face a number of tools in medical area (said Hospital) which are in English and surely pronounced in English. The ability in listening to English is needed in order to enable the students to comprehend what exactly pronounced. In line with that, there are several equipments namely in English.

Reading to English provides highly contribution in their future job. A huge medicines or instructions on the label of medicines written in English. Many hospitals should probably fulfill requirements to be credited and a few paper of requirements that adopted from international Hospital written English. Likewise the nurses do as well. Here is the table that show the result of how important the skills to success in their field after graduation:

No.	English Skills	Mean	Meaning
1	Listening to English	4,28	High
2	Speaking to English	4,31	High
3	Reading English	3,55	High
4	Writing English	3,47	Moderate

Table 9 : Skills in their field after graduation

On the whole from the elaboration above regarding skill contribution, Speaking to English is the greatest contribution for the students. However, the other skills follow behind as the same necessary skills the students need.

4.1.6. Student's Obstacles.

This sub-part elaborates the obstacles which the students face in learning the language. From the result of the questionnaire (see the appendix 4), in the first component about making progress in learning English there are 14 students to feel very often that they do not have any progress in learning English and 27 students that often have no progress in learning the language. There are only 6 students who stated rarely catch no progress in learning the language. In writer's opinion, it could probably caused by rarely practicing speaking, writing, listening, or reading. Moreover, the second component, I was not given any opportunity to use English outside the classroom, it shows that the mean value is 3,58 categorized as often. There are 17 students that they get no opportunity to use the target language outside the classroom very often. In teaching and learning English in Akper, the students practice to use English simply inside the classroom. Although The director of Akper Pemkot Tegal provide many university credit units (SKS) for English, these are not taken by the students or even by the lectures benefitted the availability of the many university credit units. it can be due to the limit time the students have. The students said that they have to join lecturing from eight to four pm Even more. Due to the limit time the students have, they have no chance to make outside English activities such as English club or English Conversational.

In the third component of the students' obstacles there are five sub-components (see the appendix) that tell about the reason of the lesson were not useful. The students were not taught things that they could see. It shows from the result that 27 students sometime were not taught things that they are able to comprehend. They could see here means the lack of the students own; lack of English experiences included pronunciation, grammar, and vocabulary. As the explanations on the sub-part overview skill needed that elaborate how they have difficulty with the micro skills. Again, they often found the language is too difficult to master as shown on the questionnaire that 24 students often feel this. While 29 students said that pronunciation is too difficult to acquire due to lack of practicing. However, the students often feel that grammar is too difficult to master as shown on the questionnaire that there are 24 students said it. In task based syllabus, Grammar or structure are partially taught by teachers so that it could be magnificent to reduce the lack of grammar the students have.

In addition, vocabulary is too difficult to acquire as well. 23 students often found this micro skill is too difficult. They suppose the vocabularies they meet in learning English are sometimes general. Thus, they rarely use a sort of general vocabularies in medical, healthy, or nursing context. In content based syllabus in which concern the English for specific purposes, it gives the specific materials related to their field of study. This kind of syllabus give such specific vocabularies in the course based on the field related to nursing context. The students' underlying knowledge regarding structure of word (prefixes, suffixes, or constructing words) are not adequate.

The next component ask the students to give their opinion about the teachers/ lectures knowledge in teaching English. The students said that they discovered that the lectures almost sometimes do not know how to teach English. in the component, the result shows that 11 students found the English lectures are sometimes confusing. The mean value of the component is 2,44.

During in the classroom they sometimes get bored due to the monotonous of teaching and learning. It makes the course run ineffectively. From the result of the questionnaire, 21 students said that they did not like the teaching method use somtimes, 4 students feel very often that they dislike the teaching method, 14 students suppose that they rarely dislike the teaching of the lectures, and 15 students stated that they never dislike the teaching method. They also stated that it was rather teacher centered in regular teaching. Again, I found that a few students wish to have games in the teaching and learning English; to decrease the students' boredom. I also found in regular teaching in Akper that the students want to have drilling upon the speaking skills.

The last component in sub-part of students' obstacle concerning the materials consisted of four things whether too difficult, relevant to their needs, not interesting, or not challenging. Numerous materials seem too difficult for students as it shown on the questionnaire in which they stated that they often found this too difficult, with 3,50 as the mean value. Furthermore, a number of English materials are not exactly specific related to their needs but these are sometimes general English as described on the questionnairre that the students often discover irrelevant material. The mean value of this irrelevance is 3,62 with with the

explanation as follow; there are 18 students think that it is very often, 23 students said that they often find the irrelevance task of English, 17 students think it is sometimes, 9 students said it is rarely, and 3 students said the material is irrelevant. In contrast, what they require in the course of their study is relevant to their field as nursing.

Due to the irrelevancy of the English material the students are sometimes indifferent to the material that the lectures provide as figured out from the questionnaire that the mean value is 2,88. It means that the students are not really interesting in the materials. Similarly, the students frequently experience that the materials are not challenging in consequence they are stuck within the course with rather no fully participating their mind. Accordingly, as shown on the result that the mean value is 2,68; there are 9 students who think that they get it no challenging very often, 4 students suppose that the material are often no challenging, 27 students said that they sometimes get this not challenging, 16 students who think it is rarely not challenging, and 14 students never find the material not challenging.

Altogether, the students' obstacle are counted as consideration to accelerate the course of their study in order to run effectively. These obstacles are considered when creating a syllabus for a course, for instance, content based syllbus enable the students to have the material based on their needs. It is functioned when the students feel that sometime the materials are irrelevant to their needs. Again, the method of the lecturer should be applicable and enjoyable as it is previously elaborated that the students dislike the teaching method use.

4.1.7. Student's Expectation towards the Teacher.

As a lecturer, particularly an English lecturer, he or she should not overlook the desires of the students such as what they want the lecture should do to the students. This part will elaborate how the students' expectation towards the lecturers. From the data, it figures out that the students want the lecturer gives tasks to translate a health article from English into Bahasa or vice versa. The students said that they are able to gain greater knowledge concerning the comprehension the text deeper and can practice the use of language feature itself in translating. the mean value (see the appendix 4) of this is 3,44 categorized as moderate.

Besides, Explain new grammar points before practicing them is categorized as best with 4,34 as the mean value. For the students emphasized on the previous elaboration in sub-part overview skill needed, they surely require to learn grammar. They uttered that it could be much better if they are taught about the micro skill points as communicative function. In addition, It lets the students practice English orally like in task based when they are performing tasks. Again, it enables the students brave to speak due to previously be explained. In line with that, Stiller (1997) and Richard (2001) gave a list in content based instruction context that one of the lists involved synthesis of content materials and grammar.

Practice before explaining grammar points certainly take place in what the students expect to the lecturer. Accordingly, there are 24 students who said that this is the best in which the mean value is 4,01. Although it is rather directly to practice or to play role, at least the lecturers should not overlook to elaborate

simply or completely the grammar points. Based on task based the students can play role first then the lecturer drill the structure. By means of that the students can obtain particular grammatical structure in which the students can apply successfully in communication as Thompson and Millington (2012) stated that the student are able to elicit certain garammatical structures. In this case, the students elicit the grammar after they have started to perform numerous play roles, particularly in nursing contexts.

The students desire to be corrected directly during their performance in front of their friends. The students said that is good notion when they speak or role play during the course they do several errors or mistakes the lecturers correct concerning their performance directly. It can engage the students to enable them to perform any tasks bravely for they said the more you make errors the more you find your errors and attempt to avoid the errors then. From the data, it shows that there are 30 students said that it is best, 31 students think that it is good, 7 students suppose that it is moderate, and 2 students said that it is low.

During their practicing English either speaking or writing, the students sometimes do mistake, for instance, the students are begged to create a conversation in a hospital, first they create in writing then they speak. But they do not do that in order or ungrammatical pattern. From the questionnaire showed that the students wish to correct their grammar that the mean value of it is 4, 48 and categorized as good idea. Besides, the students want the lecturer correct their pronunciation either during their performance or directly. They said said that it is needed whether their pronunciation properly. Concerning the direct correction of

their pronunciation, the result shows that correct my mistake of pronunciation is good and the mean value of it is 4,40.

4.1.8. Skills Improvement

This sub-part will elaborate about the skills the students want to be improved. There are fourteen components provided on the questionnaire (see the appendix 4) concerning the skills improvement which should be in consideration when creating a syllabus. First of all, enriching vocabulary in nursing context takes a necessary place in which the students face vocabulary based on their needs as nurse. There are 31 students who said it is very high to discover knowledge of vocabulary in nursing and only 2 students who vote on the questionnaire that this is low or not useful. The mean value of knowledge of vocabulary in nursing is 4,24 and categorized as high or useful.

Understanding how to articulate and pronounce well is high for the students while the mean value is 4,14. In line with the previous part that emphasizes on the important of pronunciation, the students wish to improve and to understand concerning articulation and pronunciation properly, for a simple instance, they need to know how to distinguish between the words “born” and “burn” and want to understand how to articulate them exactly. looking up dictionary perhaps assists the students how to articulate and pronounce well, certainly guided by the lecture. Furthermore, the result shows that the students need to improve the understanding of articulation and pronunciation of the language.

Moreover, Essay writing (Creating health article in English) is categorized high to be improved and the mean value of it is 3,81. The requirement of passing in the last semester, the students are demanded to create last final concerning research paper. They will certainly write an abstract written in both English and Indonesian. Another more difficult example is that in English class, it could be much better if they adopted an article in English but they paraphrase them using their own language and then try to learn citation. The improvement of Essay writing enable students to make an abstract for the final paper in Both of the languages and surely their writing skill is improved.

Delivering oral presentation in English (i.e of the topics: Nutrient, pain, Activity, oxygen) is actually required by the students since the director of Akper Pemkot Tegal and the non-English lecture advised that the students should try to make a presentation in English, there will be probably a volunteer who comes to Akper Pemkot Tegal. However, in content based, language is as a media to comprehend a content (i.e about pain). Although delivering oral presentation in English is hard for the students, but this may become a way to accelerate and enhance their speaking skill. The result of the questionnaire shows that Delivering oral presentation in English is high to be improved with the mean value 3,61.

Participating effectively in discussion is a good notion in order to keep them within English. The students may take part in discussion effectively. The data (see the appendix 4) shows that their desirability concerning the effective participation is high to be improved in which the mean value is 3,64. Next item is Communicating effectively with peers in small group discussions, collaborative

projects, or out-of-class study group. The students said that they need to improve it by means of have a lot of efforts to join surely within the discussion, the collaborative project, or even out-of-class study group. The data shows that the mean value is 3,54.

Akper Pemkot Tegal are ever invited to join an English contest; speech contest. Thus, numerous students of this institution are open to take a part with the contest. In addition, Giving formal speeches is categorized as moderate to be improved that Akper Pemkot Tegal may be someday invited again. It is magnificent for students in which they want to be able to give speech in an event that the atmosphere is English. There are 20 students who said that this is moderate to be increased as shown from the data that the mean value is 3,28. Besides, 13 students said that Giving speech is low to be raised up and 3 students uttered that it is very low to be improved. The next skill to be high improved is Lab report writing in which the mean value is 3,75. Lab report writing takes several English words within it. This skill is rather affiliated and incorporated by a nursing documentation as follows:

Comprehending health literature in English skill is slightly greater than a number of skills improvement because the students frequently encounter problems to comprehend such as their lack of vocabulary, translation, reading ability, and the other obstacles that the students face to comprehend health literature in English. Besides, as emphasize before in previous sub-part, the literatures for nursing (real word) are frequently taken from English. thus, the students need to increase their ability in Comprehending health literature in English. the mean

value of the skill is 3,94 and categorized as high to be developed. Here are the skills need to be improved essentially from the result of the questionnaire and I take them into account and make them in order based on the mean value. They are:

1. Knowledge of vocabulary in nursing
2. Understanding how to articulate and pronounce well
3. Comprehending health literature in English
4. Listening to pronunciation/ intonation/ stress patterns of English
5. Able to communicate with foreign lecturer from other country

4.1.9. Additional Comment.

This sub-part allows the students to give suggestions and comments. I provided questions on it namely open ended questions regarding the subject. To conclude, these are the lists of the suggestions and the comments:

1. Make an English Club outdoor in Akper Pemkot Tegal
2. English is very difficult, I want to work outside the country but I sometime forget about the English I learn
3. I want to learn Vocabulary and English is very important for my future
4. I hope all students can be good at English and have a toefl test.
5. I need to improve or learn about grammar, vocabulary, pronunciation, speaking, listening, reading, writing.
6. Learn more about vocabulary and how to speak English. I feel Grammar and Writing are difficult.

