ENGLISH FOR SPECIFIC PURPOSE (ESP) SYLLABUS REDESIGNING FOR THE NURSING PROGRAM BASED ON *KERANGKA KUALIFIKASI NASIONAL INDONESIA* (KKNI)

A CASE STUDY AT NGUDI WALUYO UNIVERSITY SEMARANG

THESIS

In Partial Fulfillment of the Requirements

For Master Degree in Linguistics
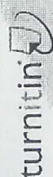
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FACULTY OF HUMANITIES
DIPONEGORO UNIVERSITY
SEMARANG
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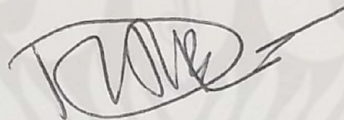A CASE STUDY AT NGUDI WALUYO UNIVERSITY SEMARANG

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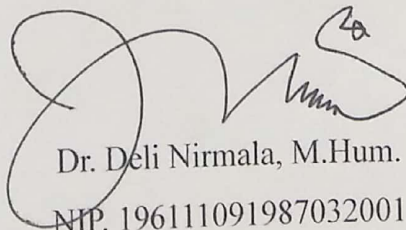
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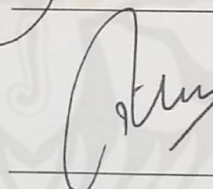
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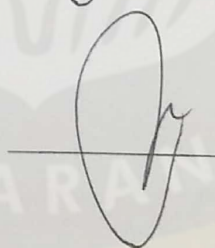
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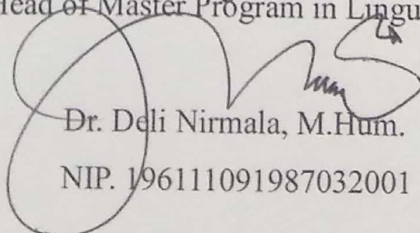
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CERTIFICATION OF ORIGINALITY

I hereby declare that this study is my own and that, to the best of my knowledge and belief, this study contains no material previously published or written by another or material which to a substansial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgement is made in the text of the thesis.

Semarang, August 2018

Dewi Rosnita Hardiany

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I would like to express my sincere gratitude and appreciation to my thesis advisor, Dr. Dwi Anggani Linggar Bharati, M.Pd, for her guidance and encouragement. Genuine and sincere thanks for the honorable Head and Secretary of Master Program of Linguistics: Dr. Deli Nirmala, M.Hum and Dr. Nurhayati, M.Hum. I also appreciate the efforts of all lecturers and administration staff of Master Program of Linguistics for their professionalism.

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LIST OF ABBREVIATION

EAP   : English for Academic Purpose

ESL   : English as Second Language

ESP   : English for Specific Purpose

HE   : Higher Education

KKNI   : *Kerangka Kualifikasi Nasional Indonesia*

LO   : Learning Outcomes

OBE   : Outcome Based Education

RPP   : *Rancangan Program Pembelajaran*

RPS   : *Rencana Pembelajaran Semester*

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ABSTRACT

The aim of this study is to redesign syllabus for the nursing program at Ngudi Waluyo University based on KKNI/ *Kerangka Kualifikasi Nasional Indonesia* (Indonesia's National Qualification Framework). The subjects of this research were 113 students of the fourth semester of the nursing program at Ngudi Waluyo University Ungaran, consisting of 49 male and 64 female students, 3 English lecturers, 2 nursing lecturers, and 2 stakeholders. The data were collected through observation, questionnaire, and interview. Furthermore, the writer then analyzed the data qualitatively and with simple quantification. The writer used the theory from Richard (2013) to redesign the syllabus according to these steps: conducting needs analysis, identyfying the topic, identifying the competencies, grouping learning units, identifying languange skills and choosing materials. The results showed that the syllabus redesigning is suitable with the RPS/ *Rencana Pembelajaran Semester* (Semester learning plan) format from KKNI (Indonesia's National Qualification Framework) and the content meets the needs of Nursing students. In the future, it is suggested that English lecturers collaborate with subject experts about the content of ESP syllabus in designing the syllabus.

Keywords: Syllabus redesigning, ESP, KKNI (Indonesia's National Qualification Framework), Nursing program

INTISARI

Penelitian ini bertujuan untuk mendesain ulang silabus untuk program studi keperawatan Universitas Ngudi Waluyo berdasarkan KKNI. Subyek penelitian ini adalah 113 mahasiswa program studi keperawatan semester 4 yang terdiri dari 49 mahasiswa dan 64 mahasiswi, 3 dosen Bahasa Inggris, 2 dosen keperawatan, dan 2 stakeholder. Data diperoleh dari observasi, kuesioner, dan interview. Penulis lalu menganalisa data secara kualitatif dan menggunakan analisa data kuantitatif sederhana. Penulis menggunakan teori dari Richard (2013) untuk mendesain ulang silabus berdasarkan langkah-langkah berikut: melakukan analisa kebutuhan, mengidentifikaasi topik, mengidentifikasi kompetensi, mengelompokkan kompetensi menjadi unit pembelajaran, mengidentifikasi kemampuan bahasa, dan memilih materi. Hasil penelitian menunjukkan bahwa silabus yang telah di desain ulang sesuai dengan format RPS dari KKNI dan konten di dalamnya memenuhi kebutuhan mahasiswa keperawatan. Disarankan bagi dosen Bahasa Inggris untuk dapat berkolaborasi dengan para ahli mengenai konten silabus ESP di dalam proses mendesain silabus.

Kata Kunci: *Syllabus redesigning*, *ESP*, KKNI, *Nursing program*

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CHAPTER 1

INTRODUCTION

This chapter presents background of the study, scope of the study, research questions, objectives of the study, significance of the study, the definition of key terms, and conceptual framework.

1.1 Background of the Study

Nowadays, people are interested in entering nursing program because of several reasons, such as short period of education and high job opportunities. Generally, the goal of nursing program is to create professional and qualified nurses. Nurses need to use English in order to read medical and health journals, attend international conferences and seminars, communicate with international colleagues, and take care of English-speaking patients who are working, visiting, or residing in Indonesia. One of the goals of studying nursing English nowadays is to be able to work as nurses abroad. Therefore, the students will be confronted with patients who speak English. If the nurses could not communicate well in English, the patients will feel difficult to communicate their problems effectively in order to achieve a correct diagnosis and effective treatment. Therefore, the need for well-constructed Nursing English program is becoming more vital.

Ngudi Waluyo University, which is located in Gedong Songo Street Ungaran, Semarang Regency, is a new private University in Central Java approved by the Ministry of Research Technology and Higher Education of

Republic of Indonesia. This university is the merger of three former institutions under Ngudi Waluyo foundation (STIKES, AKPER, and AKBID Ngudi Waluyo). The status changing of the institution from STIKES into University causes changes in several aspects. One of them is on the curriculum. Higher Educational Institutions in Indonesia should implement KKNI/ *Kerangka Kualifikasi Nasional Indonesia* (Indonesia's National Qualification Framework) as a reference and guidance in developing the curriculum. KKNI (Indonesia's National Qualification Framework) was formulated by the Ministry of Education in 2010 as a reference for curriculum development. KKNI (Indonesia's National Qualification Framework) then enacted through Presidential Decree No. 8 of 2012. KKNI (Indonesia's National Qualification Framework) presence is actually a common reference for how a person's qualifications is recognized in the world of work. Minister of Education (2010: 4) explains: Indonesia needs to implement KKNI (Indonesia's National Qualification Framework) due to the challenges of global competition. This is a hierarchy that can reconcile, equalize, and integrate the competence and qualifications of education and vocational training field in accordance with the structure of employment in various sectors (Presidential Decree No. 8 of 2012 Article 1 Paragraph (1))

KKNI (Indonesia's National Qualification Framework) refers to the learning outcomes-based curriculum and it consists of nine levels of qualification according to Presidential Decree No. 8 in 2012: 1) Level 1 to 3 are grouped in operator positions, occupied by elementary, middle school and high school graduates. 2) Level 4 to 6 are grouped in technician or analyst positions, occupied

by Diploma 1, Diploma 2, Diploma 3, Diploma 4 and S1 graduates. 3) Level 7 is grouped in expert positions, occupied by the graduate of professional education. 4) Level 8 is grouped in expert positions occupied by graduates of master or specialist program1. 5) Level 9 is grouped in expert positions occupied by graduates of doctoral or specialist program 2.

Conceptually, each level of qualifications in KKNI (Indonesia's National Qualification Framework) is composed by four parameters, namely: (1) skills, (2) the coverage of science (knowledge), (3) the method and level of ability to apply knowledge, and (4) the ability of managerial (Ministry of Education, 2010: 18). Internalization and accumulated of four parameters that must be achieved through a structured process of education or through work experience called the learning outcomes or achievements of learning (Ministry of Education, 2010: 19).

Based on the explanation above it can be concluded that S1 nursing program in Nursing Faculty of Ngudi Waluyo University is in Level 6 KKNI (Indonesia's National Qualification Framework). However, so far the study program has not applied this approach. The transformation from STIKES Ngudi Waluyo into Ngudi Waluyo University is the right moment to do changes in many aspects, one of which is in the syllabus that should use the format of RPS/ *Rencana Pembelajaran Semester* (Semester Planning Plan).

As mentioned previously, Ngudi Waluyo University which was formerly STIKES Ngudi Waluyo is one of the reputable health schools in Central Java. This institution formerly had 7 programs, namely: DIII Midwifery, DIV Midwifery, S1 Nutrition, S1 Pharmacy, S1 Nursing, S1 Public Health, and Nurse

Profession Program. Nursing program is the first program founded by STIKES Ngudi Waluyo**.** After status changing into Ngudi Waluyo University, this institution now have 6 new study programs, namely: law, informatics engineering, early childhood teacher education, primary teacher education, English literature, and Japanese literature. The former 7 programs have been merged into 2 faculties, one of them is nursing faculty. The vision of the nursing program is: in 2030 becoming nurse profession program that produce qualified graduates with global competitiveness .

In addition, the missions of the nursing program are: (1) performing qualified, responsible, and professional nursing education, (2) conducting applied research to develop the quality of nursing services, (3) organizing devotion and service to the community in nursing services and training, (4) developing cooperation and partnership with stakeholders nationnally and internationally to support *Tri Dharma* University.

Furthermore, one of the purposes of Nursing Program at Ngudi Waluyo University is to produce qualified graduates with global competitiveness who are proficient in both passive and active English. To support this purpose, Ngudi Waluyo University has collaboration with SOTI (Sarojini Orphanage Trusted Incorporation), it is a foundation from USA. Since 2012, SOTI has regularly sent a group of volunteers consisting of 4-6 people in the beginning of academic year for 6-8 weeks to help the students understanding English better. The volunteers join the lesson and elaborate the teaching material given by the lecturer by foccussing on speaking and listening. The students who join English Club also

have more time to interact with the volunteers after class and on the weekend activities. This program is considered very effective, since it gives opportunity for the students to have real conversation and interaction with Native English speaking people.

From the explanation above, it can be concluded that Nursing Program of Ngudi Waluyo University has big concern about English. The institution realizes that English proficiency is a must, especially for nursing program since nurses need to have conversation on various topics with different types of people such as patient, patient's family, doctor, colleagues. They have important function to act as a link between patients, doctors, patient's family members, and other hospital staff. Nurses must remember significant medical information and organize their work in limited time. Nurses need to have good communication skill, as well as mastering the language. Stewart (1995, in Neese 2015) categorizes three communication difficulties for nurses namely: 1) problems of diagnosis; 2) a lack of patient involvement in the discussion; and 3) inadequate provision of information to the patient. To overcome those difficulties, the need for well-constructed Nursing English program to help the nurses in their study is very important.