Furthermore, I conducted interviews to the students to explore more informations about the result of the questionnaire of the students' needs of Nursing Academy of Pemkot Tegal. The interviews were conducted to gain the informations deeper in order to make successfully in teaching and learning English based on their field as nursing. In addition, semi-structured interview was used. According to Moleong (2014: 191), semi-structured interview let the commentator or the informant express their opinion independently. I also used follow-up question in interview. This follow-up questions were conducted to asses more the result of the questionnaire. It was done for overall the students' need of Nursing Academy of Pemerintah Kota Tegal (Akper Pemkot Tegal). The interviews also checked the students's answers on the questionnaire to figure out whether they consistent or not. Here are the questions on the interview:

- Questions :
1. Do yo think Introducing Myself is Very useful?
 2. Do you think to learn Asking the identity of patient in teaching and learning English is very useful?
 4. What do you think of Asking the pain complaint of patient?
 5. Do you think Giving instruction toward patients is very useful?
How ? Why?

- Answers :
1. Yes, I think it's very useful.
 2. Yes, I think it's very useful.
 3. Yes, very useful because it is important to know the cause of the paint
 4. If we will act nursing such as doing injection to a patient, we give instruction how we inject, where the position to inject is.

Those questions are speaking skills. The answers of the questions are line with the result of the questionnaire in which the students stated that those speaking skills are very useful for them in English class. When I questioned the

students, I applied code-switching where sometimes I used English and Indonesian if the students did not understand. Furthermore, Follow-up questions concerning Listening skill or Reading skill are provided.

Besides, questions regarding Overview of Skills Needed and Difficulties Encountered are given in the interview like what language skills they need most and what skill they feel difficult. Here are the questions:

- Questions :
1. Do you think you need to know about grammar?
 2. Do you think vocabulary is useful for you?
 3. How do you have difficulty with reading skill?
 4. What do you think about listening skill?

- Answers :
1. Because we can know about grammar
 2. Yes, Vocabulary is useful for me. I can discover words that I find it new to me.
 3. I find reading skill difficult very often.
 4. I find listening skill difficult very often, too.

According to the data interview, these are same with the result of the questionnaire (see the appendix). However, there are some of them that do not fit; in the interview the student said they sometime found reading skill difficult but on the questionnaire they said it is difficult very often. All in all, follow-up questions were conducted to elaborate and check between the interview and the result of the questionnaire further.

4.2. Content Based syllabus and Task Based syllabus

Learners- centered is applied in both Content based and task based. Indeed, in content based syllabus the lectures simply become instructors such as giving materials and tasks to the students and students are as learner-centered in the application of teaching and in the classroom. Furthermore, Content based

syllabus covers authentic materials which is based on the students' need. In content based the students are generally ordered to perform these following skills that those can be the basic competencies (Kompetensi Dasar):

Content-based skills:

1. Understanding the steps in caring patient mentioned as "Asuhan Keperawatan". The steps are; Committing study toward patient, Ability to state problem, Deciding nursing diagnosis, Making nursing plan to solve patients' problem, Implementing nursing, Evaluation (committing re-study).
2. Knowing the diagnoses of patients thoroughly
3. Distinguish remedies for common health problems (after the step of Evaluation to patients)
4. Know some materials related to Medical context such as Nutritient, pain, Activity, oxygene, and etc.
5. Discovering pathology report.
6. Understanding surgical medication nursing and psyhcological nursing.
7. Knowing patients' record
8. Understand the nutritional value, suggested daily intake of each food, and daily calorie intake for women/men.

Language skills:

1. Know the English (four Mackro skills; Speaking, listening, writing, reading) the when caring patients through the steps namely "Asuhan Keperawatan" ; Committing study toward patient, Ability to state problem,

Deciding nursing diagnosis, Making nursing plan to solve patients' problem, Implementing nursing, Evaluation (committing re-study).

2. Demonstrate appropriate communication skills when handling patients
3. Read patient records in English, define abbreviated forms on the form, and use English to instruct patients to fill out patient records.
4. Understanding the vocabulary used in medical context, particularly in nursing context (surgical medication nursing and psychological nursing).
5. Knowing the grammar for communicative purposes (such as modality; can, could)

Besides, Language in Task-based syllabus is seen as a mean of communication rather than form. Task-based syllabus offers a number of tasks in classroom. According to Nunan (1989: p. 10) Tasks are classroom works that involve the students in manipulating, understanding, creating, practicing or interacting which still focus little on form and more on meaning. Tasks enable the students do activities such as play roles to be nurse, understanding the authentic material related to medical context in which English is used by the students to achieve communicative purpose. This is in the same line with Willis (1996: p.23) stated that tasks are activities where the language the students learn are used for a communicative purpose to attain the output.

Task based syllabus emerges the notion in which it provides learning activities or can be learning strategy that emphasise on target tasks, pedagogic tasks, and real world activities. Long (1985) stated that task based language teaching invoke target task and pedagogic tasks that emphasise on learning to

communicate through interaction in the target language. While Ellis (2003) a task which provide some real world activities exist in task based approach. Thus, in the syllabus, task-based is figured out as learning activities or learning strategy and Evaluation (Penilaian). In addition, Nunan (2004) stated that real-world tasks must be transformed into pedagogical tasks in order to create learning opportunities in the classroom. Those tasks are then divided into rehearsal rational and activation rational. Here is the example of real-world tasks in activity “asking the identity of patient”:

Biographical data

— You will need to start with the assessment sheet, finding out details about your patient such as their full name, where they live (address) and who with.

Figure 5 : Rehearsal rational

‘Mrs Jones can you tell me your full name [first name or forename followed by last name which is also called the surname or family name] and your address and telephone number.’

Figure 6 : Activation rational

4.3 Integrated syllabus

In teaching and learning English, It is rare that teachers use one type syllabus only to be applied exclusively in their classrom. However, more than one type of syllabus are involved. Syllabus or content types are usually combined in integrated ways in which one type as the organizing base where the other types

are arranged or related. Content based syllabus and task based syllabus are engaged in the course in Akper Pemkot Tegal.

4.3.1 Stating Outcomes.

Aims and Goals are exchangeable that reveal the general purposes of curriculum or a course (Richard, 2001: pg. 120). The Goal of this course in Akper Pemkot Tegal is the students will learn how to communicate in English accurately and fluently both spoken and written related to their field in Nursing Program. In addition, Objectives refer to more specific about the figures of the purposes of the course. Here are the objectives:

1. The students will be able to use English for the steps in caring patient mentioned as “Asuhan Keperawatan”. The steps are; Committing study toward patient, Ability to state problem, Deciding nursing diagnosis, Making nursing plan to solve patients’ problem, Implementing nursing, Evaluation (committing re-study).
2. The students will be able to read a number of literatures written in English which is related to Medical context and able to write an abstract of their research
3. The students will be able to understand the diagnose of patients and able to read patient records in English, define abbreviated forms on the form, and use English to instruct patients to fill out patient records.
4. The students will learn how to use and understand the vocabulary used in medical context, particularly in nursing context (surgical medication nursing and psychological nursing).

5. The students will be to listen to and understand the pronunciation drill of the medical equipment and dialogue regarding pain complain.
6. The students will learn how to use the grammar for communcative purpose related to nursing context

4.3.2 The Course Rationale.

It searches the answer of the following statements; who gets involved in the course, about what the course is, what kind of teaching and learning will be in the course. The course here is designed for the students of Akper Pemkot Tegal to improve their communication skills in English both written and spoken related to nursing context. It provides knowledge about the communication skills which are needed to communicate in medical context and nursing setting based on content based syllabus and task based syllabus. the course provide the students to use to use English more confidently and effectively in order to achieve their own goals.

4.3.3 The entry and exit level of the course.

In planning a language course, it is very important to discover at what level the course begin and what level the students to achieve after the course (Richards: 2001). To gain the information about the students' proviciency level in English, I used the result of their Toefl PBT test that conducted on September 30th 2016. Generally, there are three levels in English proficiency; Elementary level, Intermediate level, and advanced level. However, according to Carson (1990), experts divide toefl score into four level as the following:

Level	Score
Elementary	310 to 420
Low Intermediate	420 to 480
High Intermediate	480 to 520
Advance	525 to 677

Table 10 : Level of toefl score

The average of the students' score of the toefl test is 379. It shows that the students are categorized in elementary level. Thus, the course will start at the elementary level. The result of the toefl test is also used to find the target needs. After the course, the students are expected to achieve the intermediate level as an exit level.

4.3.4 Choosing the course content.

Content of the course means the materials that should be given to the student. These consist of the unit, the topic and the vocabulary which are related to medical context, particularly nursing context. In conclusion, the students will meet the content of the course based on the students' need as nursing.

4.3.5 Determining the scope and the sequence.

The scope means how deep the materials that the students learn in the course. However, the sequence refers to what content should probably be provided at the beginning and what content should be the next. The students get the materials which are based on the need of the students. Each item of the materials in the course are related to medical and nursing context, i.e handling patient (see the appendix), and are from authentic books (English for the professional nurses), from articles, and many sources from internet. However, the sequence here based

on the chronology as Richard (pg. 150: 2001) stated that the content could be sequenced according to the order where events happen in the real world.

4.4 Improving Syllabus

According to Hutchinson and Waters (1987) stated that one of the differences between English for specific purposes and General English are on the awareness of the need. In improving, students' awareness, teachers' awareness, and stakeholders' awareness are taken into consideration so that the course can be much better. The next will be the elaborations of how the awareness in improving the syllabus.

4.4.1 Lecturers' questionnaire

According to Rosdiana (2015) stated that she found some differences on her research between lecturers' and students' belief existed in overview of skills needed, difficulties encountered by the students, and skills contribution. I distributed the questionnaire that there are 4 lecturers who are given the questionnaire and asked to fill it. They are 2 lecturers from non-English lecturers (Nursing Lecturers) and 2 lecturers' from English lecturers. I found the dissimilarity as well. Here are the differences between the lecturers' and the students' belief:

- a. What language skills do you need the most?

Lecturers' view	Students' view
Speaking	Speaking
Listening	Vocabulary
Reading	Reading
Pronunciation	Grammar
Vocabulary	Listening

Grammar	Writing
Writing	Pronunciation

Table 11: The skill needed from lecturers' and students' view

b. How do you have difficulty with each of these skills?

Lecturers' view	Studen'ts view
Grammar	Grammar
Reading	Listening
Writing	Vocabulary
Pronunciation	Pronunciation
Speaking	Writing
Listening	Reading
Vocabulary	Speaking

Table 12 : The difficulty of skills from lecturers' and students' view

From the table, we can see that there are some differences. Although they have the same opinion that the most skill needed is speaking, the lecturers think that listening is more while the students think that vocabulary is much more needed. Furthermore, the lecturers think that reading skill is more difficult while the students give opinion that listening is harder for them. I also used the sub-part (skill contribution) that show the comparison of the two views.

a. How often to success in your course of study are the following abilities?

Lecturers' view	Students' view
Listening to English	Speaking to English
Reading English	Listening to English
Speaking to English	Reading English
Writing English	Writing English

Table 13 : Succes in the course from the lecturers' and the students' belief

b. How important to success in your field after graduation are the following abilities?

Lecturers' view	Students' view
Listening to English	Listening to English
Reading English	Speaking to English
Writing English	Reading English
Speaking to English	Writing English

Table 14 : Succes in the field from the lecturers' and the students' belief

From the question (a) how often to success in your course of study are the abilities, it can be elaborated that lecturers' perception emphasize on listening to English and then reading to English. Yet, students' view firstly stress on speaking to English and then listening to English. Furthermore, for the question (b) how important to success in the field after graduation, the lecturers and the students stated that listening is the most important. However, Both of them have different points of view. The lecturers said that reading to English is more important since a number of their literatures are sometimes written in English that the students should be able to comprehend the literature. In contrast, the students said that speaking is more important after graduation because what they face in the real world is to practice speaking when handling patient rather than reading or writing to English. In conclusion, either the lecturers' or the students' awareness is taken to be considered in redesigning syllabus.

4.4.2 Stakeholder's questionnaire.

In improving the integrated syllabus for students of Akper Pemkot tegal, I also distributed the questionnaires (see the appendix) to the stakeholder to catch information deeper. The stakeholder here is one of the staff in Kementrian Kesehatan Kota Tegal who handle and work with Akper Pemkot Tegal. There are 56 communicative events on the questionnaire which the stakeholder choose

whether each items related to the study situation or the job situation. The communicative events consist of 4 macro skills and additional comments on the last. Based on the result of the questionnaire, reading and writing skills are almost on the study situation.

Listening skill such as listening to pronunciation drill (medical equipment), listening to dialogue regarding pain complain, and listening to dialogue about diagnoses are related to the study situation. The skills fit on learning and teaching situation where they can improve their listening skill rather than in the job situation. However, listening to introduction can be both related to the study situation and the job situation. This listening activity is not only a good notion to be learnt from audio regarding introduction based on nursing context but also at work place where the students practice listening to introduction in the real world handling and caring patient.