As stated before, one of the purposes of nursing program at Ngudi Waluyo University is to produce graduates who are proficient in both passive and active English. Moreover, according to Indonesian Nursing Association, nursing graduates should be able to act as: care provider, community leader, manager, communicator, researcher, and decicion maker. This institution has big concern

about English lesson. The English lessons on this institution are divided into English for Academic Purposes (EAP) and English for Specific Purposes (ESP). However, as one of the English lecturers in the institution, the writer found some problems especially in teaching ESP for Nursing program. The biggest problem is related to the syllabus since the existing syllabus does not include sufficient nursing materiasl, therefore, it does not meet the needs of the students. The absence of specific nursing English materiasl will inhibit the students to increase their abilities in communicating with nursing context in their field of work. Furthermore, the students will face confusion after graduation because of the differences between the course materials with the situation in the workplace. Based on the feedback from the graduates of nursing program, especially those who work as nurses abroad such as in Japan, UEA, and Thailand, they said that they faced difficulties related to English for nursing when they entered the workfield since they did not get sufficient knowledge during their study. In addition, the format of existing syllabus is not suitable with RPS that should be used by the lecturers if the institution apply KKNI (Indonesia's National Qualification Framework).

Based on that stipulation and to meet the need of the institution as well as the students, redesigning the syllabus is needed to change the existing ESP syllabus for nursing program at Ngudi Waluyo Universtity based on KKNI (Indonesia's National Qualification Framework).

1.2. Scope of the Study

This study focuses on redesigning ESP syllabus for Nursing Program Students at Ngudi Waluyo Universtity based on KKNI (Indonesia's National Qualification Framework). The redesigning process involves some steps, among others conducting need analysis, doing observation, conducting interview, and giving questionnaire. At the end, it is expected that the redesigned syllabus will meet the needs of students, institution, and stakeholders.

1.3 Research Questions

The writer has several problems that must be answered in this study:

1. How is the description of the existing syllabus?

2. What do Nursing Program students of Ngudi Waluyo University need in learning English?

3. How to redesign ESP syllabus for nursing program at Ngudi Waluyo Universtity based on KKNI (Indonesia's National Qualification Framework)?

1.4 Objectives of the Study

In this study the writer would like to:

1. Give description of the existing syllabus,

2. Analyze Nursing Program students need in learning English,

3. Redesign ESP syllabus for Nursing Program students based on KKNI (Indonesia's National Qualification Framework).

1.5 Significance of the Study

With this study, the writer hopes to give contribution to the following parties:

1. Theoretically, this study shows how to redesign an ESP syllabus for Nursing Program; therefore, it will give contributions to the area of TEFL (Teaching English as a Foreign Language). Moreover, the result of this study can be used as a useful source for teachers, syllabus designers, and applied linguists.

2. Practically, the study can be used as the reference for English lecturers in Nursing Program of Ngudi Waluyo University or other Nursing Academies and Nursing Faculties.

1.6 Definition of Key Terms

In order to have equal perception to some terms used in this study, they are defined as followed:

1. Redesigning is an attempt to revise something in accordance with current demands

2. Needs analysis is a set of procedure with certain method to collect information about learners' needs.

3. English for Specific Purposes (ESP) is a specific approach to language learning based on specific learner's need to achieve specific competencies in

professional areas.

4. Learning outcomes is the general aim that describe what the learners are supposed to know, be able to do, or value.

1.7 Conceptual Framework

To redesign a syllabus, the writer provided related literatures, the needs analysis of students, teachers, and stakeholders. Furthermore, the writer applied some steps to redesign syllabus which meets target and learning needs.

First step is gaining information by conducting needs analysis. Needs analysis is a set of procedure with certain method to collect information. The witer used the results of needs analysis to arrange the objectives of the course.

Next, the writer arranged the concept of the course plan and syllabus design by choosing and analyzing the necessary content related to the needs analysis, and the goal of the course. The last important step in the redesigning syllabus process is identifying language function and language expression related to the course. In brief, the conceptual framework of this research can be seen below:

Step 1: conducting needs analysis to arrange the objectives of the course.

↓

Step 2: choosing and analyzing the necessary content related to the need analysis and the goal of the course to arrange the concept of the course plan and syllabus design

↓

Step 3: identifying language function and language expression related to the target needs of the course.

↓

Result: English syllabus for Nursing Program based on KKNI

CHAPTER II

LITERATURE REVIEW

This chapter consists of previous studies and theoretical reviews related to redesigning current English syllabus for Nursing Program based on KKNI (Indonesia's National Qualification Framework).

2.1 Previous Studies

There are many studies about needs analysis and syllabus design on ESP in some different areas have been conducted. Regarding to the study, the writer used ten previous studies. Those studies related to needs analysis, syllabus design, KKNI, and learning outcomes based education.

The first study was conducted by P'Rayan (2008). He conducted need analysis study to explore the needs of the learners of ESP, specifically English for Engineering at Anna University, India. The researcher conducted the study since it was presumed that there were problems in the teaching process due to inappropriate teaching material and instructional techniques. After conducting data analysis, the result showed that the learners' productive skills have been ignored since the majority of the ESP classes were conducted in teacher oriented method. Furthermore, he suggested to redesign the objective and the syllabus of the course to make it more effective.

The second study was conducted by Saragih (2014). The study aimed to evaluate the needs of 50 nursing students in learning English. Moreover, the study also used need analysis to design ESP materials for nurses. The findings showed the real needs of nursing students in ESP, the point of view of the lecturers on the practice of ESP instructions, and the descriptions of ESP for nurses used in English speaking countries. The results were very important, especially for ESP designers in other fields since they show the importance of needs analysis which reflect the real needs of nursing students.

Another study about needs analysis was done by Cunningham (2015) who developed reading, writing, and grammar course at a private language school. The needs analysis was conducted to find spesific purpose of the course. The findings of the needs analysis suggested that the use of utilization-focused evaluation as part of the needs analysis was useful in that process. Dehnad, et al (2010) in his study also emphasized the importance of needs analysis by including different stakeholders such as teachers, students, and administrators in syllabus revision. It becomes the important aspect of consideration to redesign a syllabus. The result of the study showed differences between the students' needs and the syllabus prescribed by the Ministry of Health in Iran. Marzieh, et al (2015) explained the perception on learning needs of English teachers. From the result, it can be seen that there is significant differences the perception of male and female teachers about learning needs.

The next related study was conducted by Maher (2004). Her paper

examined how outcome-based curriculum was used in Higher Education (HE). Furthermore, she evaluated the effect of outcome based curriculum for curriculum design and student learning. She mentioned that outcome-based approach could be used as a benchmark for assuring quality and efficiency. This approach also enable higher educatin institution to represent courses in a fixed way and avoid ambiguity to give clear description about education to the public. She also explained that outcome-based curriculum could be used in a certain way to fulfill the needs of all stakeholders in Higher Education, including: the student, the teacher, and external parties by: (1) building a broader concept of outcome-based approach, (2) making outcome-based congruent with good learning and teaching, (3) encouraging creativity through outcome-based approach.

Another study about outcome-based approach was held by Schlebush and Thobedi (2004). They conducted qualitative research about Outcomes-based education in the ESL (English Second Language) classroom. This study focused on the ESL learning in the eight grade classes in South Africa. The application of Outcomes-Based Education approach was done to eliminate Apartheid education in the country. By implementing this approach, the activities of teaching and learning can help the learners to succeed in the their real life after graduation. One of the main goals of language using is to develop communicative competence such as to apply the language correctly in authentic situations. This research showed the lack of the process, as well as the ineffectiveness which occur in most of the classrooms. The findings confirmed that most of the teachers were still using the traditional way of teaching, or in other way the problems

experienced by the learners are because of insufficient using of advanced strategies in the process of teaching and learning. The problem was emphasized by the fact that the ESL teachers did not have sufficient knowledge since their strategies to teach ESL is irrelevant, especially when it is applied in large groups of students.

For syllabus designing, the writer used the study from Palangan (2014 in Rosdiana, 2015: 11) who designed a syllabus of 1st level conversation class for university students based on outcomes-based approach. The researcher used needs analysis and situation analysis to gain information about the learners' needs. One of the results of the study suggested to apply the characteristics of a real world conversation by having sufficient time between learners and teacher to talk and have conversation out of the classroom. Bharati, et al (2013) also redesigned general English I syllabus for intensive language program at IAIN Walisongo. The findings show that the students' need deal with the materials and activity that can support them to practice and communicate as well as TOEFL materials.

The writer used the research from Solikhah (2015) about KKNI (Indonesia's National Qualification Framework) in learning outcomes based curriculum. The objective of the study is to pursuit the nature of competence and the learning outcomes used in KKNI (Indonesia's National Qualification Framework). She mentioned that the curriculum design concept in KKNI (Indonesia's National Qualification Framework) refers to Outcomes-based curriculum. In addition, she also discussed parts of KKNI (Indonesia's National Qualification Framework)

such as learning outcomes, competence, and objectices based upon curriculum development. As the conclusion of the study, she stated that in the perspective of Indonesian policy, Competency-Based Curriculum will be no longer implemented since the application of KKNI (Indonesia's National Qualification Framework) will give great impact on the Outcomes-Based Curriculum.

In connection with the previous studies as mentioned above, the writer used needs analysis to collect information of the students', stakeholder, and institution needs. Moreover, for the teory, this present study used outcome-based theory to redesign ESP syllabus for nursing program based on KKNI (Indonesia's National Qualification Framework). Despite of the fact that many researchers have conducted research on the syllabus redesigning, this study focuses on the application of the Outcome Based Education approach as the guidance in the application of KKNI (Indonesia's National Qualification Framework) curriculum in Indonesia. Therefore, it is expected that the result of this study in the form of redesigned syllabus can be applied on nurse education programs.

2.2 Theoretical Review

The writer used topical order to organize the theoretical review part. This part consists of the definition of curriculum and syllabus, English for Specific Purposes (ESP), needs analysis, Outcomes-Based Education, KKNI, and Syllabus Design.

2.2.1 The Definition of Curriculum and Syllabus

Curriculum has many definitions. According to Richard and Schmidt (2010: 151-152) curriculum is a complete plan for a course offered by a school or institution. Furthermore, they said that the purpose, the objectives, the content and sequence of the program, the teaching procedures and learning activities, the assessment, and the evaluation for the program are usually stated in the plan. Nation and Macalister (2010:1) stated that curriculum design can be seen as a kind of writing activity and it can be studied as a process in teaching and learning activity. Curriculum has a relation with goal which wants to be pursued by an institution to make sure that all activities in the teaching and learning process that want to be applied by the teacher or lecturer in the classroom are in line with the course. From those definitions, it can be concluded that curriculum is the means and materials get by the students to achieve determined outcomes.

Some experts do not differentiate curriculum and syllabus. Richard and Schmidt (2010:152) defined curriculum development as the development of study, goal, content, implementation, and evaluation of educational system. In their book, they clearly mentioned that curriculum is similar to syllabus.

However, other experts have different opinion. They distinguished curriculum from syllabus. Richard (2001:2) stated that curriculum design is more complex than syllabus design, since it is a more comprehensive process. Curriculum development includes the process of determining the learners' need, developing goals or objectives of a program to address the needs, determining appropriate syllabus, course outline, teaching method, and teaching materials,

carrying out evaluation as the result from the processes. From the explanation above, it can be seen that syllabus design is one aspect of curriculum design.

According to Rodger (1989:2, in Richard, 2001:39) syllabus only acts as a small part of total program which is a specification of what is to be included in a course. In addition, Richard (2001:47) stated that a syllabus is a detailed information in the content of a course instruction and it act as a list of what will be taught and tested. It can be said that syllabus can be used as a map for the teacher and the students since it is an explicit and specified plan of the course, meanwhile curriculum is a more broader concept.

2.2.2 English for Specific Purpose (ESP)

ESP can be described in a very simple definition as the teaching of English for any specific purposes. However, other experts gave more detailed definition, They described it as the teaching of English in academic, vocational or professional purposes.

According to Hutchinson and Waters (1992:19), ESP is one of the approaches to language teaching. In this method, all decisions in the teaching and learning process such as content of the course and teaching method are made based on the learning reason from the learners. They also said that the awareness of the parties involved in the process will influence the potential that can be reached from the language course.

Richard and Schmidt (2010:198) stated that ESP is a course in which the content and goal are determined by specific needs of a certain group of learners.

They also mentioned that generally ESP student studies English to conduct specific role, for example flight attendant, doctor, technician, or nurse. Furthermore, Kelly (2008: 4) as an experienced ESP teacher believed that the teacher dealing with ESP should have sufficient knowledge about the relevant field since ESP needs specific languange structure.

There are differences between ESP (English for Specific Purposes) and ESL (English as Second Language). Besides on the lesson, other important differences between them are in the learners and their purposes for learning English. The students of ESP are usually adults who already master basic English skill knowledge and are learning the language to communicate in a set of professional skills and to perform particular function in their job. Therefore, ESP program requires English assessment of purposes and needs of their learners.

ESP program is designed to meet the specific needs of the learners. It can be done by choosing content from particular disciplines and using specific activities, syntax, lexis and discourse which suitable to the learners' needs. It is also mentioned that ESP lesson is usually related to the specific subjects, use different teaching methods from General English lesson, and design for adult intermediate or advanced learners (Strevens:1988)

Related to languange using ESP concentrates more on the context rather than on grammar and language structures. It covers various topics such as tourism, accounting, science, and management. The focus of ESP is that English is integrated into a subject matter area important to the learners and not taught as a subject separated from the students' real world.

ESP is not a type of language, teaching material, or method, but it is an approach to language teaching and learning based on the reason why the learners need to learn English, therefore ESP is designed to meet specific needs of the learners. The content and methodology of ESP are taken from specific disciplines, professions, and activities with restricted scope. ESP is usually made with certain aims, taught for a limited time period to homogeneous groups of learners (Douglas, 2000)

ESP can not be separated from ESL, however they have some differences. Not only different in the nature of the learner, but also in the aim of instruction. In fact, while in ESL all four language skills; listening, reading, speaking, and writing, are stressed equally, in ESP which language skills are most needed by the studentsit is determined by needs analysis, therefore; the syllabus is designed accordingly.

2.2.3 Needs analysis

Conducting needs analysis is the first important step to redesign a syllabus. Need is defined as the reason why the learner is learning English. Needs analysis is asking questions about students' needs. According to Brown (2008) needs analysis is systematical analysis and information from all subjective and objective sources needed to validate the purpose of curriculum in order to fulfill the students' need in English learning in certain context and influence the teaching and learning situation. The aim of this process is to know what the needs and the desire of the learners (Nation and Macalister, 2010:24).

Nowadays, due to the development of new technology, the method of doing needs analysis have become easier. The most common ways of doing needs analysis are questionnaires, surveys, interviews and observations (Johns, 2001). Meanwhile Richards (2013) stated eight methods to collect information for needs analysis, namely: questionnaire, self-ratings, interview, meeting, observation, sampling, task analysis, case study, and information analysis.

According to Richard (2001:52-66) in languange teaching and learning process, needs analysis can be done for certain purposes. The first purpose is to discover the languange skills needed by the students to perform a particular role, such as tour guide, manager, flight attendant, and nurses. The second purpose is to determine appropriate material that can cover all students' needs. Next, to determine which group of students mostly need training in specific languange skills. The last two purposes are to know the gap between the student's ability and the student's need, and also to get information about specific obstacles faced by the students.

Needs analysis is conducted through five steps (Richards, 2013: 23), namely: (1) Identifying the communicative needs of learners, (2) Making a statement about the purpose of learning, (3) Identifying the contents of language and language skills in accordance with the purpose, (4) Preparing planning course, and (5) Selecting materials and methods of teaching

In this research, the writer did some steps to know the needs analysis for nursing program students, the institution, and the stakeholders. The first step was giving questionnaire to the nursing students about to their need related to nursing

English lesson. The writer also gave questionnaire to lecturers, and stakeholders to get valuable information and suggestion for nursing English Lesson. The next was doing interview to nursing students, nursing lecturers, nurses, and also stakeholders. The interview was done to know the needs of nurses in the job field so that the institution can accommodate them in English lesson.

2.2.4 Learning Outcomes Based Education

Spady (1994) explains "An outcome is a culminating demonstration of learning, it is what the student should be able to do at the end of a course". Watson (2002:208) defines a learning outcome as "being something that students can do now that they could not do previously … a change in people as a result of a learning experience".

A good learning outcome is associated with the objectives of the program. It also refers to the external criteria, and clear to staff, learners and external examiners (Queen Mary University of London, 2013). Learning Outcomes should be centered on the learner, specific, and measurable or observable. From the definitions above, it can be concluded that learning outcomes are statements of what a student should know, understand, and be able to demonstrate after completing a period of learning.

According to Davies (2003:1) Outcome-based education (OBE) is an approach to education in which decisions about the curriculum are driven by the exit learning outcomes that the students should master at the end of the course. OBE implies that learning outcomes are identified and considered in the

formulation of the plans. Material, learning activities and assessment of the course are designed to be consistent with the achievement of the desired learning outcomes.

Maher (2004: 3-5) proposed the benefits of OBE, namely: Putting the student at the centre of the learning experience; recognising student achievement outside of the class; enhancing employability which brings benefits for employers and students; acting as a more open educational system such as public information, quality and accountability, focusing on the outcomes rather than on the inputs, and can be used in certain ways to meet the needs of all stakeholders.

There are many criticisms of the approach and the using of OBE, especially in Higher Education, but there is also recognition that significant advantages in education can be achieved by focusing more on the outcomes rather on the inputs. OBE can be used to meet the needs of all stakeholders. The first step is by developing a broader concept of OBE that it can give benefit to the educational process. OBE should be used in a flexible way to guide and not dictate the learning process of student and curriculum development. This is in line with the opinion from Elton and Johnston (2002) that OBE should be formulated in an informative way and not constraining. The next step is making learning outcomes in line with qualified learning and teaching process. It can be reached from good interactions between student, teacher, setting and learning activities. However, the teachers have more important role since they need to motivate students and respond to questions. Schon (1991) stated that a good teacher should be able to recognise learning outcomes that may appear in real world situation, outside of

the classroom. The last step is by encouraging creativity through learning outcomes. It is known that sometimes certain approach restrict students' creativity. This will lead the students to limit themselves frow new knowledge and even make them easily satisfied with their score (Hussey and Smith, 2002:228). Another benefit of Learning outcomes, they are designed to encourage students' creativity through their assessment.

2.2.5 KKNI

As stated in the previous chapter, KKNI (Indonesia's National Qualification Framework) curriculum is based on learning outcomes based education. This requires that the competencies attained should be linked to the students' achievement in the community, workplace, and equality with a particular qualification. This competence is called learning outcomes (LO). LO shows what the learner actually learns. It consists of three levels: general outcomes, program outcomes, and cources outcomes (Palm Beach State College, 2013). LO is the skill and knowledge that the learner must master after the program has finished. So, LO is a statement of what the learner must achieve after attending a learning program (Manual of Queen Mary University of London, 2013). LO is based on the learners' needs, the community's needs, and what the learner should know about a particular subject (Learning Management Corporation, 2013, www.thelearningmanagement.com). A good LO should be related to program objectives, refer to external criteria, and clear to external staffs, learners and examiners (Queen Mary University of London, 2013). LO should be learner-

centered, specific, and measurable or observable. One technique of composing LO is using the formula A-B-C-D (Palm Beach State College, 2013: 8), Audience, Behavior, Condition, Degree.

To compile the LO, it is necessary to avoid the use of obscure words and expressions that can not be measured, for example: "knowing, understanding, appreciating, learning, getting to know". The suggested words are: "show, explain, define, describe, predict, identify." LO consists of: (1) Knowledge-based: knowledge and understanding; describes the knowledge that the learner must achieve, (2) Application-based: practical skills; describes the type of application or transformation students must acquire, and (3) Skills-based: intellectual and transfer skills; skills development and mastery of knowledge (Queen Mary University of London, 2013: 11). LO is written by considering (1) Using "future tense": (2) Avoid writing LO to replace syllabus, (3) Make sure LO is achievable and measured, (4) Use language and words that students can understand, (5) Describe the process and results. For example, "Can plan and implement a research project", (6) In accordance with the level of the course, and (7) Use balance compilation in different outcomes.

The LO statement can be elaborated into three components: (1) action words indicating performance, (2) learning statements that show specifically what learning should be demonstrated in performance, and (3) general statements regarding criteria or standard performance standards. In order to comprehend appropriate LO, S-M-A-R-T method can be applied:

1. Specific : learning objective must be clear, use specific terms, describe the abilities, knowledge, values, attitudes and performance desired, use real action words or verbs

2. Measurable : learning objective should have manageable targets and measurable results so we can determine when they can be achieved by students

3. Achievable : make sure the desired student ability is something that the students can achieve

4. Realistic : make sure the desired student ability can be achieved

5. Time Bound : make sure the desired student ability is realistic and can be achieved within the time limit

There are some steps required in making curriculum based on Outcome Based Education as the guidance in KKNI (Indonesia's National Qualification Framework) implementation:

1 Planning Goal and Objective of the Course

Richards (2002: 2013) defines aims and goals as general objectives of the curriculum. Both of them have the same meaning. In the curriculum of Indonesia, aims and goals are in line with TIU/ *Tujuan Instruksional Umum* (general instructional goals) while objectives are in line with TIK/ *Tujuan Instruksional Khusus* (specific instructional goals). In this study, the writer used

the term "aims", this is in accordance with Richard's opinion (2013). Aims are general statement of the institution at the time of formulating a course. Aims are not a statement about what the student will learn or do, but the purpose of the course. Aims trying to answer two questions (1) what is the purpose of the program or module? and (2) what will be achieved from the program or module?. They are formulated briefly, clearly and provide a rational idea for learners about what to expect from studying a particular course.

Arreola (2013) explains, one aim can have some specific learning objectives. Learning objectives is a statement of what the learner will do when they finish the program. Learning objectives have three main components: (1) a description of what the learner will do, (2) the conditions under which the learners will display their abilities, and (3) the criteria for evaluating the learner's performance. Moreover according to Arreola (2013: 2), learning objectives act as a guide to: (1) select the learning material, (2) develop the learning strategies, (3) develop and select learning materials, (4) prepare the tests and other instruments to assess and evaluate the LO.

Objectives should describe the LO. They are also important to show how to achieve competencies that must be done by the learners. Good objectives are constructed by using careful word choices. The steps for achieving outcomes according to The Learning Management Cooperation (2013) include:

1. Defining specific competencies to be achieved in the form of skills, materials, attitudes or values.

2. Finding the rationale of selecting or designing learning materials, content, and techniques

3. Providing guidance on determining or assessing when learning objectives are achieved

4. Giving a framework of how the learners organizes their efforts to complete learning tasks.

2. Establishing Core Competence

According to Solikhah (2015), core competence is knowledge, skills, and attitude that everyone must have. It is developed from need analysis in a workplace. Core competences have three domains: (1) competence related to others, (2) competence related to business, (3) competence related to management.

Core competence serves as the organizing element of basic competence. Core competence consists of 4 groups:

1) religious attitudes (KI-1)

2) social, personality, and morals attitude (KI-2)

3) knowledge (KI-3)

4) knowledge application (KI-4)

Core competence is not a substitute for standard competence. It applies to all areas and applies equally to each subjects. Core competence is an operationalization of graduate standard competency. It becomes a reference in the formulation of basic competencies. They are defined as the ability to achieve the core competencies that learners must acquire through learning. It can be

concluded that core competence becomes the reference to determine learning outcomes and learning objectives.