I created the stakeholder's questionnaire and arrange in sequence with "Asuhan Keperawatan". In speaking skill on the questionnaire, there are eleven items in sequence and eight additional speaking activities. There are three speaking activities in Committing study toward patient (based on Askep); Introducing myself, asking the identity of patient, and asking the pain complaint of patient. These speaking activities are applicable in both the study situation and the job situation, as elaborated before that the students might practice introduction and asking pain complaint as well in the real world. Furthermore, Informing data from the result of the study toward patient can be affiliated with the study situation and the job situation. The other speaking activity like asking and

reporting health problem and diagnosis are necessary in study purposes and work purposes. Moreover, Telling nursing action that will be executed and Asking and informing/conveying what things need to be done in the re-study step belong to the study situation and the job situation.

Hence, Calming patients is needed in the study purposes but it might be also committed later after the students graduate. The following activities; Showing empathy toward patient, Educating patient, Giving advice, Asking and showing direction or wards in hospital, and Delivering oral presentation in English (i.e. of the topics: Nutrient, pain, Activity, oxygen are related to the study purposes in which the students learn how to use English for communicative purposes in such situation when handling patients. Yet, Giving instruction toward patients can be put either in the study situation or at the work place. It is very essential for the students to be able to do so after they graduate and work in an international Hospital.

From the result of the questionnaire, reading skills are almost related or fit on the study situation. Notwithstanding, the students are demanded to learn Reading pathology report in both situation. The students will get accustomed to reading pathology in their institution and at workplace so that they need to learn how to comprehend. Although most of the students work in a local hospital, they should learn to use English in reading pathology report that the students perhaps join in international hospital.

There is a subject in Akper namely Surgical Medication Nursing. The students in the second grade face the subject and they ever meet the material

written in English. they should do a lot of efforts to comprehend the texts. Thus, providing the activity Comprehending text regarding surgical medication nursing in reading activity is a well notion. The activity is not only in the field of the study situation, but also in the job situation in which the students probably meet kinds of the text again after they are off from Akper and work in a local or international hospital.

The questionnaire I distributed begged the stakeholder to give any comments or suggestion at the last. The questions on the additionnal comments are; do you have other comments that can measure English skill in Akper Pemkot Tegal, for instance, what obstacle the student face, how English subject to be better, or anything which is related to the skills and the needs. Here are the comments and the suggestions:

1. The facilities should be fulfilled or provided well as the needs.
2. The materials for English subject are in medical
3. The materials for English subject are in nursing context as well.
4. Use technique or method in teaching and learning that easy to comprehend
5. Use interesting IT media (Information Technology)

All in all, the questionnaire I distributed to the stakeholder should be taken in consideration to design a course or a syllabus for Akper Pemkot Tegal in order to plan teaching and learning English in the institution well

4.4.3 Situational Analysis.

According to Richard (2001, 91), Situational analysis refers to the analysis of several factors (in the context of planned) which comprises teacher factors, learner factors, social factors, project factors, institutional factors, and adoption factors.

The analysis is made to assess the potential and the impact of the factors to the project curriculum. Here is the situational analysis profile:

Social Factors	Positive	<ol style="list-style-type: none"> 1. Government sees positively English as an international language. (Based on The Explanation of National Education System Act Number 20. 2003. Chapter IX. Article 37. Subsection 1). 2. English is internationally language that all students need in the future
	Negative	Learning foreign language is a demand, yet it is not led with adequate course planning that impact to inadequate language skills for work purposes
Project Factors	Positive	<ol style="list-style-type: none"> 1. The director assembled several English lecturers to handle the English subject that aims to improve their language skills based on the context as nursing 2. It is very magnificent to create a team to design or redesign the present syllabus.
	Negative	<ol style="list-style-type: none"> 1. There is no team to design the syllabus for the course. the syllabus is simply created by the senior lecturer. 2. Although the syllabus is provided and the lecturers teach based on it, they work individually.
Institutional Factors	Positive	<ol style="list-style-type: none"> 1. Akper Pemkot Tegal provides 32 meetings for English subject for the third, the fourth, and the fifth semester. 100 minutes for each meeting is served 2. The staff is likely to cooperative with the English lecturers so that they can probably integrate the materials within the language learning 3. The facilitation such as language laboratory is available to assist both the lecturers and the students in teaching and learning activity
	Negative	<ol style="list-style-type: none"> 1. It is found that only a bit integration between the

		<p>real material of nursing and the target language.</p> <ol style="list-style-type: none"> The students do not take any chance to practice English outside the classroom. However, it is suggested to use English outside (in nursing lab, canteen, etc)
Lecturer Factors	Positive	<ol style="list-style-type: none"> The English lecturers in Akper Pemkot Tegal have a good proficiency in the language They are selected by the senior lecturer due to their performance in teaching English
	Negative	<ol style="list-style-type: none"> There are several lecturers who teach English subject in this institution. Even they sometime follow the present syllabus, they work individually Although the lecturers are good in English, Yet they do not use or apply the appropriate method or technique to teach the students, that's why the students fell no progress and insufficient with the medical or nursing context
Student Factors	Positive	<ol style="list-style-type: none"> The students are very enthusiastic to learn English either inside or outside The students think that English is very useful for this moment and for future at workplace since a number of terms are taken from English. They really want to learn English that related to their needs
	Negative	The students normally feel bored in joining class due to the indifferent teacher's method
Adoption Factors	Positive	<ol style="list-style-type: none"> The syllabus designers have a great experience in teaching higher education students They have assisted the students in learning the language for more than three years
	Negative	The students feel that the materials given are difficult in which they do not meet their needs since the general English exist within it.

Table 15 : Situational analysis profile

There are 14 positive situation and 9 negative situation on the result of the situational profile above. I obtain these stuff by consulting with the lecturers, the staff, the students, and my experiences teaching in Akper Pemkot Tegal for more than two years.

4.4.4 The Existing and the integrated syllabus.

The features of content-based syllabus occur in basic competence (kompetensi dasar) and language focus (vocabulary and grammar). Task-based syllabus occurs in learning strategy (strategi pembelajaran) and assessment (penilaian) in integrating syllabus. The syllabus existing in teaching and learning in Akper Pemkot Tegal still offers some combinations of general English as it is seen in *Tujuan Instruksional Khusus* in which general direction still takes place. There are some differences between the existing syllabus and the integrated syllabus. The existing syllabus uses *kegiatan pembelajaran* (learning activities) but integrated syllabus offers *strategi pembelajaran* (learning strategies). *Kompetensi dasar* (basic competence) emerges in integrated syllabus but the existing syllabus only offers *Tujuan Instruksional Khusus* (instructional purposes). *Topik* becomes the content they study while carrying the target language and it is wider than *pokok bahasan* in the existing syllabus. The format of the existing syllabus and the integrated syllabus are as shown below:

TUJUAN INSTRUKSIONAL KHUSUS	POKOK BAHASAN	KEGIATAN PEMBELAJARAN	DURASI	TUGAS	SUMBER
Mahasiswa mampu memahami percakapan perkenalan secara umum	Greeting and Introduction	Presentation Dialog Role Play	200 menit	Making a dialogue	HANDBOOK
Mahasiswa mampu berkomunikasi secara lisan dan tulisan tentang hobi (kesukaan)	Telling hobbies/interests	Presentation Dialog Role Play	200 menit	Making a presentation	HANDBOOK

Figure 7: Example of existing Syllabus (more complete, see the appendix 6)

Topik	Kompetensi dasar	Indikator	Language Focus			Strategi Pembelajaran	Penilaian	Referensi
			Vocabulary	Grammar	Pronunciation			
1. Asuhan Keperawatan 1 (Melakukan pengkajian terhadap pasien)	Memahami berbagai tindak tutur dalam wacana tulis berkaitan dengan "Melakukan pengkajian terhadap pasien" dalam bahasa Inggris	Menggunakan berbagai tindak tutur dalam wacana tulis berkaitan dengan "Melakukan Pengkajian terhadap pasien" dalam bahasa Inggris	Bentuk- bentuk yang biasanya digunakan dalam pengkajian terhadap pasien dalam context keperawatan. 1. Biographical data Contoh : "Nickname: ..." 2. Abbreviations in Nursing (singkatan-singkatan dalam keperawatan) Contoh : " HIV - human immunodeficiency virus HNPV - has not passed urine" 3. Admitting patient 4. The admission procedure 5. Patient record	1. The use simple present tense and present perfect tense Contoh penggunaan to be (is, am, are) Penggunaan modal (have/has) 2. Technical terms used in scientific/ medical texts Contoh : "Nutrient must be adopted"	-	<p>Reading strategies dalam pengkajian pasien</p> <p>Follow the activities in sequence:</p> <ol style="list-style-type: none"> 1. Reading data from the result of the study toward patient(in nursing/diagnos is problem form) 2. Reading health problem and diagnosis <p>Writing strategies dalam pengkajian pasien</p> <ol style="list-style-type: none"> 1. Writing patient's pain complain 2. Writing in the patient admission forms 	<ol style="list-style-type: none"> 1. Assessing TRUE/FALSE statement 2. Sentence Matching 3. Texting composition writing 	<ol style="list-style-type: none"> 1. English for the professional nurse published by Radcliffe Medical Press 2. Hospital English

Figure 8 : Example of integrated Syllabus (more complete, see the appendix 7)

CHAPTER V

CONCLUSION AND SUGGESTIONS

This last chapter is a restatement of the objectives achievements of the study previously mentioned and suggestion of the further studies. The objectives of this study, mentioned in chapter 1, are to discover and describe the needs of the students of Akper Pemkot Tegal particularly in the 4th semester in learning English, to discover the elements from Content-based syllabus and Task-based syllabus for teaching nursing study programme in Akper Pemkot Tegal, to design an integrated Syllabus for The students of Akper Pemkot Tegal designed based on ESP, to improve content-based syllabus and task-based syllbus into an integrated syllabus.

5.1 Conclusion

Teaching and learning English in D3 nursing program in Akper Pemkot Tegal can be categorized as English for medical purpose (EMP), English for Occupational Purpose (EOP) and English fo Academic Purpose (EAP), and may be as English for Science and Technology (EST) which are all based on English for Specific Purpose. To know the learning needs, needs analysis are used. Needs analysis itself is a procedure to collect information about the students.

From the need analysis, it shows that the students tend or wish to use the target language in the real world as nurse. The English skills which they want to master are based on their needs. in addition, the content of the materials should be authentic in teaching and learning process.

Content-based teaching is simple in concept (Krahnke, 1987). It is the teaching of content or information in the language which is being learnt with little or no direct or explicit effort to teach the language itself separately from the content being taught. Content based syllabus covers authentic materials which is based on the students' need. In content based the students are generally expected to be able to perform the skills which can be the basic competencies (Kompetensi Dasar).

Besides, Task-based syllabus provides a number of tasks in classroom. Nunan (1989: p. 10) noted that Tasks are classroom works that involve the students in manipulating, understanding, creating, practicing or interacting which still focus on the meaning rather than form. In the integrating syllabus in my study, task-based syllabus' element is manifested in learning activities or learning strategies, assessment, and the topic. The integration of both elements of content-based syllabus and task-based meet the goal of the students in learning English based on nursing.

5.2 Suggestions

Due to the integration of two syllabus; content-based syllabus and task-based syllabus, It is suggested to the lecturers to attempt to integrate the subject they learning regarding nursing and the target language, and provide many tasks or activity that the students use rehearsal rational and activation rational. For the teachers, they should consider the appropriate materials given to their students related to the students' study program, at least the English material should be provided to the students are relevant to their study program based on the syllabus.

Real-worlds tasks should be put in the English teaching for nursing programme since it enables the students to experience to use the target language in the real situation.



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APPENDICES



APPENDIX 1

**Need Analysis Questionnaire for Students of Diploma III
Of Nursing Study Program
At Akper Pemkot Tegal**

I. Respondent

- a. Name (Optional) :
b. Sex :
c. Class :

II. English Skills

In what situations is English useful for you? Please check the appropriate column.

Speaking skills		Very useful	useful	Sometimes	Rarely	Not Useful
	<i>Committing study toward patient</i>					
1	Introducing myself	5	4	3	2	1
2	Asking the identity of patient	5	4	3	2	1
3	Asking the pain complaint of patient	5	4	3	2	1
	<i>Ability to state problems</i>					
4	Informing data from the result of the study toward patient	5	4	3	2	1
	<i>Deciding nursing diagnosis</i>					
5	Informing data from the result of the study toward patient (in nursing diagnosis problem form)	5	4	3	2	1
6	Asking and reporting health problem and diagnosis	5	4	3	2	1
	<i>Making nursing plan to solve patient's problem</i>					
7	Asking plan about committing nursing to solve treatment	5	4	3	2	1
8	Telling plan about committing nursing to solve treatment	5	4	3	2	1
	<i>Implementing nursing</i>					
9	Asking what nursing action that will be executed	5	4	3	2	1
10	Telling nursing action that will be executed	5	4	3	2	1
	<i>Evaluation (committing re-study)</i>					
11	Asking and informing/conveying what things need to be done in the re-study step	5	4	3	2	1
	<i>Other speaking skills</i>					
12	Calming patient	5	4	3	2	1
13	Showing empathy toward patient	5	4	3	2	1
14	Educating patient	5	4	3	2	1
15	Giving advice	5	4	3	2	1

16	Asking and showing direction or wards in hospital	5	4	3	2	1
17	Giving instruction toward patients	5	4	3	2	1
18	Delivering oral presentation in English (i.e of the topics: Nutrient, pain, Activity, oxygene)	5	4	3	2	1
19	Giving opinion, asking for clarification and bringing discussion back to the point	5	4	3	2	1

Listening Skills		Very useful	Useful	Sometimes	Rarely	Not Useful
1	Listening to Introduction	5	4	3	2	1
2	Listening to pronunciation drill (medical equipment)	5	4	3	2	1
3	Listening to Dialogue regarding pain complain	5	4	3	2	1
4	Listening to dialogue about dignoses	5	4	3	2	1

Writing Skills		Very useful	useful	Sometimes	Rarely	Not Useful
1	Writing patient's pain complain	5	4	3	2	1
2	Writing data from the result of the study toward patient (in nursing diagnosis problem form)	5	4	3	2	1
3	Writing health problem and diagnosis	5	4	3	2	1
4	Writing plan about committing nursing to solve treatment	5	4	3	2	1
5	Writing what nursing action that will be executed	5	4	3	2	1
6	Writing what things need to be done in the re-study step (Evaluation)	5	4	3	2	1
7	Writing in the patient admission forms	5	4	3	2	1
8	Writing medical papers regarding healthy care	5	4	3	2	1
9	Completing / creating a dialogue (carrying on patients)	5	4	3	2	1

Reading Skills		Very useful	useful	Sometimes	Rarely	Not useful
1	Reading data from the result of the study toward patient (in nursing	5	4	3	2	1

	diagnosis problem form)					
2	Reading health problem and diagnosis	5	4	3	2	1
3	Reading plan about committing nursing to solve treatment	5	4	3	2	1
4	Reading what nursing action that will be executed	5	4	3	2	1
5	Reading what things need to be done in the re-study step (Evaluation)	5	4	3	2	1
6	Reading prescription charts	5	4	3	2	1
7	Reading patients' records	5	4	3	2	1
8	Reading pathology report	5	4	3	2	1
9	Guess meaning of word from the medical context in which they occur	5	4	3	2	1
10	Identifying the main points in text	5	4	3	2	1
11	Choosing the statements whether they are True / False (in medical context)	5	4	3	2	1
12	Comprehending text regarding surgical medication nursing	5	4	3	2	1
13	Reading article regarding psychological nursing	5	4	3	2	1
14	Discussing text from medical context and nursing context	5	4	3	2	1
15	Colloquial English in nursing	5	4	3	2	1

Multi skills		Very useful	useful	Sometimes	Rarely	Not useful
1	Working in an International Hospital (e.g. Meeting Foreigner)	5	4	3	2	1
2	Joining fields trips abroad (i.e., Registering passport)	5	4	3	2	1
3	Training as a nurse in other country	5	4	3	2	1
4	Learning culture of other country (destination)	5	4	3	2	1
5	Daily English Speaking around campus (in Akper Pemkot Tegal)	5	4	3	2	1

III. Language Structures

Please check the appropriate column

		Very useful	useful	Sometimes	Rarely	Not Useful
1	Matching Statement	5	4	3	2	1
2	Analyzing meanings of particular vocabulary based on the context read	5	4	3	2	1
3	Analyzing meanings of particular expressions and their usage by using	5	4	3	2	1

	the context given					
4	Identifying and correcting sentences that are grammatically incorrect	5	4	3	2	1
5	Translating words and terms	5	4	3	2	1
6	Identifying parts of speech in a text	5	4	3	2	1
7	Technical terms used in scientific/ medical texts	5	4	3	2	1
8	Identifying sentences that are Grammatical structures	5	4	3	2	1
9	Using grammar frequently used in scientific discourse (i.e., present participles, passive voiced, conditionals, etc.)	5	4	3	2	1
10	Recognizing typical word order patterns in target language	5	4	3	2	1
11	Recognizing vocabulary used in core conversational topics (nursing)	5	4	3	2	1
12	The ability to articulate phonological features of the language comprehensibly	5	4	3	2	1
13	Recognizing and understanding key word and phrases	5	4	3	2	1
14	Recognizing function of intonation to signal information structure and emotional/ attitudinal tone (i.e., pitch, volume)	5	4	3	2	1
15	Recognizing word classes	5	4	3	2	1
16	Vocabulary building through the study of word construction	5	4	3	2	1
17	Grammatical structures for general communication (i.e., tenses, modality, etc.)	5	4	3	2	1
18	Word structures (i.e., compounding, affixation, nominalization, etc.)	5	4	3	2	1

IV. Overview of Skills Needed and Difficulties Encountered

What language skills you need most?

	Skills	Very useful	useful	Sometimes	Rarely	Not Useful
1	Grammar	5	4	3	2	1
2	Vocabulary	5	4	3	2	1
3	Pronunciation	5	4	3	2	1
4	Speaking	5	4	3	2	1
5	Listening	5	4	3	2	1
6	Reading	5	4	3	2	1
7	Writing	5	4	3	2	1

How do you have difficulty with each of these skills? Please circle

Skills		Very often	often	sometimes	Rarely	Never
1	Grammar	5	4	3	2	1
2	Vocabulary	5	4	3	2	1
3	Pronunciation	5	4	3	2	1
4	Speaking	5	4	3	2	1
5	Listening	5	4	3	2	1
6	Reading	5	4	3	2	1
7	Writing	5	4	3	2	1

V. General Statement

Please circle the appropriate response. How often to success in your course of study are the following abilities?

Skills		Very high	High	Moderate	Low	Very low
1	Listening to English	5	4	3	2	1
2	Speaking to English	5	4	3	2	1
3	Reading English	5	4	3	2	1
4	Writing English	5	4	3	2	1

How important to success in your field after graduation are the following abilities?

Skills		Very high	High	Moderate	Low	Very low
1	Listening to English	5	4	3	2	1
2	Speaking to English	5	4	3	2	1
3	Reading English	5	4	3	2	1
4	Writing English	5	4	3	2	1

VI. Student's Obstacles

If you have studied English before, but have since stopped studying English, please complete this part below by checking the appropriate box. I have studied English before, but I stopped because of the following reasons (s):

Skills		Very often	Often	sometimes	Rarely	Never
1	I felt that I was not making any progress	5	4	3	2	1
2	I had no and was not given any opportunity to use English outside the classroom	5	4	3	2	1
3	The lesson were not useful because:	5	4	3	2	1
	a. I was not taught things that I could see	5	4	3	2	1
	b. I found the language too difficult to master	5	4	3	2	1
	c. I found the pronunciation too	5	4	3	2	1

	difficult to master					
	d. found the grammar too difficult to master	5	4	3	2	1
	e. I found the vocabulary too difficult to master	5	4	3	2	1
4	The teacher did not know how to teach English	5	4	3	2	1
5	I did not like the teaching method used	5	4	3	2	1
6	The materials were:	5	4	3	2	1
	a. Too difficult	5	4	3	2	1
	b. Not relevant to my needs	5	4	3	2	1
	c. Not interesting	5	4	3	2	1
	d. Not challenging	5	4	3	2	1

VII. Student's Expectation toward the teacher

please circle the appropriate response. In class or with a tutor, I would like my teacher to:

		Best	Good	Moderate	A few	No
1	Lecture gives task to translate a health article from English into Bahasa or from Bahasa into English	5	4	3	2	1
2	Explain new grammar points before practicing them	5	4	3	2	1
3	Practice before explaining new Grammar points	5	4	3	2	1
4	Correct any mistakes I made in front of others immediately	5	4	3	2	1
5	Correct my mistakes of grammar	5	4	3	2	1
6	Correct my mistakes of pronunciation	5	4	3	2	1
7	Use Bahasa Indonesia only	5	4	3	2	1
8	Use English only	5	4	3	2	1
9	Use both English and Bahasa Indonesia	5	4	3	2	1

VIII. Skills Improvement

If you were to take a course to improve your English skills, which of the following would be useful to you? Rate the importance of each. Place circle.

	Skills	Very high	High	Moderate	Low	Very low
1	Knowledge of vocabulary in nursing	5	4	3	2	1
2	Understanding how to articulate and pronounce well	5	4	3	2	1
3	Essay writing (Creating health article in English)	5	4	3	2	1
4	Delivering oral presentation in English (i.e of the topics: Nutrient, pain, Activity, oxygene)	5	4	3	2	1
5	Participating effectively in discussion	5	4	3	2	1
6	Communicating effectively with peers in small group discussions,	5	4	3	2	1

	collaborative projects, or out-of-class study group,					
7	Giving formal speeches	5	4	3	2	1
8	Lab report writing	5	4	3	2	1
9	Describing objects or procedures	5	4	3	2	1
10	Writing references and quotations	5	4	3	2	1
11	Listening to pronunciation/ intonation/ stress patterns of English	5	4	3	2	1
12	Comprehending health literature in English	5	4	3	2	1
13	Able to communicate with foreign lecturer from other country	5	4	3	2	1
14	Able to join nursing Olympiad	5	4	3	2	1

IX. Additional comments

Do you have any other comments which might be helpful in assessing what English skills are expected of you by Akper Pemkot Tegal; for instance what specific difficulties you encountered, how English courses could be better, or anything else relating to your English language skills and needs? Please write the comments below:

APPENDIX 2

**Need Analysis Questionnaire for Lecturer of Diploma III
Of Nursing Study Program
At Akper Pemkot Tegal**

I. Respondent

Name (Optional) :

II. English Skills

In what situations is English useful for your students? Please check the appropriate column.

Speaking skills		Very useful	useful	Sometimes	Rarely	Not Useful
	<i>Committing study toward patient</i>					
1	Introducing myself	5	4	3	2	1
2	Asking the identity of patient	5	4	3	2	1
3	Asking the pain complaint of patient	5	4	3	2	1
	<i>Ability to state problems</i>					
4	Informing data from the result of the study toward patient	5	4	3	2	1
	<i>Deciding nursing diagnosis</i>					
5	Informing data from the result of the study toward patient (in nursing diagnosis problem form)	5	4	3	2	1
6	Asking and reporting health problem and diagnosis	5	4	3	2	1
	<i>Making nursing plan to solve patient's problem</i>					
7	Asking plan about committing nursing to solve treatment	5	4	3	2	1
8	Telling plan about committing nursing to solve treatment	5	4	3	2	1
	<i>Implementing nursing</i>					
9	Asking what nursing action that will be executed	5	4	3	2	1
10	Telling nursing action that will be executed	5	4	3	2	1
	<i>Evaluation (committing re-study)</i>					
11	Asking and informing/conveying what things need to be done in the re-study step	5	4	3	2	1
	<i>Other speaking skills</i>					
12	Calming patient	5	4	3	2	1
13	Showing empathy toward patient	5	4	3	2	1
14	Educating patient	5	4	3	2	1
15	Giving advice	5	4	3	2	1
16	Asking and showing direction or wards in hospital	5	4	3	2	1

17	Giving instruction toward patients	5	4	3	2	1
18	Delivering oral presentation in English (i.e of the topics: Nutrient, pain, Activity, oxygene)	5	4	3	2	1
19	Giving opinion, asking for clarification and bringing discussion back to the point	5	4	3	2	1

Listening Skills		Very useful	useful	Sometimes	Rarely	Not Useful
1	Listening to Introduction	5	4	3	2	1
2	Listening to pronunciation drill (medical equipment)	5	4	3	2	1
3	Listening to Dialogue regarding pain complain	5	4	3	2	1
4	Listening to dialogue about dignoses	5	4	3	2	1

Writing Skills		Very useful	useful	Sometimes	Rarely	Not Useful
1	Writing patient's pain complain	5	4	3	2	1
2	Writing data from the result of the study toward patient (in nursing diagnosis problem form)	5	4	3	2	1
3	Writing health problem and diagnosis	5	4	3	2	1
4	Writing plan about committing nursing to solve treatment	5	4	3	2	1
5	Writing what nursing action that will be executed	5	4	3	2	1
6	Writing what things need to be done in the re-study step (Evaluation)	5	4	3	2	1
7	Writing in the patient admission forms	5	4	3	2	1
8	Writing medical papers regarding healthy care	5	4	3	2	1
9	Completing / creating a dialogue (carrying on patients)	5	4	3	2	1