3. Mentioning soft skills

There is one important aspect that accompanied every learning behavior, which is soft skills. Schulz (2008) mentions that soft skills and hard skills are different. Soft skills are subjective and often associated with characteristic. Soft skills are defined as the description of personality, social, and behavior. There are three groups of soft skills: personal quality, interpersonal skill, technique skill and knowledge. This skill can be taught through three methods:

1. Showing the awareness about the importance of soft skill and learners can evaluate themselves
2. Applying soft skill values in learning process
3. Using role model

As competence, soft skills can be translated into 6 areas: academic knowledge, interpersonal and communication skills, learning tenacity, professional attitude, practical based learning and development, system based learning. (Wallace, Anderson&McHugo, 2013).

Schulz (2008:146-158) explains some examples of soft skills and hard skills in English learning. Those examples can be seen in this table

No	Soft Skills	Hard Skills
1	Honest	Fluent in written and spoken English

2	Communication skill	Able to talk in public
3	Good time management	Posses certain certificate
4	Cooperative skill	Having experience in certain field
5	Empathy in others	Having skills in certain field
6	Consistent, responsible, committed	Able to explain problems
7	Resistant facing problem	Complete the tasks on time
8	Prioritize on task	
9	Confident	
10	Able to control themselves	

Table 1. Example of soft skills and hard skills

Teacher sometimes find difficulties in planning and delivering appropriate instruction in the syllabus. To overcome this problem, teacher can apply the 6 levels of Bloom's taxonomy of the cognitive domain. It will help the teacher not only to arrange and deliver appropriate instruction, but also to design valid assessment, task or strategies, and make sure that the instruction and assessment are alligned with the learning objectives.

Taxonomy of Educational Objectives: The Cognitive Domain

Cognitive Domain	Definition	Example
Evaluation	Making judgments based on	Appraise, judge, criticize,

	evidence	decide.
Synthesis	Rearranging ideas into a new whole	Produce, propose, design, plan, combine, formulate, compose, hypothesize, construct.
Analysis	Breaking down objects and ideas into smaller parts and seeing how the parts relate and are organized	Connect, relate, differentiate, classify, arrange, check, group, distinguish, organize, categorize, detect, compare, infer.
Application	Applying knowledge to actual situations	Apply, solve, experiment, show, predict.
Comprehension	Translating, comprehending, or interpreting nformation based on prior learning.	Translate, interpret, explain, describe, summarize, illustrate.
Knowledge	Remembering previously learned information, ideas and principles	Define, recognize, recall, identify, label, understand, examine, show, collect.

Table 2. Bloom's Taxonomy of Cognitive Domain

From the table we can learn about types of cognitive domain and some examples

that we can use in teaching learning process.

2.2.6 Syllabus Design.

There are many opinions and theories about syllabus design. According to Jordan (1997), to design a syllabus in a course, we need to do need analysis and establish the objectives. The next steps are selecting material, grading, choosing the language content and dividing the content into units. Richard states that (2001:2) syllabus redesigning is a process of selecting the content based on stated objectives to achieve determined competences.

There are some important decisions that need to be made before attempting to produce a syllabus. According to Dick (2005), the following steps could be identified to summarize general guidelines of syllabus writing. First of all, one has to establish the type of syllabus on what basis they are going to select, the items to be included there and how these items will be organized. Secondly, the teaching situation need to be analyzed to show the situations where the syllabus will be implemented. In addition, we must determine the available resources, potential problems, and external factors that may cause us to "get lost" from the syllabus. Next, it is important to examine the students as the target learner by focusing on their abilities, learning preferences and needs, which is a crucial requirement to set the objectives of the course. Only then does it seem realistic to start devising the structure of the syllabus and preparing suitable materials. In addition, before the product is ready to be implemented it is probably necessary to plan the methods of assessment. Finally, as there is always something that could be improved, there should be some space left for any possible changes during and at the end of the course.

From this explanation it is obvious that the actual syllabus design is preceded by a lot of analytical preparation and is absolutely impossible without a needs analysis. However, before moving on to examine the process of needs analysis in some details, it seems necessary to look at whether there are any special requirements for an ESP course syllabus as well as examine the role of the syllabus in an ESP course planning, so that the syllabus could adequately reflect the results of the needs analysis.

As has been mentioned before, students in ESP lesson possess different characteristics as to their learning preferences. The question now is where in this classification a typical ESP syllabus belongs. On the one hand, many ESP course participants wish to develop the skills necessary to fulfill their job-related tasks in English, which means that task-based syllabi could be suitable. On the other hand, they also need to cope with the language in specific working situations, suggesting situational syllabi. In fact, Nunan (1988: 12), who approaches the question from a slightly different angle, writes that it is not that the elements such as topics, functions or situations, around which the syllabus is built, define whether the syllabus is process oriented or product oriented, but rather that these elements, that can all be included in one syllabus, are process or product oriented. Hutchinson and Waters (1987: 85) provide examples of all types of syllabi taken from different ESP coursebooks without prioritizing any of them. Similarly to Nunan, they imply that a good syllabus considers both the product and the process consisting of a number of elements:

Syllabus can be translated as the basic approach of the course (Hutchinson and Waters 1987: 90-94). In other words, there are different roles of syllabus. First, the syllabus is the "heart" of the course. It means everything happen during the course is based on the syllabus: materials are produced to match the objectives set in the syllabus, activities are created to practise the items included in the syllabus, in addition, assessment is conducted on the basis written in the syllabus. Secondly, the main role of the syllabus can provide opportunities for learners in evaluating their strategies and skills and strategies to overcome the target situation. This role is associated with a skill-centred approach. There is also a chance that the syllabus do not have any role in the learning process. It is just compiled after course materials are ready. Lastly, in a learning-centred approach, the syllabus's role is to give general guidelines for materials design.

Hutchinson and Waters (1997: 96-100) offer the scheme of a learning-centred approach to syllabus design. They stated that there are two factors determined a syllabus namely: the the target situation and the actual learning situation. The first level of syllabus design represents the analysis of the actual learning situation and the target situation. The analysis of the actual learning situation will help the teacher to provide suitable materials for the course. The analysis of the target situation enables the teacher to determine relevant topics and tasks to compose more detailed planning, for example the using of efficient vocabulary, grammar and pronunciation areas in each topic which should be determined in this stage. It is also important to determined which skills should be given for the learners in accordance with the tasks. At the final step on the second

level, the results of the analysis on actual learning situation and target situation are complemented and adjusted against each other. This step can be done if necessary. This explanation can be seen this figure below:

LEVEL 1

| Analyse learning | Analyse target situation |
| Establish general syllabus of topics and tasks |
| Create interesting and enjoyable materials |
| Produce detailed language/skills syllabus |

LEVEL 2

| Check language and skills content of materials and make necessary adjustments |
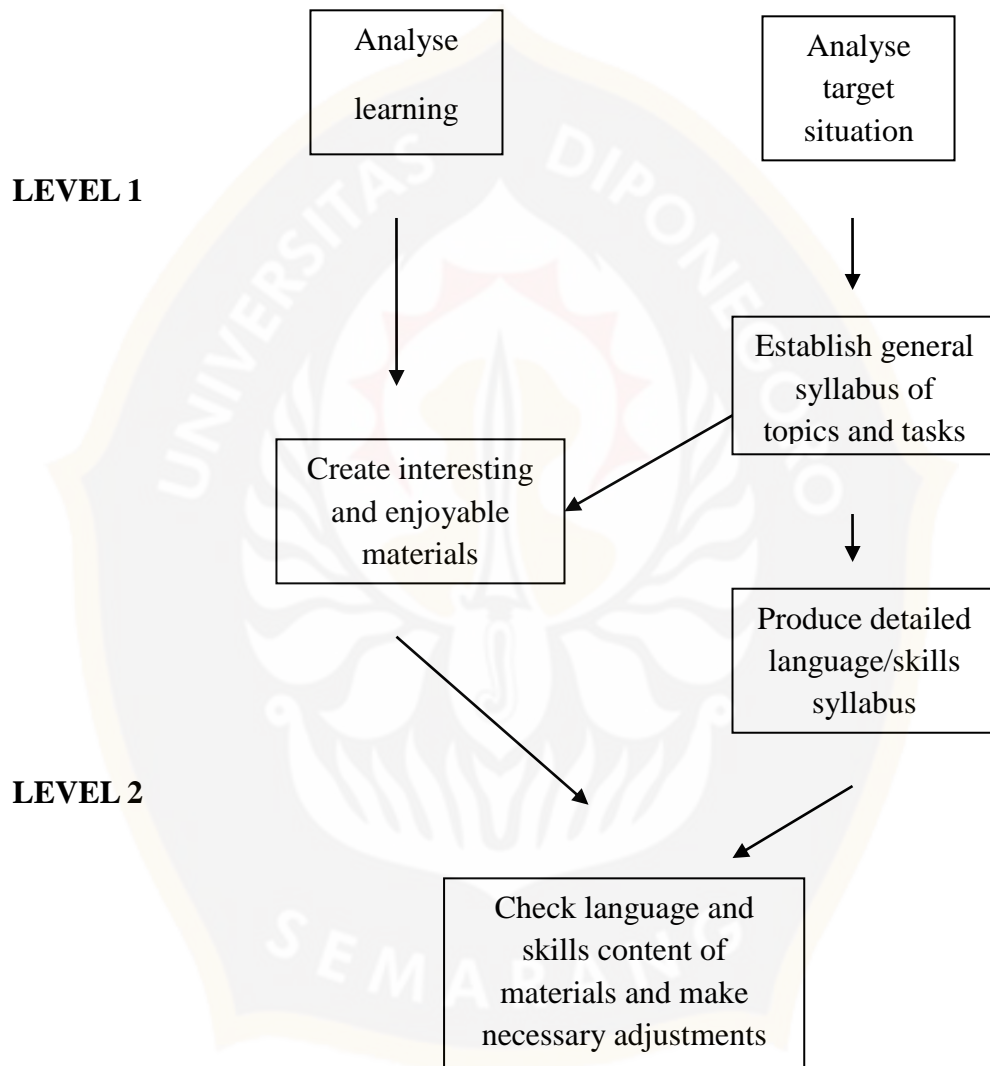
Figure 1: The role of syllabus in a learning-centered approach.

This process is considered time consuming. It also requires more planning. However, the schema from Hutchinson and Waters is one of the most effective approaches to fulfill the challenges of an ESP course. An ESP course should respond to the challenges where students needs have to be adequately matched with the language elements. The function of this is for efficient usage in the target situation.

From the explanation above, it can be concluded that syllabus should be multidimensional. Syllabus can be organized around different things such as topics, structures, skills or learning tasks. It should not be oriented only on the product, but also also on the importance of the learning experience process. A good syllabus should accommodate the students' needs, therefore, there is a possibility of material changes. One of the ways to do material changes is by recycling the existing syllabus. We should remember that syllabus is not a dictator. Instead, it should be functioned to help the teacher to organize the lesson in the most efficient way, so that it gives benefit for the students and the teacher. Finally, the most important step for creating an efficient syllabus is by selecting suitable content for the learners. This step should be made based on a careful examination of learners' needs or by conducting needs analysis.

In this research, the writer will only redesign the existing syllabus. In order to redesign the previous syllabus, the writer used the theory from Richard (2013). One of the reasons why the writer used this theory is because it is appropriate with the situation and the purpose of the syllabus redesigning of the institution.

The steps to redesign the syllabus are:

1. Conducting needs analysis

2. Identifying the topic

3. Identifying the competencies

4. Grouping the learning units

5. Identifying language knowledge and skill

6. Choosing material.

CHAPTER III

RESEARCH METHOD

This chapter emphasizes on the methodology of the research which consist of: the research design, the subjects of the study, technique of data collection, the research instrument, technique, the research instrument, and technique of data analysis.

3.1 Research Design

This study used qualitative and quantitative method which focus on a case study research since the aims of this study are to find out students' needs and to redesign ESP syllabus for Nursing Program in accordance based on KKNI (Indonesia's National Qualification Framework). Moreover, the result of this study will be offered to Nursing Program of Ngudi Waluyo University for possible implementation. According to Nunan (1992: 76), a case study is empirical research that explores a contemporary phenomenon in real life context and uses evidence sources.