Reading Skills		Very useful	useful	Sometimes	Rarely	Not useful
1	Reading data from the result of the study toward patient (in nursing diagnosis problem form)	5	4	3	2	1
2	Reading health problem and	5	4	3	2	1

	diagnosis					
3	Reading plan about committing nursing to solve treatment	5	4	3	2	1
4	Reading what nursing action that will be executed	5	4	3	2	1
5	Reading what things need to be done in the re-study step (Evaluation)	5	4	3	2	1
6	Reading prescription charts	5	4	3	2	1
7	Reading patients' records	5	4	3	2	1
8	Reading pathology report	5	4	3	2	1
9	Guess meaning of word from the medical context in which they occur	5	4	3	2	1
10	Identifying the main points in text	5	4	3	2	1
11	Choosing the statements whether they are True / False (in medical context)	5	4	3	2	1
12	Comprehending text regarding surgical medication nursing	5	4	3	2	1
13	Reading article regarding psychological nursing	5	4	3	2	1
14	Discussing text from medical context and nursing context	5	4	3	2	1
15	Colloquial English in nursing	5	4	3	2	1

Multi skills		Very useful	useful	Sometimes	Rarely	Not useful
1	Working in an International Hospital (e.g. Meeting Foreigner)	5	4	3	2	1
2	Joining fields trips abroad (i.e., Registering passport)	5	4	3	2	1
3	Training as a nurse in other country	5	4	3	2	1
4	Learning culture of other country (destination)	5	4	3	2	1
5	Daily English Speaking around campus (in Akper Pemkot Tegal)	5	4	3	2	1

III. Language Structures

Please check the appropriate column

		Very useful	useful	Sometimes	Rarely	Not Useful
1	Matching Statement	5	4	3	2	1
2	Analyzing meanings of particular vocabulary based on the context read	5	4	3	2	1
3	Analyzing meanings of particular expressions and their usage by using the context given	5	4	3	2	1
4	Identifying and correcting sentences	5	4	3	2	1

	that are grammatically incorrect					
5	Translating words and terms	5	4	3	2	1
6	Identifying parts of speech in a text	5	4	3	2	1
7	Technical terms used in scientific/ medical texts	5	4	3	2	1
8	Identifying sentences that are Grammatical structures	5	4	3	2	1
9	Using grammar frequently used in scientific discourse (i.e., present participles, passive voiced, conditionals, etc.)	5	4	3	2	1
10	Recognizing typical word order patterns in target language	5	4	3	2	1
11	Recognizing vocabulary used in core conversational topics (nursing)	5	4	3	2	1
12	The ability to articulate phonological features of the language comprehensibly	5	4	3	2	1
13	Recognizing and understanding key word and phrases	5	4	3	2	1
14	Recognizing function of intonation to signal information structure and emotional/ attitudinal tone (i.e., pitch, volume)	5	4	3	2	1
15	Recognizing word classes	5	4	3	2	1
16	Vocabulary building through the study of word construction	5	4	3	2	1
17	Grammatical structures for general communication (i.e., tenses, modality, etc.)	5	4	3	2	1
18	Word structures (i.e., compounding, affixation, nominalization, etc.)	5	4	3	2	1

IV. Overview of Skills Needed and Difficulties Encountered

What language skills your students need most?

Skills		Very useful	useful	Sometimes	Rarely	Not Useful
1	Grammar	5	4	3	2	1
2	Vocabulary	5	4	3	2	1
3	Pronunciation	5	4	3	2	1
4	Speaking	5	4	3	2	1
5	Listening	5	4	3	2	1
6	Reading	5	4	3	2	1
7	Writing	5	4	3	2	1

How do your students have difficulty with each of these skills? Please circle

Skills		Very often	often	sometimes	Rarely	Never
1	Grammar	5	4	3	2	1
2	Vocabulary	5	4	3	2	1
3	Pronunciation	5	4	3	2	1
4	Speaking	5	4	3	2	1
5	Listening	5	4	3	2	1
6	Reading	5	4	3	2	1
7	Writing	5	4	3	2	1

V. General Statement

Please circle the appropriate response. How often to success in your course of study are the following abilities?

Skills		Very high	High	Moderate	Low	Very low
1	Listening to English	5	4	3	2	1
2	Speaking to English	5	4	3	2	1
3	Reading English	5	4	3	2	1
4	Writing English	5	4	3	2	1

How important to success in your students' field after graduation are the following abilities?

Skills		Very high	High	Moderate	Low	Very low
1	Listening to English	5	4	3	2	1
2	Speaking to English	5	4	3	2	1
3	Reading English	5	4	3	2	1
4	Writing English	5	4	3	2	1

VI. Student's Obstacles

If your students have studied English before, but have since stopped studying English, please complete this part below by checking the appropriate box. **They have studied English before, but They stopped because of the following reasons (s):**

Skills		Very often	often	sometimes	Rarely	Never
1	They felt that they were not making any progress	5	4	3	2	1
2	They had no and were not given any opportunity to use English outside the classroom	5	4	3	2	1
3	The lesson were not useful because:	5	4	3	2	1
	f. They were not taught things that they could see	5	4	3	2	1
	g. They found the language too	5	4	3	2	1

	difficult to master					
	h. They found the pronunciation too difficult to master	5	4	3	2	1
	i. They found the grammar too difficult to master	5	4	3	2	1
	j. They found the vocabulary too difficult to master	5	4	3	2	1
4	The teacher did not know how to teach English	5	4	3	2	1
5	They did not like the teaching method used	5	4	3	2	1
6	The materials were:	5	4	3	2	1
	e. Too difficult	5	4	3	2	1
	f. Not relevant to my needs	5	4	3	2	1
	g. Not interesting	5	4	3	2	1
	h. Not challenging	5	4	3	2	1

VII. Student's Expectation toward the teacher

please circle the appropriate response. In class or with a tutor, They would like their teacher to:

		Best	Good	Moderate	A few	No
1	Lecture gives task to translate a health article from English into Bahasa or from Bahasa into English	5	4	3	2	1
2	Explain new grammar points before practicing them	5	4	3	2	1
3	Practice before explaining new Grammar points	5	4	3	2	1
4	Correct any mistakes they made in front of others immediately	5	4	3	2	1
5	Correct their mistakes of grammar	5	4	3	2	1
6	Correct their mistakes of pronunciation	5	4	3	2	1
7	Use Bahasa Indonesia only	5	4	3	2	1
8	Use English only	5	4	3	2	1
9	Use both English and Bahasa Indonesia	5	4	3	2	1

VIII. Skills Improvement

If your students were to take a course to improve your English skills, which of the following would be useful to your students? Rate the importance of each. Place circle.

	Skills	Very high	High	Moderate	Low	Very low
1	Knowledge of vocabulary in nursing	5	4	3	2	1
2	Understanding how to articulate and pronounce well	5	4	3	2	1
3	Essay writing (Creating health article in English)	5	4	3	2	1
4	Delivering oral presentation in English (i.e. of the topics: Nutrient, pain,	5	4	3	2	1

	Activity, oxygene					
5	Participating effectively in discussion	5	4	3	2	1
6	Communicating effectively with peers in small group discussions, collaborative projects, or out-of-class study group,	5	4	3	2	1
7	Giving formal speeches	5	4	3	2	1
8	Lab report writing	5	4	3	2	1
9	Describing objects or procedures	5	4	3	2	1
10	Writing references and quotations	5	4	3	2	1
11	Listening to pronunciation/ intonation/ stress patterns of English	5	4	3	2	1
12	Comprehending health literature in English	5	4	3	2	1
13	Able to communicate with foreign lecturer from other country	5	4	3	2	1
14	Able to join nursing Olympiad	5	4	3	2	1

IX. Additional comments

Do you have any other comments which might be helpful in assessing what English skills are expected of your students by Akper Pemkot Tegal; for instance what specific difficulties your students encountered, how English courses could be better, or anything else relating to your students' English language skills and needs? Please write the comments below:

APPENDIX 3

Needs Analysis for Stakeholder of Diploma III Nursing Program Akper Pemkot Tegal

This is a list of communicative events that Road Safety Transport Management students are likely to perform. Please choose the degree to which the students are likely to engage in the communicative events.

Communicative event	Related to	
	Learning Situation	Job Situation
Listening		
a. Listening to Introduction		
b. Listening to pronunciation drill (medical equipment)		
c. Listening to Dialogue regarding pain complain		
d. Listening to dialogue about dignoses		
Speaking		
<i>Commiting study toward patient</i>		
a. Introducing myself		
b. Asking the identity of patient		
c. Asking the pain complaint of patient		
<i>Ability to state problems</i>		
d. Informing data from the result of the study toward patient		
<i>Deciding nursing diagnosis</i>		
e. Informing data from the result of the study toward patient (in nursing diagnosis problem form)		
f. Asking and reporting health problem and diagnosis		
<i>Making nursing plan to solve patient's problem</i>		
g. Asking plan about committing nursing to solve treatment		
h. Telling plan about committing nursing to solve treatment		
<i>Implementing nursing</i>		
i. Asking what nursing action that will be executed		
j. Telling nursing action that will be executed		
<i>Evaluation (commiting re-study)</i>		
k. Asking and informing/conveying what things need to be done in the re-study step		
<i>Other speaking skills</i>		
l. Calming patient		
m. Showing emphaty toward patient		
n. Educating patient		
o. Giving advice		
p. Asking and showing direction or wards in hospital		
q. Giving instrction toward patients		
r. Delivering oral presentation in English (i.e of the		

topics: Nutrient, pain, Activity, oxygene		
s. Giving opinion, asking for clarification and bringing discussion back to the point		
Reading		
a. Reading data from the result of the study toward patient (in nursing diagnosis problem form)		
b. Reading health problem and diagnosis		
c. Reading plan about committing nursing to solve treatment		
d. Reading what nursing action that will be executed		
e. Reading what things need to be done in the re-study step (Evaluation)		
f. Reading prescription charts		
g. Reading patients' records		
h. Reading pathology report		
i. Guess meaning of word from the medical context in which they occur		
j. Identifying the main points in text		
k. Choosing the statements whether they are True / False (in medical context)		
l. Comprehending text regarding surgical medication nursing		
m. Reading article regarding psychological nursing		
n. Discussing text from medical context and nursing context		
o. Colloquial English in nursing		
Writing		
Writing patient's pain complain		
Writing data from the result of the study toward patient (in nursing diagnosis problem form)		
Writing health problem and diagnosis		
Writing plan about committing nursing to solve treatment		
Writing what nursing action that will be executed		
Writing what things need to be done in the re-study step (Evaluation)		
Writing in the patient admission forms		
Writing medical papers regarding healthy care		
Completing / creating a dialogue (carrying on patients)		

Other comments:

Do you have any aother comment that beneficial to measure the English skills that you want or wish in Akper Pemkot Tegal; for examples, the obstacles the students fac, how the English become better, ot anything related to the skills and the needs of English in Akper Pemkot Tega? Please state your comments below:



Appendix 4

Result from Students' Questionnaire

1. Speaking Skill

No.	Components	Score					Mean Value	Category
		5	4	3	2	1		
1	Introducing myself	40	29	1	0	0	4,55	Very useful
2	Asking the identity of patient	40	29	1	0	0	4,55	Very useful
3	Asking the pain complaint of patient	37	31	2	0	0	4,50	Very useful
4	Informing data from the result of the study toward patient	30	19	17	2	2	4,04	Useful
5	Informing data from the result of the study toward patient (in nursing diagnosis problem form)	25	10	19	12	4	3,57	Useful
6	Asking and reporting health problem and diagnosis	27	33	9	1	0	4,22	Useful
7	Asking plan about committing nursing to solve treatment	23	18	14	11	4	3,64	Useful
8	Telling plan about committing nursing to solve treatment	24	17	14	12	3	3,67	Useful
9	Asking what nursing action that will be executed	29	11	14	14	1	3,71	Useful
10	Telling nursing action that will be executed	35	24	10	1	0	4,32	Useful
11	Asking and informing/conveying what things need to be done in the re-study step	35	7	19	8	1	3,95	Useful
12	Calming patient	35	27	6	2	0	4,35	Useful
13	Showing empathy toward patient	32	30	8	0	0	4,34	Useful
14	Educating patient	32	27	11	0	0	4,30	Useful
15	Giving advice	25	13	19	12	1	3,68	Useful
16	Asking and showing direction or wards in hospital	27	22	17	3	1	4,01	Useful
17	Giving instruction toward patients	27	31	9	3	0	4,17	Useful
18	Delivering oral presentation in English (i.e of the topics: Nutrient, pain, Activity, oxygene)	27	27	15	0	1	4,12	Useful
19	Giving opinion, asking for clarification and bringing discussion back to the point	25	19	22	3	1	3,91	Useful

2. Listening Skills

No.	Components	Score	Mean	Category
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		5	4	3	2	1	Value	
1	Listening to Introduction	29	33	7	1	0	4,28	Useful
2	Listening to pronunciation drill (medical equipment)	32	30	6	2	0	4,31	Useful
3	Listening to Dialogue regarding pain complain	23	16	18	10	3	3,65	Useful
4	Listening to dialogue about dignoses	21	19	20	9	1	3,71	Useful

3. Writing Skills

No.	Components	Score					Mean Value	Category
		5	4	3	2	1		
1	Writing patient's pain complain	29	30	10	1	0	4,24	Useful
2	Writing data from the result of the study toward patient (in nursing diagnosis problem form)	26	39	4	1	0	4,28	Useful
3	Writing health problem and diagnosis	26	14	24	6	0	3,85	Useful
4	Writing plan about committing nursing to solve treatment	30	28	12	0	0	4,25	Useful
5	Writing what nursing action that will be executed	25	37	8	0	0	4,24	Useful
6	Writing what things need to be done in the re-study step (Evaluation)	25	16	18	11	0	3,78	Useful
7	Writing in the patient admission forms	21	37	10	1	1	4,08	Useful
8	Writing medical papers regarding healthy care	13	19	28	9	1	3,48	Sometimes
9	Completing / creating a dialogue (carrying on patients)	19	35	13	3	0	4,00	Useful

4. Reading Skills

No.	Components	Score					Mean Value	Category
		5	4	3	2	1		
1	Reading data from the result of the study toward patient (in nursing diagnosis problem form)	27	31	12	0	0	4,21	Useful
2	Reading health problem and diagnosis	28	11	20	11	0	3,80	Useful
3	Reading plan about committing nursing to solve treatment	22	18	18	12	0	3,71	Useful
4	Reading what nursing action that will be executed	22	37	11	0	0	4,15	Useful
5	Reading what things need to be done in the re-study step (Evaluation)	23	16	16	15	0	3,67	Useful
6	Reading prescription charts	21	19	19	9	2	3,68	Useful

7	Reading patients' records	24	35	11	0	0	4,18	Useful
8	Reading pathology report	23	31	15	1	0	4,08	Useful
9	Guest meaning of word from the medical context in which they occur	18	33	14	4	1	3,90	Useful
10	Identifying the main points in text	18	33	16	3	0	3,94	Useful
11	Choosing the statements whether they are True / False (in medical context)	22	32	14	2	0	4,05	Useful
12	Comprehending text regarding surgical medication nursing	26	37	7	0	0	4,27	Useful
13	Reading article regarding psychological nursing	26	35	9	0	0	4,24	Useful
14	Discussing text from medical context and nursing context	18	32	20	0	0	3,97	Useful
15	Colloquial English in nursing	22	31	17	0	0	4,07	Useful

5. Multi Skills

No.	Components	Score					Mean Value	Category
		5	4	3	2	1		
1	Working in an International Hospital (e.g. Meeting Foreigner)	31	33	6	0	0	4,35	Useful
2	Joining fields trips abroad (i.e., Registering passport)	25	35	8	2	0	4,18	Useful
3	Training as a nurse in other country	33	27	10	0	0	4,32	Useful
4	Learning culture of other country (destination)	12	13	32	11	2	3,31	Sometimes
5	Daily English Speaking around campus (in Akper Pemkot Tegal)	10	16	26	10	8	3,14	Sometimes

6. Language Structures

No.	Components	Score					Mean Value	Category
		5	4	3	2	1		
1	Matching Statement	14	20	16	18	2	3,37	Sometimes
2	Analyzing meanings of particular vocabulary based on the context read	8	44	12	5	1	3,75	Useful
3	Analyzing meanings of particular expressions and their usage by using the context given	21	39	10	0	0	4,15	Useful
4	Identifying and correcting sentences that are grammatically incorrect	19	30	20	1	0	3,95	Useful
5	Translating words and terms	22	30	15	3	0	4,01	Useful
6	Identifying parts of speech in a text	9	25	14	17	5	3,22	Sometimes

7	Technical terms used in scientific/ medical texts	19	16	19	13	3	3,50	Sometimes
8	Identifying sentences that are Grammatical structures	8	31	24	5	2	3,54	Useful
9	Using grammar frequently used in scientific discourse (i.e., present participles, passive voiced, conditionals, etc.)	16	20	19	10	5	3,45	Sometimes
10	Recognizing typical word order patterns in target language	16	22	16	14	2	3,51	Useful
11	Recognizing vocabulary used in core conversational topics (nursing)	16	38	16	0	0	4,00	Useful
12	The ability to articulate phonological features of the language comprehensibly	18	37	14	1	0	4,02	Useful
13	Recognizing and understanding key word and phrases	21	15	18	15	1	3,57	Useful
14	Recognizing function of intonation to signal information structure and emotional/ attitudinal tone (i.e., pitch, volume)	11	40	18	1	0	3,87	Useful
15	Recognizing word classes	14	24	14	14	4	3,42	Sometimes
16	Vocabulary building through the study of word construction	21	30	19	0	0	4,02	Useful
17	Grammatical structures for general communication (i.e., tenses, modality, etc.)	21	29	19	1	0	4,00	Useful
18	Word structures (i.e., compounding, affixation, nominalization, etc.)	19	33	16	2	0	3,98	Useful

7. Overview of Skills Needed and Difficulties Encountered

What language skills you need most?

No.	English Skills	Score					Mean Value	Category
		5	4	3	2	1		
1	Grammar	24	27	15	4	0	4,01	Useful
2	Vocabulary	30	26	13	1	0	4,21	Useful
3	Pronunciation	26	13	2	19	10	3,37	Sometimes
4	Speaking	34	26	10	0	0	4,34	Useful
5	Listening	27	10	24	8	1	3,77	Useful
6	Reading	29	27	13	1	0	4,20	Useful
7	Writing	25	14	18	12	1	3,71	Useful

8. How do you have difficulty with each of these skills?

No.	English Skills	Mean	Meaning
1	Grammar	4,08	Often
2	Vocabulary	3,75	Often
3	Pronunciation	3,72	Often

4	Speaking	3,47	Sometimes
5	Listening	3,78	often
6	Reading	3,48	Sometimes
7	Writing	3,55	Often

9. Skills Contribution

General Statement

How often to success in your course of study are the following abilities?

No.	English Skills	Mean	Meaning
1	Listening to English	4,18	High
2	Speaking to English	4,30	High
3	Reading English	3,44	Moderate
4	Writing English	3,41	Moderate

How important to success in your field after graduation are the following abilities?

No.	English Skills	Mean	Meaning
1	Listening to English	4,28	High
2	Speaking to English	4,31	High
3	Reading English	3,55	High
4	Writing English	3,47	Moderate

10. Students' Obstacle

No.	Components	Score					Mean Value	Category
		5	4	3	2	1		
1	I felt that I was not making any progress	14	27	23	6	0	3,70	Often
2	I was not given any opportunity to use English outside the classroom	17	23	17	10	3	3,58	Often
3	The lesson were not useful because:	8	7	27	17	11	2,77	Sometimes
	a. We were not taught things that I could see							
	b. I found the language too difficult to master	12	24	25	9	0	3,55	Often
	c. I found the pronunciation too difficult to master	11	29	23	5	2	3,60	Often
	d. I found the grammar too difficult to master	23	24	17	5	1	3,90	Often
	e. I found the vocabulary too difficult to master	18	23	23	3	3	3,71	Often
4	The teacher did not know how to teach English	5	11	11	26	17	2,44	Sometimes
5	I did not like the teaching method used	4	16	21	14	15	2,71	Sometimes
6	The materials were:	11	22	28	9	0	3,50	Often

	a. Too difficult							
	b. Not relevant to my needs	18	23	17	9	3	3,62	Often
	c. Not interesting	5	10	33	16	6	2,88	Sometimes
	d. Not challenging	9	4	27	16	14	2,68	Sometimes

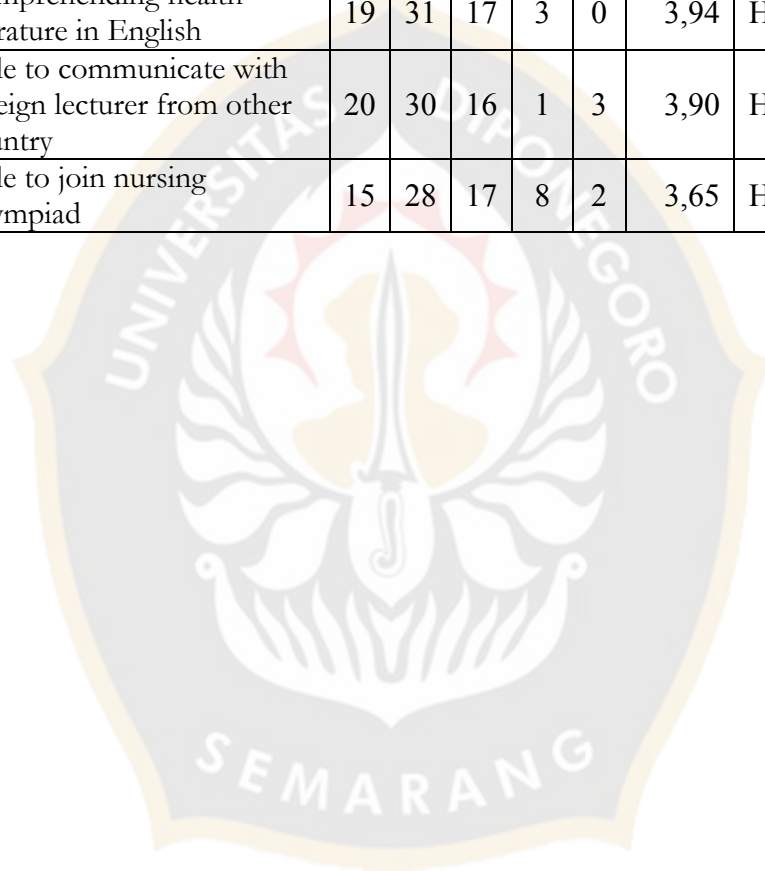
11. Student's Expectation towards the Teacher

No.	Components	Score					Mean Value	Category
		5	4	3	2	1		
1	Lecture gives task to translate a health article from English into Bahasa or from Bahasa into English	22	14	14	13	7	3,44	Moderate
2	Explain new grammar points before practicing them	38	21	8	3	0	4,34	Good
3	Practice before explaining new Grammar points	24	27	15	4	0	4,01	Good
4	Correct any mistakes I made in front of others immediately	30	31	7	2	0	4,27	Good
5	Correct my mistakes of grammar	41	24	4	0	1	4,48	Good
6	Correct my mistakes of pronunciation	34	31	4	1	0	4,40	Good
7	Use Bahasa Indonesia only	2	8	27	15	18	2,44	Moderate
8	Use English only	5	9	30	9	17	2,65	Moderate
9	Use both English and Bahasa Indonesia	38	21	10	2	0	4,37	Good

12. Skills Improvement

No.	Components	Score					Mean Value	Category
		5	4	3	2	1		
1	Knowledge of vocabulary in nursing	31	26	12	1	0	4,24	High
2	Understanding how to articulate and pronounce well	29	23	17	1	0	4,14	High
3	Essay writing (Creating health article in English)	22	22	19	5	2	3,81	High
4	Delivering oral presentation in English (i.e of the topics: Nutrient, pain, Activity, oxygene)	11	27	26	6	0	3,61	High
5	Participating effectively in discussion	13	27	24	4	2	3,64	High
6	Communicating effectively	7	31	25	7	0	3,54	High

	with peers in small group discussions, collaborative projects, or out-of-class study group,							
7	Giving formal speeches	5	29	20	13	3	3,28	Moderate
8	Lab report writing	14	29	23	4	0	3,75	High
9	Describing objects or procedures	12	31	26	1	0	3,77	High
10	Writing references and quotations	13	36	18	3	0	3,84	High
11	Listening to pronunciation/ intonation/ stress patterns of English	20	24	25	1	0	3,90	High
12	Comprehending health literature in English	19	31	17	3	0	3,94	High
13	Able to communicate with foreign lecturer from other country	20	30	16	1	3	3,90	High
14	Able to join nursing Olympiad	15	28	17	8	2	3,65	High