In conducting a case study, the writer focused on obtaining and interpreting the data. Moreover, the writer used observation, interview, and document study as data collection techniques.

Isaac and Michael (1987: 48) mention the steps in case study research. The first is stating the research goal to guide the research. It can be done by explaining the unit, the characteristics, relationships, and processes of the study.

The next step is designing the approach which includes selecting data sources, and data collection method. The third step is collecting the data, followed by the fourth step to get integrated results by organizing the information. The final step is giving report about the results and discussing the importance of the study.

3.2 The Subjects of the Study

The study was conducted at Nursing Program, Faculty of Nursing of Ngudi Waluyo University. The subjects were as follows: the students of 4th semester who take Nursing English course as many as 113 students. Meanwhile, to gather the information about the needs analysis, the writer did interview and gave questionnaire not only to the students but also to two lecturers from Nursing Program, Faculty of Nursing of Ngudi Waluyo University, three English Lecturers of ELC (English Language Centre) Ngudi Waluyo, and two stakeholders from RS Colombia Asia Semarang and RSUP Dr.Karyadi Semarang.

3.3 Instruments of Data Collection

To collect the data, the writer used some data collection instruments namely: observation, questionnaire, interview, and document study. The observation was done on the existed syllabus on English course of Nursing Program, Faculty of Nursing of Ngudi Waluyo University. While the interview and questionnaire to gather the need analysis were conducted to the students, lecturers, and stakeholders. The last part was document study or library research to redesign the nursing english syllabus.

1. Observation

The writer observed the existing syllabus to find its strength and weaknesses. The strength of the syllabus will be maintained while the weaknesses will be eliminated to redesign the target syllabus based on KKNI (Indonesia's National Qualification Framework)

2. Interview

The writer conducted interviews to some parties. According to Tuckman (1978, in Rosdiana 2015: 52), interview is possible to measure certain information, knowledge, values, attitudes and beliefs of a person. It is expected that after conducting the interviews, the writer will gain information about need analysis.

3. Questionnaire

Questionnaire is a set of questions on topics which designed to be answered by a respondent (Richard and Schmidt, 2010: 478). The writer used two types of questionnaire namely open-ended questionnaire and closed questionnaire. The difference between those two questionnaire is the type of response from the respondent. In open-ended questionnaire, the response is unstructured, while in closed questionnaire, the response is structured.

Since the writer used a questionnaire, it is important to get validation and reliability from the questionnaire. Before administering the questionnaire, the writer validated it first through face validity and content validity. The writer

collected some information to prepare the questionnaire, namely: language use for nursing English, classroom activities during course, and experts judgment to get information and suggesstion. After making the draft of the questionnaire, the writer met the experts, they are the thesis advisor, the health practitioners from hospital and the head of Nursing Program of Ngudi Waluyo University. They gave some suggestions and inputs related to the draft of the questionnaire. After the experts validated the questionnaire for this research, the writer administered it to the students, lecturers, and stakeholders.

The writer also conducted a reliable test by administering the questionnaire twice to the same students as the subject of the study on different time. Realibility test is another way of measuring test, and it can be done after validity test was conducted.

3.4 Techniques of Data Collection

The data in this research were collected through:

1. Observing and evaluating the existing syllabus

From the preliminary observation, the writer found its strength and weaknesses. The strength of the existing syllabus will be maintained while the weaknesses will be eliminated to redesign the target syllabus based on KKNI (Indonesia's National Qualification Framework). The weaknesses of the existing syllabus was not suitable with KKNI (Indonesia's National Qualification Framework), therefore redesigning it is very crucial.

2. Administering questionnaire

Questionnaire is a set of designed questions that will be answered by a respondent. It is used by the researcher to compile the information from the respondent. (Richard and Schmidt, 2010: 478)

In this research, the writer provided three types of questionnaire, namely:

a. Lecturer questionnaire

b. Student questionnaire

c. Stakeholder questionnaire

3. Conducting interviews

The writer interviewed the Head of S1 Nursing Program and nursing lecturers in Nursing Faculty of Ngudi Waluyo University to obtain general information on the current curriculum with respect to vision and missions of the program and other policies regarding with English course. Other interview was done to the stakeholders from hospitals to obtain information about the implementation and expectations from English lesson. The writer also interviewed graduates of S1 Nursing Program of Ngudi Waluyo University who work as nurses abroad. The last interview was done to English lecturers of ELC Ngudi Waluyo to get information about the existing English syllabus including its implementation and their expectation.

4. Doing document or library study

The writer conducted document or library study by analyzing formal documents, such as the previous nursing English syllabus and curriculum currently used at S1 Nursing Program. Besides, the writer also used some books and journals to support the process of syllabus redesigning.

3.5 Techniques of Data Analysis

This study implemented two types of data, namely qualitative and quantitative data. The qualitative data were obtained from the interviews and observation. The writer recorded and transcribed the interviews that contain feedbacks and suggestion from the teachers, students, graduates, and stakeholders. On the contrary, for the quantitative data, the writer distributed questionnaire. On the questionnaire, the writer already determined the scoring with Likert Scale in certain category. Finally, the writer used SPSS program to analyze the data as the result of the questionnaire. The results of the questionnaire and interview were made as one of the considerations in redesigning the syllabus.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the writer wrote the conclusions of this research and suggestions for the institution.

5.1. Conclusions

Based on the research findings and discussions of this study, there were three conclusions that can be drawn. First, the current syllabus of Nursing English is an integrated course that covers ESP and EAP with materials related to nursing. One of the results of need analysis show that in order to be a successful nurse in the future, nursing student should master speaking and reading skills. Those skills should be emphasized more by adding appropriate activities. This finding is in line with the opinion of Nursing lecturers and stakeholders. Their suggestions are valuable and important to help the institution in producing qualified graduates. Second, based on the results of the study, the student's needs deal with nursing materials and activity that can support them to practice and communicate. The nursing character values of caring, respect and responsibility should also be established through teaching learning process in the classroom. These are considerations that should be included and inserted in the syllabus. Third, in the redesigning process, the writer is maintaining the strength of the existing syllabus and combining it with the results of the needs analysis as well as the suggestion

from the stakeholders. Redisigning the syllabus into RPS (Semester learning plan) format is a must, since KKNI (Indonesia's National Qualification Framework) is the government regulation to improve education system in our country. Therefore, every higher education institutions in Indonesia must apply it

5.2. Suggestions

This redesigning syllabus is recomended for English lecturers at Ngudi Waluyo University since this syllabus was made based on the analysis to meet the needs of students, institutions, and stakeholders. It integrates EAP and ESP to help students get better results. Moreover, the format of redesigned syllabus has been changed into RPS (Semester learning plan)format.

The result of this study can be used as a reference to develop learning material for Nursing program. In addition, it is suggested to the English lecturers to collaborate with subject specialists to determine appropriate materials especially for English for Spesific Purposses so that they get clear description about the subject

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NEED ANALYSIS QUESTIONNAIRE RESULT

Likert Scale: Five Point Scale for English Skill part

Score	Category	Mean Range
1	Unimportant	1.00-1.50
2	Rarely Important	1.51-2.50
3	Sometimes Important	2.51-3.50
4	Important	3.50-4.50
5	Very Important	4.51-5.00

How would you rate the importance of English in **nursing field**?

NO	Speaking Skill	1	2	3	4	5	Mean Value	Category
1	Delivering presentation	3	12	43	31	24	3.539	Important
2	Making telephone calls	12	28	31	22	20	3.088	Sometimes Important
3	Participating in formal meetings, seminars	5	26	38	26	18	3.23	Sometimes Important
4	Speaking to foreign patients	6	8	14	36	49	4.008	Important
5	Speaking to foreign colleagues	3	9	19	34	48	4.017	Important
6	Giving opinion and advice	9	28	47	24	5	2.893	Sometimes Important
7	Asking and giving information	7	20	38	31	17	3.274	Sometimes Important
8	Giving oral report	11	26	34	38	4	2.982	Sometimes Important
9	Having interview	4	13	16	54	26	3.755	Important
10	Giving instruction	5	54	31	16	7	2.699	Sometimes
11	Explaining nursing care procedures	3	11	20	65	14	3.672	Important
12	Describing patient's condition	6	18	47	35	7	3.168	Sometimes Important
13	Talking in daily life situation	13	26	54	10	10	2.805	Sometimes Important

2	NO	Listening skills	1	2	3	4	5	Mean Value	Category
	1	Listening to presentation, seminars, and meetings	5	14	23	47	24	3.628	Important
	2	Listening to English-speaking patients	6	6	10	31	60	4.176	Important
	3	Listening to English-speaking colleagues	8	5	15	28	57	4.07	Important
	4	Listening phone conversation	7	28	37	31	10	3.079	Sometimes Important

3	NO	Writing Skills	1	2	3	4	5	Mean Value	Category
	1	Writing job application letter	6	12	34	31	30	3.592	Important
	2	Writing reports	8	23	24	45	13	3.283	Sometimes Important
	3	Communicating through emails	3	16	29	49	16	3.522	Important
	4	Making descriptive text about nursing care	7	24	36	38	8	3.141	Sometimes Important
	5	Filling out patient's form	11	30	30	34	8	2.982	Sometimes Important
	6	Translating nursing books, journals, articles	1	9	14	39	50	4.132	Important
	7	Making summary of nursing books, journals, and articles	5	14	28	37	29	3.628	Important
	8	Witing procedures	10	21	40	23	19	3.176	Sometimes Important

4	NO	Reading Skills	1	2	3	4	5	Mean Value	Category
	1	Reading nursing books, journals, and articles	3	22	10	27	51	3.893	Important
	2	Reading written instruction	6	17	24	38	28	3.575	Important
	3	Reading medicine label	4	9	15	42	43	3.982	Important
	4	Searching the internet in English resources	3	4	14	43	49	4.159	Important
	5	Doing skimming (read a text quickly to get general idea)	9	9	36	37	22	3.477	Sometimes Important
	6	Doing scanning (look through a text quickly	8	9	31	40	25	3.575	Important

NO		1	2	3	4	5	Mean Value	Category
	to locate specific information)							
7	Reading advertisement related to nursing	10	18	26	35	24	3.398	Sometimes Important

NO	Language structure	1	2	3	4	5	Mean Value	Category
1	Using appropriate vocabulary	6	9	5	39	54	4.115	Important
2	Mastering nursing terms	5	7	12	36	53	4.106	Important
3	Making word stucture (nominalization, compounding, etc)	14	11	20	47	21	3.442	Sometimes Important
4	Using grammatical structures (passive voice, tenses, modality, conditional, etc)	4	9	16	49	35	3.902	Important
5	Using correct punctuation, spelling, and capitalization	8	15	21	46	23	3.539	Important
6	Organizing paragraph: topic sentence, supporting sentence, concluding sentence	7	13	36	32	25	3.486	Sometimes Important
7	Mastering paper format	6	18	18	39	32	3.646	Important
8	Recognizing the word stress	6	12	37	34	24	3.513	Important
9	Using correct intonation	8	8	25	51	21	3.61	Important
10	Deducing word meaning from context	7	18	23	45	20	3.469	Sometimes Important
11	Expressing like and dislike	8	9	18	52	26	3.699	Important
12	Inferring essential information from longer text	9	11	30	48	15	3.433	Sometimes Important
13	Recognizing cohesion markers	11	14	48	29	11	3.132	Sometimes Important
14	Identifying the main topic of a text	7	14	32	43	17	3.433	Sometimes Important

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Likert Scale: Five Point Scale for Self Analysis

Score	Category	Mean Range
1	Pre-Elementary	1.00-1.50
2	Elementary	1.51-2.50
3	Pre-Intermediate	2.51-3.50
4	Intermediate	3.50-4.50
5	Advanced	4.51-5.00

In what level do you think your English skills are?