APPENDIX 5

Field notes	
Date & Time	: March 10th 2016 at 2 P.M
Research Subject	: Students of Akper Pemkot Tegal in the 4th semester
Descriptive	
<p>The English Lecturer came to the classroom and intended to teach a topic “Daily Activity”. The lecturer provide some words related to the topic and ask the students to repeat what the lecturer said in order to be able to pronounce well. After the lecturer practicing first telling about his daily activity, the students are asked one by one to tell their daily activity in front of the class.</p>	
Reflective	
<p>The teacher gave them appportunity to perform their speaking. That was good. Unfortunately, this topic is too general for students of nursing program. It can be much better if the topic is coorporated with their field as nurse, for example, they tell their daily activity but in the context of nurse.</p>	

APPENDIX 6

Existing syllabus

TUJUAN INSTRUKSIONAL KHUSUS	POKOK BAHASAN	KEGIATAN PEMBELAJARAN	DURASI	TUGAS	SUMBER
Mahasiswa mampu memahami percakapan perkenalan secara umum	Greeting and Introduction	Presentation Dialog Role Play	200 menit	Making a dialogue	HANDBOOK
Mahasiswa mampu berkomunikasi secara lisan dan tulisan tentang hobi (kesukaan)	Telling hobbies/interests	Presentation Dialog Role Play	200 menit	Making a presentation	HANDBOOK
Mahasiswa mampu berkomunikasi secara lisan dan tulisan tentang kegiatan sehari-hari	Dailiy Routines	Presentation Dialog Role Play	200 menit	Making a Dialogue	HANDBOOK
Mahasiswa mampu berkomunikasi secara lisan dan tulisan tentang studi yang dijalani	My study	Presentation Dialog Role Play	200 menit	Making a presentation	HANDBOOK
Mahasiswa mampu berkomunikasi secara lisan tentang rutinitas sehari2 yang berhubungan dengan banyak hal	Conversation Drills	Role play Dialog	100 menit	Making a Dialogue	HANDBOOK



APPENDIX 7
INTEGRATED SYLLABUS



AKADEMI KEPERAWATAN PEMERINTAH KOTA TEGAL

Jl. Dewi Sartika No. 1 Dehong Kulon, Kec. Tegal Selatan, Kota Tegal

Mata Kuliah : Bahasa Inggris
Semester : 4 (Empat)
Bobot : 2 sks

Tujuan instruksional umum : Siswa dapat berkomunikasi dalam Bahasa Inggris secara akurat dan lancar lisan dan tulisan yang berkaitan dengan keperawatan

Tujuan instruksional khusus :

1. Siswa dapat menggunakan bahasa inggris dalam menanggapi pasien sesuai dengan langkah langkah “Asuhan Keperawatan”
2. Siswa akan mampu memahami literatur dalam bahasa inggris yang berkaitan dengan konteks kesehatan dan mampu menulis abstrak penelitian dalam bahasa inggris
3. Siswa akan mampu memahami diagnosa pasien dan bisa membaca rekam pasien dalam bahasa inggris, definisi singkatan dalam formulir, dan bisa menggunakan bahasa inggris untuk meminta pasien mengisi rekam pasien.
4. Siswa dapat mengetahui bagaimana menggunakan dan memahami kosakata bahasa Inggris dalam konteks kesehatan, khususnya dalam konteks keperawatan (keperawat medikal bedah dan keperawatan jiwa)
5. Siswa dapat mendengarkan dan memahami pengucapan mengenai peralatan medis dan dialog mengenai keluhan sakit
6. Siswa mampu menggunakan grammar untuk tujuan komunikatif yang berkaitan dengan konteks keperawatan

Topik	Kompetensi dasar	Indikator	Language Focus			Strategi Pembelajaran	Penilaian	Referensi
			Vocabulary	Grammar	Pronunciation			
1. Asuhan Keperawatan I (Melakukan pengkajian terhadap pasien)	Memahami berbagai tindak tutur dalam wacana tulis berkaitan dengan “Melakukan pengkajian terhadap pasien” dalam bahasa Inggris	Menguraikan berbagai tindak tutur dalam wacana tulis berkaitan dengan “Melakukan Pengkajian terhadap pasien” dalam bahasa Inggris	Bentuk- bentuk yang biasanya digunakan dalam pengkajian terhadap pasien dalam context keperawatan. 1. Biographical data Contoh : “Nickname: ... “ 2. Abbreviations in Nursing (singkatan-singkatan dalam keperawatan) Contoh : “ HIV – human immunodeficiency virus HNPU – has not passed urine” 3. Admitting patient 4. The admission procedure 5. Patient record	1. The use simple present tense and present perfect tense Contoh penggunaan to be (is, am, are) Penggunaan modal (have/has) 2. Technical terms used in scientific/ medical texts Contoh : “Nutrient must be adopted”	--	<i>Reading strategies</i> dalam pengkajian pasien Follow the activities in sequence: 1. Reading data from the result of the study toward patient(in nursingdiagnos is problem form) 2. Reading health problem and diagnosis <i>Writing strategies</i> dalam pengkajian pasien 1. Writing patient’s pain complain 2. Writing in the patient admission forms	1. Assessing TRUE/FALSE statement 2. Sentence Matching 3. Testing composition writing	1. English for the professional nurse 2. Hospital English published by Radcliffe Medical Press
2. Asuhan Keperawatan I (Melakukan pengkajian terhadap pasien)	Mengungkapkan berbagai tindak tutur dalam wacana lisan transaksional dan interpersonal berkaitan dengan “Melakukan pengkajian terhadap pasien” dalam bahasa Inggris	1. Mempraktekan berbagai tindak tutur dalam wacana lisan transaksional atau interpersonal berkaitan dengan “Melakukan Pengkajian terhadap pasien dalam bahasa Inggris” 2. Mendengarkan audio berbahasa Inggris berkaitan dengan “Melakukan pengkajian terhadap pasien”	Bentuk- bentuk yang biasanya digunakan dalam pengkajian terhadap pasien dalam context keperawatan. 1. <i>Introduction</i> Contoh : “I’m the nurse here and would like to introduce about myself...” 2. <i>Work (employment) history</i> Contoh : “I have experiences regarding ... “ 3. <i>Blood type</i> Contoh: “what is your blood type?” 4. <i>Weigh</i> Contoh : “how much do you wiegh?” 5. <i>Mental illness</i> Contoh : “are you ok?”	1. The use of simple present tense Contoh : do/does dan is/am/are 2. Recognizing function of intonation to signal information structure and emotional/ attitudinal tone (i.e., pitch, volume) 3. Making comparison Contoh : patient A is taller than Patient B	1. Spelling bee Contoh : spell your name sinta.”S-I-N-T-A 2. Intonation of asking and negative	<i>Speaking strategies</i> dalam mengkaji pasien yang meliputi Follow the activities in sequence: 1. introducing myself 2. asking the identity of patient 3. asking the pain complaint of patient 4. Calming patient 5. Showing emphyat toward patient <i>Listening strategies:</i> Listening to introduction	1. Dialog Completion 2. Dialogue Exchanges (Play role) 3. Dictation 4. Sentence Repeatation	• English for the professional nurse • Oxford English for careers, Nursing I • Hand-book Keperawatan

3. Asuhan Keperawatan II (Merumuskan masalah)	Mengidentifikasi teks fungsional pendek berkaitan dengan <i>merumuskan masalah</i> keperawatan terhadap pasien dalam bahasa Inggris".	1. Menganalisis teks atau data pasien dalam bahasa Inggris 2. Menulis data dari pengkajian terhadap pasien dalam bentuk masalah diagnosa dalam bahasa Inggris	Colloquial English dalam keperawatan Contoh : Skull – brain pan. Spine – backbone. Stomach – abdomen, belly, bread-basket, corporation (when large), croop, guts (stomach and intestines), innards, inner man, peenie, pinafore, <i>tummy</i> .	Word structures (i.e., compounding, affixation, nominalization, etc.) Contoh : surgeon, surgical, surgery, dll	--	<i>Reading and Writing strategies</i> Follow the activities in sequence: 1. Reading data from the result of the study toward patient (in nursing diagnosis problem form) 2. Writing data from the result of the study toward patient (in nursing diagnosis problem form) 3. Matching Statements 4. Analyzing meanings of particular vocabulary based on the context read	1. Assessing TRUE/FALSE statement 2. Matching Words 3. Multiple choice to text (chart) 4. Testing Composition writing 5. Writing a similar summary	1. Everyday English for International Nurses (Joy Parkinson and Chrisbrooker) 2. English for nursing level 2 3. Oxford English for careers, Nursing
4. Asuhan Keperawatan II (Kemampuan merumuskan masalah)	Mengungkapkan berbagai tindak tutur dalam wacana lisan transaksional atau interpersonal berkaitan dengan <i>Kemampuan merumuskan masalah</i>	Mempraktekkan berbagai tindak tutur dalam wacana lisan transaksional atau interpersonal dalam <i>Kemampuan merumuskan masalah</i> pada tindakan keperawatan dalam bahasa Inggris	Vocabulary yang berkaitan dengan <i>Pain assessment</i> : 1. Words associated with breathing Contoh : “Artificial breathing” 2. Stomachache 3. Headache 4. I have got bum	The use of Grammatical structures for general communication (i.e., tenses, modality, etc.) Contoh : “I think you <u>should</u> take a rest”	Mengetahui <i>rising</i> dan <i>falling intonation</i> pada penucapan kalimat	<i>Speaking strategies</i> dalam kemampuan merumuskan masalah Follow the activities in sequence: 1. Informing data from the result of the study toward patient 2. Educating patient	1. Dialog Completion 2. Picture cued tasks 3. Role Play	1. English for the professional nurse 2. Oxford English for careers, Nursing
5. Asuhan Keperawatan III (Menentukan diagnosa keperawatan)	Menganalisis berbagai wacana tulis pada <i>health problem and diagnosis</i> dalam <i>Menentukan diagnosa keperawatan</i>	Mengidentifikasi berbagai wacana teks tulis mengenai health problem and diagnosis dalam menentukan diagnosa keperawatan	Kosakata yang berkaitan dengan <i>history patient</i> : 1. Fluid Chart 2. <i>Intake of medicine</i>	Recognizing word classes Example : knowing adjective, noun, or verb.	--	<i>Reading and Writing strategies</i> Follow the activities in sequence: 1. Reading health problem and diagnosis 2. Reading technical terms used in scientific/ medical texts 3. Writing health problem and diagnosis	1. Rearrangement items 2. Writing health problem and diagnosis/ Symptoms	3. Everyday English for International Nurses 4. Oxford English for careers, Nursing
6. Asuhan Keperawatan III (Menentukan diagnosa keperawatan)	Mengungkapkan berbagai tindak tutur dalam wacana lisan transaksional atau interpersonal dalam <i>Menentukan diagnosa keperawatan</i> dalam bahasa	Menerapkan berbagai tindak tutur dalam wacana lisan transaksional atau interpersonal dalam <i>Menentukan diagnosa keperawatan</i> dalam bahasa	1. Kosakata yang berkaitan dengan diagnosa pasien dalam keperawatan <i>Words associated with elimination</i>	Word structures (i.e., compounding, affixation, nominalization, etc.) (reviewing)	Penggunaan “Stress” dalam pengucapan	<i>Speaking and listening strategies</i> Follow the activities in sequence:	1. Play role 2. Questions and response	1. English for the professional nurse 2. Everyday English for International Nurses (Joy Parkinson and Chrisbrooker)

	inggris	inggris	2. Stomachache Headache I have got burn (Reviewing)			<ol style="list-style-type: none"> 1. Informing data from the result of the study toward patient (in nursing diagnosis problem form) 2. Asking and reporting health problem and diagnosis 3. Giving advice 4. Listening to dialogue regarding pain complain 		
7. Asuhan Keperawatan IV (melakukan perencanaan keperawatan untuk menyelesaikan perawatan)	Menulis teks fungsional pendek dalam <i>melakukan perencanaan keperawatan untuk menyelesaikan perawatan</i> dalam bahasa Inggris	Menulis rencana tindakan keperawatan untuk menyelesaikan perawatan dalam bahasa Inggris	Vocabulary building through the study of word construction (reviewing)	<ol style="list-style-type: none"> 1. Recognizing typical word order patterns in target language 2. The use of simple present future tense 	—	<p>Follow the activities in sequence:</p> <p><i>Writing strategies</i> Writing plan about committing nursing to solve treatment</p>	Testing composition Writing (writing up experiment)	<ol style="list-style-type: none"> 1. Everyday English for International Nurses 2. Oxford English for careers, Nursing 1
8. Asuhan Keperawatan V (melakukan perencanaan keperawatan untuk menyelesaikan perawatan)	Mengungkapkan tindak tutur dalam wacana lisan dalam <i>melakukan perencanaan keperawatan untuk menyelesaikan perawatan</i> dalam bahasa Inggris	Mempraktekan tindak tutur wacana lisan dalam <i>melakukan perencanaan keperawatan untuk menyelesaikan perawatan</i> dalam bahasa Inggris.	Recognizing vocabulary used in core conversational topics (nursing) Contoh : bend over, lie down, stretch	<ol style="list-style-type: none"> 1. The use of simple present perfect tense 2. The use of <i>Bare Infinitive</i> as <i>imperative verbs</i> (Drink it, Eat it) 	The use of vowel (briefly)	<p><i>Speaking and listening strategies</i></p> <p>Follow the activities in sequence:</p> <ol style="list-style-type: none"> 1. Telling nursing action that will be executed 2. Listening to pronunciation drill (medical equipment) 	<ol style="list-style-type: none"> 1. Dialog Completion 2. Play role 3. Dictation 	<ol style="list-style-type: none"> 1. Oxford English for careers, Nursing 1 2. Everyday English for International Nurses
9. Asuhan Keperawatan V (Melakukan implementasi keperawatan)	<ol style="list-style-type: none"> 1. Memahami berbagai wacana teks fungsional pendek dalam bahasa Inggris berkaitan dengan tindakan keperawatan 2. Menulis teks fungsional pendek mengenai tindakan keperawatan yang akan dilakukan 	<ol style="list-style-type: none"> 1. Mengidentifikasi teks fungsional pendek berkaitan dengan melakukan implementasi keperawatan dalam bahasa Inggris 2. Menulis teks yang berkaitan dengan tindakan keperawatan apa yang akan dilakukan dalam bahasa Inggris 	<ol style="list-style-type: none"> 1. Colloquial English Keperawatan 2. First Aid 	The use of present participles, passive voiced, conditionals, etc.)	--	<p><i>Reading and Writing strategies</i></p> <p>Follow the activities in sequence:</p> <ol style="list-style-type: none"> 1. Reading what nursing action that will be executed 2. Writing what nursing action that will be executed 	<ol style="list-style-type: none"> 1. Rearrangement items 2. Spelling (Error recognition items) 	English for nursing

10. Asuhan Keperawatan VI (melakukan Pengkajian Ulang)	Mengungkapkan tindak tutur transaksional maupun interpersonal dalam bahasa Inggris pada tahap akhir perawatan pasien	<ol style="list-style-type: none"> Menerapkan berbagai tindak tutur dalam wacana lisan transaksional atau interpersonal berkaitan dengan <i>Evaluasi (melakukan Pengkajian Ulang)</i> Mendengarkan dialog mengenai diagnosa pasien 	Describing Pain Contoh :A dull ache, A cramping pain, slight unbearable	The Use of Modals (Should and Should Not) - Have to - Does not have to - Should... - Should not...	Stress pada kalimat perintah	<i>Speaking and listening strategies</i> Follow the activities in sequence: <ol style="list-style-type: none"> Asking and informing/conveying what things need to be done in the re-study step calming patient Listening to dialogue regarding pain complain Listening to dialogue about diagnoses. 	<ol style="list-style-type: none"> Dialog Completion Work in pairs (Play role) Filling gaps texts 	<ol style="list-style-type: none"> English for nursing Oxford English for careers, Nursing 1
11. Asuhan Keperawatan VI (Pengkajian Ulang)	Memahami berbagai tindak tutur dalam wacana tulis berkaitan dengan <i>Evaluasi (melakukan Pengkajian Ulang)</i>	<ol style="list-style-type: none"> Memahami teks data laporan pasien dalam bahasa Inggris Menulis formulir administrasi pasien masuk dalam bahasa Inggris Menulis dialog mengenai pasien 	Nursing documentation, record keeping and written communication	The Use of Modals (Should and Should Not) - Have to - Does not have to - Should... - Should not...	--	<i>Reading and Writing strategies</i> Follow the activities in sequence: <ol style="list-style-type: none"> Reading patients' records Reading pathology report Writing in the patient admission forms Completing / creating a dialogue (carrying on patients) 	<ol style="list-style-type: none"> Assessing TRUE/FALSE statement Writing patient summary 	English for professional nursing (Joy Parkinson)
12. Keperawatan Medikal Bedah (KMB)	Memahami literatur teks tulis mengenai keperawatan medikal bedah.	Memahami berbagai tindak tutur dalam wacana tulis mengenai keperawatan medikal bedah.	Kosakata mengenai bedah: 1. <i>Parts of the body</i> 2. <i>Suture</i> 3. <i>Bandage</i>	The use of simple present tense	--	<i>Reading strategies</i> Follow the activities in sequence: <ol style="list-style-type: none"> Identifying the main points in text Choosing the statements whether they are True / False (in medical context) Comprehending text regarding surgical medication nursing Colloquial English in nursing 	Matching words and sentences	<ol style="list-style-type: none"> Oxford English for careers, Nursing 1 English for professional nursing (Joy Parkinson) Keperawatan Medikal Bedah (Students' book)

13. Keperawatan Medikal Bedah (KMB)	Dapat berbicara mengungkapkan berbagai makna <i>ideational</i> dalam wacana interaksional lisan terutama dalam wacana berbentuk deskriptif sederhana menyangkut KMB	Melakukan monolog berbentuk deskriptif sederhana menyangkut KMB	Kosakata mengenai bedah: 1. <i>Nutrient and oxygen</i> 2. <i>Parts of the body</i> 3. <i>Suture</i> 4. <i>Bandage</i>	Sequencing words dan Technical terms used in scientific/ medical texts	The ability to articulate phonological features of the language comprehensibly	<i>Speaking strategies</i> Follow the activities in sequence: 1. Delivering oral presentation in English 2. Giving opinion 3. Asking for clarification and bringing discussion back to the point	Assessing the fluency and the pronunciation by seeing the performance of presentation	1. Oxford English for careers, Nursing 1 2. English for professional nursing (Joy Parkinson) 3. Keperawatan Medikal Bedah (Students' book)
14. Keperawatan Jiwa	Memahami literatur teks tulis mengenai keperawatan Jiwa	Memaknai berbagai tindak tutur dalam wacana tulis mengenai keperawatan Jiwa	Kosa kata berkaitan dengan keperawatan jiwa : <i>Traumatic, burden, and belief</i>	The use of simple present tense Contoh : adverb of frequency (always, usually, often, sometime, seldom, ever, and never)	--	<i>Reading strategies</i> Follow the activities in sequence: 1. Identifying the main points in text 2. Choosing the statements whether they are True / False (in medical context) 3. Comprehending text regarding psychological nursing 4. Colloquial English in nursing Writing Strategies Menulis essay mengenai keperawatan Jiwa	1. Completion items 2. Multiple choice toward texts regarding keperawatan jiwa 3. Writing Essay (KMB)	1. Oxford English for careers, Nursing 1 2. English for professional nursing (Joy Parkinson) 3. Keperawatan Jiwa (Students' book)
15. Keperawatan Jiwa	Dapat berbicara mengungkapkan makna <i>ideational</i> dalam wacana interaksional lisan terutama dalam wacana berbentuk deskriptif sederhana menyangkut Keperawatan Jiwa	Melakukan monolog berbentuk deskriptif sederhana menyangkut keperawatan jiwa	Kosakata yang berkaitan dengan keperawatan jiwa dalam teks literatur keperawatan jiwa.	Grammatical structures for general communication (i.e., tenses, modality, etc.)	The use of intonation – rise and fall	<i>Speaking strategies</i> Follow the activities in sequence: 1. Delivering oral presentation in English 2. Giving opinion 3. Asking for clarification and bringing discussion back to the point	Assessing the fluency and the pronunciation by seeing the performance of presentation	1. Oxford English for careers, Nursing 1 2. English for professional nursing (Joy Parkinson) 3. Keperawatan Jiwa (Students' book)

APPENDIX 8

Example Of Lesson Plan



AKADEMI KEPERAWATAN PEMERINTAH KOTA TEGAL
 Jl. Dewi Sartika No. 1 Dehong Kulon, Kec. Tegal Selatan, Kota Tegal

Mata Kuliah : Bahasa Inggris Keperawatan
 Jurusan : Keperawatan
 Semester : IV
 Pertemuan ke : 3 (tiga)
 Alokasi Waktu : 2 X 50 menit

Kompetensi Dasar :

Mengungkapkan berbagai tindak tutur dalam wacana lisan transaksional dan interpersonal berkaitan dengan “*Melakukan pengkajian terhadap pasien*” dalam bahasa Inggris

Indikator Pencapaian Kompetensi :

Mempraktekan berbagai tindak tutur dalam wacana lisan transaksional atau interpersonal berkaitan dengan “*Melakukan Pengkajian terhadap pasien* dalam bahasa Inggris”

I. TUJUAN PEMBELAJARAN:

Siswa dapat menggunakan bahasa Inggris dalam menanggapi pasien sesuai dengan langkah langkah “Asuhan Keperawatan”

II. MATERI AJAR:

1. Vocabulary
 - a. Introduction
Contoh : “I’m the nurse here and would like to introduce about myself...”
 - b. Work (employment) history
Contoh : “I have experiences regarding ... “
 - c. Blood type
Contoh: “what is your blood type?”
 - d. Weigh
Contoh : “how much do you wiegh?”
 - e. Mental illness
Contoh : “are you ok?”
2. Grammar
 - a. *The use of simple present tense*
Contoh : do/does dan is/am/are
 - b. Recognizing function of intonation to signal information structure and emotional/attitudinal tone (i.e., pitch, volume)
 - c. Making comparison.

Contoh : patient A is taller than Patient B

3. Pronunciation
 - a. Spelling bee
Contoh : spell your name sinta.”S-I-N-T-A
 - b. Intonation of asking and negative

III. METODE PEMBELAJARAN:

1. Content-based Instructuion
2. Task-based learning

IV. LANGKAH-LANGKAH PEMBELAJARAN:

<p>A. Kegiatan Pendahuluan :</p> <ol style="list-style-type: none"> 1. Menjelaskan tujuan pembelajaran yang ingin dicapai 2. Apersepsi : menjelaskan keterkaitan materi ini dan materi pertemuan sebelumnya 3. Motivasi : menjelaskan pentingnya materi ajar yang akan disampaikan 	<p>20 Menit</p>
<p>B. Kegiatan Inti:</p> <ul style="list-style-type: none"> ✓ Dosen Menerangkan langkah langkah awal Asuhan Keperawatan (<i>Melakukan pengkajian terhadap pasien</i>) menggunakan Bahasa Inggris ✓ Mahasiswa mulai mempraktekan “<i>Melakukan pengkajian terhadap pasien</i>” dengan kegiatan sebagai berikut (Speaking Strategies) berdasarkan Task-based learning : <ul style="list-style-type: none"> ✓ Introducing myself Mahasiswa mempraktekan kalimat / frasa / gambit yang berkaitan dengan introduction ✓ Asking the identity of patient Mahasiswa menggunakan beberapa kalimat dalam Bahasa Inggris yang berkaitan dengan menanyakan identitas pasien seperti Nama lengkap, Alamat tempat tinggal, atau dengan siapa pasien datang, dengan urutan Task-Based Sebagai berikut: <p><u>Rehearsal rational</u> Biographical data</p> <p>— You will need to start with the assessment sheet, finding out details about your patient such as their full name, where they live (address) and who with.</p> <p><u>Activation Rational</u></p> <p>‘Mrs Jones can you tell me your full name [first name or forename followed by last name which is also called the surname or family name] and your address and telephone number.’</p> <ul style="list-style-type: none"> ✓ Asking the pain complaint of patient Melanjutkan praktek sebelumnya, menanyakan keluhan rasa sakit pasien ✓ Calming patient 	<p>70 Menit</p>

<p>Mahasiswa memulai mempraktekan frasa (Bahasa Inggris) yang digunakan dalam menenangkan pasien contoh: <i>“Just relax Mom to have your blood pressure normal”</i></p> <p>✓ Showing empathy toward patient</p> <p>Mahasiswa menerapkan bahasa Inggris yang berkaitan dengan frasa atau kalimat yang menunjukkan empati terhadap pasien</p>	
<p>C. Kegiatan Penutup:</p> <ol style="list-style-type: none"> 1. Merangkum / Kesimpulan 2. Menyampaikan keterkaitan materi ini dengan materi pertemuan ke-4 	<p>10 Menit</p>

V. ALAT/BAHAN AJAR:

1. LCD dan Laptop
2. Properti untuk Praktek (Tempat tidur pasien dan alat alat Keperawatan)
3. Marker

VI. SUMBER BELAJAR/REFERENSI:

- English for the professional nurse
- Oxford English for careers, Nursing 1
- Hand-book Keperawatan

VII. PENILAIAN:

- Dialog Completion
- Dialogue Exchanges (Play role)
- Sentence Repeatation