NO	Skills	1	2	3	4	5	Mean Value	Category
1	Speaking	34	54	17	6	2	2.008	Elementary
2	Listening	26	60	20	5	2	2.088	Elementary
3	Writing	17	40	40	11	5	2.53	Pre-Intermediate
4	Reading	12	38	38	17	8	2.743	Pre-Intermediate

Likert Scale: Five Point Scale for Overviw Skill Needed

Score	Category	Mean Range
1	Never	1.00-1.50
2	Rarely	1.51-2.50
3	Sometimes	2.51-3.50
4	Often	3.50-4.50
5	Very often	4.51-5.00

A   How often are you expected to use the following skills in your study?

NO	Skills	1	2	3	4	5	Mean Value	Category
1	Speaking	0	16	30	38	29	3.707	Often

	Skills	1	2	3	4	5	Mean Value	Category
2	Listening	3	13	34	47	16	3.53	Often
3	Writing	6	24	47	28	8	3.07	Sometimes
4	Reading	4	14	24	56	15	3.566	Often

B   How often do you find difficulties with each of these skills?

	Skills	1	2	3	4	5	Mean Value	Category
1	Speaking	3	21	22	41	26	3.584	Often
2	Listening	2	10	28	47	26	3.752	Often
3	Writing	4	15	30	33	31	3.637	Often
4	Reading	5	34	34	31	9	3.044	Sometimes

C.   How often are you expected to use the following skills in nursing field after graduation?

	Skills	1	2	3	4	5	Mean Value	Category
1	Speaking	0	20	33	41	19	3.522	Often
2	Listening	6	17	50	34	6	3.15	Sometimes
3	Writing	5	14	57	28	9	3.194	Sometimes
4	Reading	0	11	34	48	20	3.681	Often

Student's Obstacles

NO	Problems	1	2	3	4	5	Mean Value	Category
1	I do not have opportunity to use English outside the classroom	2	8	5	9	89	4.548	Very Often
2	I do not make progress	15	28	20	24	26	3.159	Sometimes
3	The teacher do not know how to teach English	26	25	24	19	19	2.82	Sometimes

NO		1	2	3	4	5	Mean Value	Category
4	I do not like the teaching method	21	24	34	20	14	2.84	Sometimes
5	The lesson are not useful	35	23	19	18	18	2.654	Sometimes
6	The language is too difficult to master	9	7	47	10	40	3.575	Often
7	The pronunciation is too difficult to master	11	24	28	25	25	3.256	Sometimes
8	The grammar is too difficult too master	5	3	8	9	88	4.522	Very Often
9	The vocabularies are too difficult to master	8	11	23	41	30	3.654	Often
10	The materials are not interesting	9	5	48	20	31	3.522	Often
11	The materials are too difficult	8	20	47	28	10	3.106	Sometimes
12	The materials are too easy	37	34	28	13	1	2.176	Rarely
13	The materials are not suitable for my needs	7	11	36	30	29	3.557	Often
14	I can't master listening skill	5	19	34	22	33	3.522	Often
15	I can't master speaking skill	4	10	44	29	26	3.557	Often
16	I can't master reading skill	9	23	47	26	8	3.008	Sometimes
17	I can't master writing skill	7	14	12	54	26	3.69	Often
18	I can only master passive English	9	18	16	14	56	3.796	Often

NO	Expectation	1	2	3	4	5	Mean Value	Category
1	Use both English and Bahasa Indonesia	3	17	20	26	47	3.858	Good
2	Use English only	10	28	46	17	12	2.938	Moderate
3	Give more ESP material about nursing	9	16	30	20	38	3.548	Good
4	Correct my mistakes in pronunciation	9	14	34	36	20	3.389	Moderate
5	Correct my mistakes in grammar	2	9	31	47	24	3.725	Good
6	Give more opportunity to practice active English	1	9	21	32	13	3.618	Good
7	Use more various material	1	12	36	34	30	3.707	Good

LECTURER'S NEED ANALYSIS QUESTIONNAIRE RESULT

Likert Scale: Five Point Scale for English Skill part

Score	Category	Mean Range
1	Unimportant	1.00-1.50
2	Rarely Important	1.51-2.50
3	Sometimes Important	2.51-3.50
4	Important	3.50-4.50
5	Very Important	4.51-5.00

How would you rate the importance of English in **nursing field**?

NO	Speaking Skill	1	2	3	4	5	Mean Value	Category
1	Delivering presentation	0	0	0	2	1	4.333	Important
2	Making telephone calls	0	0	0	1	2	4.666	Very Important
3	Participating in formal meetings, seminars	0	0	1	2	0	3.666	important
4	Speaking to foreign patients	0	0	1	2	0	3.666	Important
5	Speaking to foreign colleagues	0	0	1	1	1	4	Important
6	Giving opinion and advice	0	0	1	1	1	4	Important
7	Asking and giving information	0	0	0	2	1	4.333	Important
8	Giving oral report	0	0	0	1	2	4.666	Very Important
9	Having interview	0	0	0	0	3	5	Very Important
10	Giving instruction	0	0	0	0	3	5	Very Important
11	Explaining nursing care procedures	0	0	0	0	3	5	Very Important
12	Describing patient's condition	0	0	0	0	3	5	Very Important
13	Talking in daily life situation	0	0	0	0	3	5	Very Important

2	NO	Listening skills	1	2	3	4	5	Mean Value	Category
	1	Listening to presentation, seminars, and meetings	0	0	1	1	1	4	Important
	2	Listening to English-speaking patients	0	0	0	2	1	4.333	Important
	3	Listening to English-speaking colleagues	0	0	0	2	1	4.333	Important
	4	Listening phone conversation	0	0	0	1	2	4.666	Very Important

3	NO	Writing Skills	1	2	3	4	5	Mean Value	Category
	1	Writing job application letter	0	0	0	0	3	5	Very Important
	2	Writing reports	0	0	0	0	3	5	Very Important
	3	Communicating through emails	0	0	0	1	2	4.666	Very Important
	4	Making descriptive text about nursing care	0	0	0	1	2	4.666	Very Important
	5	Filling out patient's form	0	0	0	0	3	5	Very Important
	6	Translating nursing books, journals, articles	0	0	0	1	2	4.666	Very Important
	7	Making summary of nursing books, journals, and articles	0	0	0	2	1	4.333	Important
	8	Witing procedures	0	0	0	1	2	4.666	Very Important

4	NO	Reading Skills	1	2	3	4	5	Mean Value	Category
	1	Reading nursing books, journals, and articles	0	0	0	1	2	4.666	Very Important
	2	Reading written instruction	0	0	0	0	3	5	Very Important
	3	Reading medicine label	0	0	0	0	3	5	Very Important
	4	Searching the internet in English resources	0	0	0	1	2	4.666	Very Important
	5	Doing skimming (read a text quickly to get general idea)	0	0	1	1	1	4	Important
	6	Doing scanning (look through a text quickly	0	0	1	1	1	4	Important

NO		1	2	3	4	5	Mean Value	Category
	to locate specific information)							
7	Reading advertisement related to nursing	0	0	0	1	2	4.666	Very Important

5

NO	Language structure	1	2	3	4	5	Mean Value	Category
1	Using appropriate vocabulary	0	0	0	0	3	5	Very Important
2	Mastering nursing terms	0	0	0	0	3	5	Very Important
3	Making word stucture (nominalization, compounding, etc)	0	0	0	2	1	4.333	Important
4	Using grammatical structures (passive voice, tenses, modality, conditional, etc)	0	0	0	2	1	4.333	Important
5	Using correct punctuation, spelling, and capitalization	0	0	0	2	1	4.333	Important
6	Organizing paragraph: topic sentence, supporting sentence, concluding sentence	0	0	0	2	1	4.333	Important
7	Mastering paper format	0	0	1	1	1	4	Important
8	Recognizing the word stress	0	0	0	2	1	4.333	Important
9	Using correct intonation	0	0	1	1	1	4	Important
10	Deducing word meaning from context	0	0	1	1	1	4	Important
11	Expressing like and dislike	0	1	0	1	1	3.666	Important
12	Inferring essential information from longer text	0	1	0	1	1	3.666	Important
13	Recognizing cohesion markers	0	0	1	1	1	4	Important
14	Identifying the main topic of a text	0	0	0	2	1	4.333	Important

Likert Scale: Five Point Scale for Self Analysis

Score	Category	Mean Range
1	Pre-Elementary	1.00-1.50
2	Elementary	1.51-2.50
3	Pre-Intermediate	2.51-3.50
4	Intermediate	3.50-4.50
5	Advanced	4.51-5.00

In what level do you think the students' English skills are?

NO	Skills	1	2	3	4	5	Mean Value	Category
1	Speaking	1	2	0	0	0	1.666	Elementary
2	Listening	1	2	0	0	0	1.666	Elementary
3	Writing	1	2	0	0	0	1.666	Elementary
4	Reading	1	2	0	0	0	1.666	Elementary

Likert Scale: Five Point Scale for Overviw Skill Needed

Score	Category	Mean Range
1	Never	1.00-1.50
2	Rarely	1.51-2.50
3	Sometimes	2.51-3.50
4	Often	3.50-4.50
5	Very often	4.51-5.00

A   How often are the students expected to use the following skills in your study?

NO	Skills	1	2	3	4	5	Mean Value	Category
1	Speaking	0	0	0	0	3	5	Very Often

2	Listening	0	0	0	0	3	5	Very Often
3	Writing	0	0	0	1	2	4.666	Very Often
4	Reading	0	0	0	1	2	4.666	Very Often

B   How often do the students find difficulties with each of these skills?

	Skills	1	2	3	4	5	Mean Value	Category
1	Speaking	0	0	0	0	3	5	Very Often
2	Listening	0	0	0	0	3	5	Very Often
3	Writing	0	0	0	0	3	5	Very Often
4	Reading	0	0	0	2	1	4.333	Often

C.   How often are the students expected to use the following skills in nursing field after graduation?

	Skills	1	2	3	4	5	Mean Value	Category
1	Speaking	0	0	0	1	2	4.666	Very Often
2	Listening	0	0	0	2	1	4.333	Often
3	Writing	0	0	1	1	1	4	Often
4	Reading	0	0	0	0	3	5	Very Often

Student's Obstacles

NO	Problems	1	2	3	4	5	Mean Value	Category
1	They do not have opportunity to use English outside the classroom	0	0	0	1	2	4.666	Very Often
2	They do not make progress	0	0	1	1	1	4	Often
3	The teacher do not know how to teach English	1	2	0	0	0	1.666	Rarely

4	They do not like the teaching method	0	1	2	0	0	2.667	Sometimes
5	The lesson are not useful	1	1	1	0	0	2	Rarely
6	The language is too difficult to master	0	0	0	3	0	4	Often
7	The pronunciation is too difficult to master	0	0	0	2	1	4.333	Often
8	The grammar is too difficult too master	0	0	0	0	3	5	Very Often
9	The vocabularies are too difficult to master	0	0	0	1	2	4.666	Very Often
10	The materials are not interesting	1	0	1	1	0	2.667	Sometimes
11	The materials are too difficult	0	0	2	1	0	3.333	Sometimes
12	The materials are too easy	0	0	3	0	0	3	Sometimes
13	The materials are not suitable for my needs	0	2	1	0	0	2.333	Rarely
14	They can't master listening skill	0	0	0	2	1	4.333	Often
15	They can't master speaking skill	0	0	0	1	2	4.666	Very Often
16	They can't master reading skill	0	0	2	0	1	3.666	Often
17	They can't master writing skill	0	0	0	2	1	4.333	Often
18	They can only master passive English	0	0	0	1	2	4.666	Very Often

Need Analysis Questionnaire for Students of Nursing Program
at Ngudi Waluyo University Ungaran

I. Background Information

1 Respondent
   a. Name
   b. Sex
   c. Age

2 Do you think it is necessary to master English?

   [ ] Yes   [ ] No

   If yes, why do you need to learn English? please put a tick (√) next to the statement. You can select more than one.

   [ ] to work as nurse in English speaking countries

   [ ] some/ most/all of the printed materials connected with job are in English

   [ ] to conduct some/most/all corespondence in English

   [ ] to follow training programs conducted in English

   [ ] other (please specify)

   _____
   _____
   _____

3 Do you like learning English?

   [ ] Yes   [ ] No

   Why? Why not? Please specify

   _____
   _____
   _____
   _____
   _____

II. ENGLISH SKILLS

How would you rate the importance of English in **<u>nursing field</u>**?
Put (√) on the appropriate column

Use the following scale for English Skills part
1   Unimportant
2   Rarely
3   Sometimes
4   Unimportant
5   Very Important

	Speaking skills	1	2	3	4	5
1	Delivering presentation					
2	Making telephone calls					
3	Participating in formal meetings, seminars					
4	Speaking to foreign patients					
5	Speaking to foreign colleagues					
6	Giving opinion and advice					
7	Asking and giving information					
8	Giving oral report					
9	Having interview					
10	Giving instruction					
11	Explaining nursing care procedures					
12	Describing patient's condition					
13	Talking in daily life situation					

	Listening skills	1	2	3	4	5
1	Listening to presentation, seminars, and meetings					
2	Listening to English-speaking patients					
3	Listening to English-speaking colleagues					
4	Listening phone conversation					

	Writing Skills	1	2	3	4	5
1	Writing job application letter					
2	Writing reports					
3	Communicating through emails					
4	Making descriptive text about nursing care					
5	Filling out patient's form					
6	Translating nursing books, journals, articles					
7	Making summary of nursing books, journals, and articles					
8	Witing procedures					

	Reading Skills	1	2	3	4	5
1	Reading nursing books, journals, and articles					
2	Reading written instruction					
3	Reading medicine label					
4	Searching the internet in English resources					
5	Doing skimming (read a text quickly to get general idea)					
6	Doing scanning (look through a text quickly to locate specific information)					

	Language structure	1	2	3	4	5
1	Using appropriate vocabulary					
2	Mastering nursing terms					
3	Making word stucture (nominalization, compounding, etc)					
4	Using grammatical structures (passive voice, tenses, modality, conditional, etc)					
5	Using correct punctuation, spelling, and capitalization					
6	Organizing paragraph: topic sentence, supporting sentence, concluding sentence					
7	Mastering paper format					
8	Recognizing the word stress					
9	Using correct intonation					
10	Deducing word meaning from context					
11	Expressing like and dislike					
12	Inferring essential information from longer text					
13	Recognizing cohesion markers					
14	Identifying the main topic of a text					

III. Self Analysis
   In what level do you think your English skills are? Please put (√) in your answer

Use the following scale for Self analysis part
   1 Pre Elementary   : very limited vocabularies and grammar. Pronunciation is strongly
                          influenced by first language, able to write and read sentences,
                          most of the time do not understand English speaker
   2 Elementary   : able to do short conversation in certain topics, master sufficient
                          vocabularies, limited grammar. Able to write and read simple text,
                          sometimes do not undertand English speaker
   3 Pre-Intermediate : quite fluent in certain topics but still have difficulties to develop
                          the conversation. Have some problems with grammar, vocabulary,
                          and pronunciation. Able to write longer text. most of the time
                          understand English speaker, Reading skill is good enough
   4 Intermediate   : able to get involve in conversation. Still find a few problems in
                          grammar, vocabulary, and pronunciation. Able to write acceptable essay
   5 Advanced   : fluent and natural in conversation, do not find difficulties in grammar,
                          vocabulary, and pronunciation. Master writing and reading skill

	Skills	1	2	3	4	5
1	Speaking					
2	Listening					
3	Writing					
4	Reading					

IV Overview of Skills needed
Use the following scale for this part
   1 Never
   2 Rarely
   3 Sometimes
   4 Often
   5 Very often

A How often are you expected to use the following skills in your study?
   Please put (√) in your answer

	Skills	1	2	3	4	5
1	Speaking					
2	Listening					
3	Writing					
4	Reading					

B How often do you find difficulties with each of these skills?
   Please put (√) in your answer

	Skills	1	2	3	4	5
1	Speaking					
2	Listening					

		1	2	3	4	5
3	Writing					
4	Reading					

C. How often are you expected to use the following skills in nursing field after graduation?
   please put (√) in your answer

	Skills	1	2	3	4	5
1	Speaking					
2	Listening					
3	Writing					
4	Reading					

V. Student's Obstacles
    You have studied English for years. In your opinion, what are your obstacles in learning English?
    please put (√) in your answer

	Problems	1	2	3	4	5
1	I do not have opportunity to use English outside the classroom					
2	I do not make progress					
3	The teacher do not know how to teach English					
4	I do not like the teaching method					
5	The lesson are not useful					
6	The language is too difficult to master					
7	The pronunciation is too difficult to master					
8	The grammar is too difficult too master					
9	The vocabularies are too difficult to master					
10	The materials are not interesting					
11	The materials are too difficult					
12	The materials are too easy					
13	The materials are not suitable for my needs					
14	I can't master listening skill					
15	I can't master speaking skill					
16	I can't master reading skill					
17	I can't master writing skill					
18	I can only master passive English					

VI. Students Expectation toward The Teacher
    Please put (√) in your answer.   During English Lesson, I would like my teacher to:

	Expectation	1	2	3	4	5
1	Use both English and Bahasa Indonesia					
2	Use English only					
3	Give more ESP material about nursing					
4	Correct my mistakes in pronunciation					
5	Correct my mistakes in grammar					

6	Give more opportunity to practice active English				
7	Use more various material				

Kuesioner tentang NEED ANALYSIS untuk mahasiswa Program Studi Keperawatan
Universitas Ngudi Waluyo Ungaran

I. Latar Belakang

1   Responden
     a. Nama
     b. Jenis Kelamin
     c. Usia

2   Menurut Anda, pentingkah menguasai Bahasa Inggris?

    ☐ Ya   ☐ Tidak

Jika Ya, mengapa anda perlu mempelajari Bahasa Inggris? Centang (√) pada pernyataan berikut, Anda dapat memilih lebih dari satu

☐ untuk bekerja sebagai perawat di luar negeri

☐ beberapa/ semua materi tertulis yang berhubungan dengan pekerjaan sebagai perawat menggunakan Bahasa Inggris

☐ untuk melakukan korespondensi dalam Bahasa Inggris

☐ untuk mengikuti program pelatihan berbahasa Inggris

☐ Lainnya (tolong sebutkan)

_____
_____
_____
_____
_____

3 Apakah Anda suka belajar Bahasa Inggris

    ☐ Ya   ☐ Tidak

Mengapa? tolong sebutkan alasannya

_____
_____
_____
_____
_____

II. Keterampilan dalam Bahasa Inggris

Bagaimana Anda menilai pentingnya Bahasa Inggris dalam bidang keperawatan?
Centang (√) pada kolom yang sesuai

Gunakan skala berikut untuk bagian keterampilan Berbahasa Inggris
1   Tidak penting
2   Agak penting
3   Cukup penting
4   Penting
5   Sangat penting

	Keterampilan Berbicara (Speaking)	1	2	3	4	5
1	Menyampaikan presentasi					
2	Menelefon					
3	Berpartisipasi dalam rapat formal, seminar					
4	Berbicara dengan pasien asing					
5	Berpicara dengan rekan kerja asing					
6	Memberikan pendapat dan saran					
7	Bertanya dan memberi informasi					
8	Menyampaikan laporan lisan					
9	Melakukan wawancara kerja					
10	Memberi instruksi					
11	Menjelaskan prosedur asuhan keperawatan					
12	Menjelaskan kondisi pasien					
13	Berbicara dalam situasi kehidupan sehari hari					

	Keterampilan mendengarkan (Listening)	1	2	3	4	5
1	Mendengarkan presentasi, seminar, dan rapat					
2	Mendengarkan pasien asing yang bicara dalam Bahasa Inggris					
3	Mendengarkan rekan kerja asing yang bicara dalam Bahasa Inggris					
4	Mendengarkan percakapan telefon					

	Keterampilan Menulis (Writing)	1	2	3	4	5
1	Menulis surat lamaran kerja					
2	Menulis laporan					
3	Berkomunikasi melalui email					
4	Membuat teks dekriptif tentang asuhan keperawatan					
5	Mengisi formulir pasien					
6	Menerjemahkan buku, jurnal, artikel					

6	keperawatan					
7	Membuat ringkasan dari buku, jurnal, dan artikel keperawatan					
8	Menulis prosedur keperawatan					

	Kemampuan Membaca (Reading)	1	2	3	4	5
1	Membaca buku, artikel, dan jurnal keperawatan					
2	Membaca instruksi tertulis					
3	Membaca label obat					
4	Browing internet dalam Bahasa Inggris					
5	Melakukan *skimming* (membaca teks dengan cepat untuk mencari topik utama)					
7	Melakukan *scanning* (melihat teks dengan cepat untuk mencari informasi tertentu)					
8	Membaca iklan tertulis yang berkaitan dengan bidang keperawatan					

	Struktur Bahasa	1	2	3	4	5
1	Menggunakan kosakata yang tepat					
2	Menguasai istilah keperawatan					
3	Membuat struktur kata (kata benda, majemuk, dll)					
4	Menggunakan struktur grammar (kalimat pasif, tenses, dll)					
5	Menggunakan tanda baca, ejaan, dan penggunaan huruf kapital dengan tepat					
6	Menyusun paragraf: kalimat topik kalimat pendukung, kesimpulan					
7	Menguasai format penulisan karya ilmiah					
8	Mengetahui penekanan kata					
9	Menggunakan intonasi dengan tepat					
10	Menyimpulkan arti kata dari konteks					
11	Mengekspresikan *like and dislike* (suka dan tidak suka)					
12	Menyimpulkan informasi penting dari teks yang lebih panjang					
13	Mengetahui penanda kohesi					
14	Mengidentifikasi topik utama sebuah teks					

Jika Anda memiliki saran ataupun komentar mengenai keterampilan Bahasa Inggris bagi mahasiswa keperawatan yang dapat berguna baik bagi mahasiswa itu sendiri maupun bagi institusi pendidikan, mohon dituliskan di bawah ini

III. Analisa Pribadi

Menurut Anda, pada level apakah kemampuan Bahasa Inggris Anda?

Centang (√) pada kolom yang sesuai

Gunakan skala ini untuk bagian Analisa Pribadi

1 Pre Elementary : Pengetahuan tentang kosakata dan grammar sangat terbatas. Pengucapan sangat dipengaruhi oleh Bahasa Indonesia. Mampu menulis dan membaca kalimat. seringkali tidak memahami orang berbicara dalam Bahasa Inggris

2 Elementary : mampu melakukan percakapan singkat pada topik tertentu, menguasai kosakata yang cukup tapi grammar terbatas. Mampu membaca dan menulis teks sederhana, terkadang tidak memahami orang berbicara dalam Bahasa Inggris

3 Pre-Intermediate : cukup lancar bicara pada topik tertentu tapi masih mengalami kesulitan untuk mengembangkan percakapan. memiliki masalah dengan grammar, kosakata, dan *pronunciation,* mampu menulis teks yang lebih panjang

4 Intermediate : mampu terlibat dalam percakapan, masih menemui beberapa masalah dalam *grammar, vocabulary*, dan *pronunciation*. Mampu menulis essay.

5 Advanced : fasih dan alami dalam percakapan, tidak menemui masalah dalam *grammar*, *vocabulary*, dan *pronunciation*. Menguasai keterampilan *writing* dan *reading*

	Keterampilan	1	2	3	4	5
1	Speaking					
2	Listening					
3	Writing					
4	Reading					

IV Gambaran keterampilan yang dibutuhkan

Gunakan skala berikut untuk bagian selanjutnya

1 Tidak pernah

2 Jarang

3 Terkadang

4 Sering

5 Sangat sering

A Seberapa seringkah Anda diminta menggunakan keterampilan di bawah ini pada perkuliahan di dalam kelas? Centang (√) pada kolom yang sesuai

	Keterampilan	1	2	3	4	5
1	Speaking					
2	Listening					
3	Writing					
4	Reading					

B Seberapa sering Anda mengalami kesulitan dengan Keterampilan Bahasa Inggris?
   Centang (√) pada kolom yang sesuai

	Keterampilan	1	2	3	4	5
1	Speaking					
2	Listening					
3	Writing					
4	Reading					

C. Seberapa sering Anda akan diminta menggunakan keterampilan Bahasa Inggris pada
   bidang keperawatan setelah Anda lulus kuliah? Centang (√) pada kolom yang sesuai

	Keterampilan	1	2	3	4	5
1	Speaking					
2	Listening					
3	Writing					
4	Reading					

V. Kendala Mahasiswa
    Menurut pendapat Anda, apa sajakah kendala yg Anda hadapi dalam belajar Bahasa
    Inggris? Centang (√) pada kolom yang sesuai

	Problems	1	2	3	4	5
1	Saya tidak memiliki kesempatan praktek Bahasa Inggris di luar kelas					
2	Saya tidak mengalami kemajuan					
3	Guru tidak mengusai cara mengajar Bahasa Inggris					
4	Saya tidak menyukai metode mengajar yang digunakan guru saya					
5	Pelajaran Bahasa Inggris tidak berguna					
6	Bahasa Inggris terlalu sulit					
7	Pronunciation (pengucapan) terlalu sulit					
8	Grammar terlalu sulit untuk dikuasai					
9	Kosakata terlalu sulit untuk dikuasai					
10	Materi tidak menarik					
11	Materi terlalu sulit					
12	Materi terlalu mudah					
13	Materi tidak sesuai dengan kebutuhan saya					
14	Saya tidak dapat menguasai Listening skill					
15	Saya tidak dapat menguasai Speaking skill					
16	Saya tidak dapat menguasai Reading skill					

		1	2	3	4	5
17	Saya tidak dapat menguasai Writing skill					
18	Saya hanya dapat menguasai Bahasa Inggris pasif					

VI. Harapan mahasiswa terhadap guru

Dalam perkuliahan Bahasa Inggris, saya berharap guru saya akan:

	Expectation	1	2	3	4	5
1	Menggunakan Bahasa Inggris dan Bahasa Indonesia					
2	Hanya menggunakan Bahasa Inggris					
3	Mengajar lebih banyak materi Bahasa Inggris keperawatan					
4	Mengkoreksi kesalahan pengucapan saya					
5	Mengkoreksi kesalahan grammar saya					
6	Memberi lebih banyak kesempatan untuk mempraktekkan Bahasa Inggris aktif					
7	Menggunakan materi yang lebih beragam					

Need Analysis Questionnaire for English Lecturers of Nursing Program
at Ngudi Waluyo University Ungaran

I. Background Information

  1 Respondent

    a. Name

    b. Sex

    c. Age

II. ENGLISH SKILLS

How would you rate the importance of English for students in **nursing field**?
Put (√) on the appropriate column

Use the following scale for English Skills part
  1 Unimportant
  2 Rarely
  3 Sometimes
  4 Important
  5 Very important

	Speaking skills	1	2	3	4	5
1	Delivering presentation					
2	Making telephone calls					
3	Participating in formal meetings, seminars					
4	Speaking to foreign patients					
5	Speaking to foreign colleagues					
6	Giving opinion and advice					
7	Asking and giving information					
8	Giving oral report					
9	Having interview					
10	Giving instruction					
11	Explaining nursing care procedures					
12	Describing patient's condition					
13	Talking in daily life situation					

	Listening skills	1	2	3	4	5
1	Listening to presentation, seminars, and meetings					
2	Listening to English-speaking patients					
3	Listening to English-speaking colleagues					
4	Listening to phone conversation					

	Writing Skills	1	2	3	4	5
1	Writing job application letter					
2	Writing reports					
3	Writing business letter					
4	Communicating through emails					
5	Making descriptive text about nursing care					
6	Filling out patient's form					
7	Translating nursing books, journals, articles					
8	Making summary of nursing books, journals, and articles					
9	Witing procedures					

	Reading Skills	1	2	3	4	5
1	Reading nursing books, journals, and articles					
2	Reading contract					
3	Reading written instruction					
4	Reading medicine label					
5	Searching the internet in English resources					
6	Doing skimming (read a text quickly to get general idea)					
7	Doing scanning (look through a text quickly to locate specific information)					
8	Reading advertisements in nursing field					

	Language structure	1	2	3	4	5
1	Using appropriate vocabulary					
2	Mastering nursing terms					
3	Making word stucture (nominalization, compounding, etc)					
4	Using grammatical structures (passive voice, grammar, modality, conditional, etc)					
5	Using correct punctuation, spelling, and capitalization					
6	Organizing paragraph: topic sentence, supporting sentence, concluding sentence					
7	Mastering paper format					
8	Recognizing the word stress					
9	Using correct intonation					
10	Deducing word meaning from context					
11	Expressing like and dislike					
12	Inferring essential information from longer text					
13	Recognizing cohesion markers					
14	Identifying the main topic of a text					

Additional comments

If you have comments or suggestions about English skills for Nursing students thay might be helpful for the students and the University, please specify.

III. Self Analysis
In what level do you think the students' English skills are? Please put (√) in your answer

Use the following scale for Self analysis part
  1 Pre Elementary   : very limited vocabularies and grammar. Pronunciation is strongly
                           influenced by first language, able to write and read sentences,
                           most of the time do not understand English speaker
  2 Elementary   : able to do short conversation in certain topics, master sufficient
                           vocabularies, limited grammar. Able to write and read simple text,
                           sometimes do not undertand English speaker
  3 Pre-Intermediate   : quite fluent in certain topics but still have difficulties to develop
                           the conversation. Have some problems with grammar, vocabulary,
                           and pronunciation. Able to write longer text. Rarely understand
                           English speaker, Reading skill is good enough
  4 Intermediate   : able to get involve in conversation. Still find a few problems in
                           grammar, vocabulary, and pronunciation. Able to write acceptable essay
  5 Advanced   : fluent and natural in conversation, do not find difficulties in grammar,
                           vocabulary, and pronunciation. Master writing and reading skill

	Skills	1	2	3	4	5
1	Speaking					
2	Listening					
3	Writing					
4	Reading					

IV Overview of Skills needed
Use the following scale for this part
  1 Never
  2 Rarely
  3 Sometimes
  4 Often
  5 Very often

A How often are the students expected to use the following skills in the study?
   Put (√) in your answer

	Skills	1	2	3	4	5
1	Speaking					
2	Listening					
3	Writing					
4	Reading					

B How do they find difficulties with each of these skills? Put (√) in your answer

	Skills	1	2	3	4	5
1	Speaking					
2	Listening					
3	Writing					
4	Reading					

C. How often are the students expected to use the following skills in nursing field after?
graduation? Please put (√) in your answer

	Skills	1	2	3	4	5
1	Speaking					
2	Listening					
3	Writing					
4	Reading					

V. Student's Obstacles

The students have studied English for years. In your opinion, what are their obstacles in learning English?   Put (√) in your answer

	Problems	1	2	3	4	5
1	They do not have opportunity to use English outside the classroom					
2	They do not make progress					
3	The teacher do not know how to teach English					
4	They do not like the teaching method					
5	The lesson are not useful					
6	The language is too difficult to master					
7	The pronunciation is too difficult to master					
8	The grammar is too difficult too master					
9	The vocabularies are too difficult to master					
10	The materials are not interesting					
11	The materials are too difficult					
12	The materials are too easy					
13	The materials are not suitable for their needs					
14	They can't master listening skill					
15	They can't master speaking skill					
16	They can't master reading skill					
17	They can't master writing skill					
18	They can only master passive English					

VI. Students Expectation toward The Teacher

Please put (√) in your answer.   During English Lesson, the students would like the teacher to:

	Expectation	1	2	3	4	5
1	Use both English and Bahasa Indonesia					
2	Use English only					
3	Give more ESP material about nursing					
4	Correct their mistakes in pronunciation					
5	Correct their mistakes in grammar					
6	Give more opportunity to practice active English					
7	Use more various material					

Need Analysis Questionnaire for Lecturers of Nursing Program
at Ngudi Waluyo University Ungaran

I. Background Information

1 Respondent

    a. Name

    b. Sex

    c. Age

Please choose in what situations do the nursing students need the English skills?
You can choose both academic and occupational purpose if you think they are important

	Speaking skills	Academic Purpose	Occupational purpose
1	Delivering presentation		
2	Making telephone calls		
3	Participating in formal meetings, seminars		
4	Speaking to foreign patients		
5	Speaking to foreign colleagues		
6	Giving opinion and advice		
7	Asking and giving information		
8	Giving oral report		
9	Having interview		
10	Giving instruction		
11	Explaining nursing care procedures		
12	Describing patient's condition		
13	Talking in daily life situation		

	Listening skills	Academic Purpose	Occupational purpose
1	Listening to presentation, seminars, and meetings		
2	Listening to English-speaking patients		
3	Listening to English-speaking colleagues		
4	Listening phone conversation		

	Writing Skills	Academic Purpose	Occupational purpose
1	Writing job application letter		
2	Writing reports		
3	Writing business letter		
4	Communicating through emails		
5	Making descriptive text about nursing care		
6	Filling out patient's form		
7	Translating nursing books, journals, articles		
8	Making summary of nursing books, journals, and articles		
9	Witing procedures		

	Reading Skills	Academic Purpose	Occupational purpose
1	Reading nursing books, journals, and articles		
2	Reading contract		
3	Reading written instruction		
4	Reading medicine label		
5	Searching the internet in English resources		
6	Doing skimming (read a text quickly to get general idea)		
7	Doing scanning (look through a text quickly to locate specific information)		
8	Reading advertisements in nursing field		

Additional comments

If you have comments or suggestions about English skills for Nursing students thay might be helpful for the students and the University, please specify.

_____

_____

_____

_____

_____

_____

_____

_____

Kuesioner tentang NEED ANALYSIS untuk Stakeholders
Program Studi Keperawatan Universitas Ngudi Waluyo Ungaran

I. Latar Belakang
1. Responden
   a. Nama
   b. Jenis Kelamin
   c. Usia

Pada situasi apakah mahasiswa keperawatan membutuhkan kemampuan Bahasa Inggris?
(Anda dapat memililh lebih dari satu jika Anda rasa kedua bidang baik akademik dan pekerjaan sama-sama membutuhkan keterampilan tersebut

	Keterampilan Berbicara (Speaking)	Bidang akademik	Bidang pekerjaan
1	Menyampaikan presentasi		
2	Menelefon		
3	Berpartisipasi dalam rapat formal, seminar		
4	Berbicara dengan pasien asing		
5	Berpicara dengan rekan kerja asing		
6	Memberikan pendapat dan saran		
7	Bertanya dan memberi informasi		
8	Menyampaikan laporan lisan		
9	Melakukan wawancara kerja		
10	Memberi instruksi		
11	Menjelaskan prosedur asuhan keperawatan		
12	Menjelaskan kondisi pasien		
13	Berbicara dalam situasi kehidupan sehari hari		

	Keterampilan mendengarkan (Listening)	Bidang akademik	Bidang pekerjaan
1	Mendengarkan presentasi, seminar, dan rapat		
2	Mendengarkan pasien asing yang bicara dalam Bahasa Inggris		
3	Mendengarkan rekan kerja asing yang bicara dalam Bahasa Inggris		
4	Mendengarkan percakapan telefon		

	Keterampilan Menulis (Writing)	Bidang akademik	Bidang pekerjaan
1	Menulis surat lamaran kerja		
2	Menulis laporan		
3	Berkomunikasi melalui email		
4	Membuat teks dekriptif tentang asuhan keperawatan		
5	Mengisi formulir pasien		
6	Menerjemahkan buku, jurnal, artikel		

		Bidang akademik	Bidang pekerjaan
	keperawatan		
7	Membuat ringkasan dari buku, jurnal, dan artikel keperawatan		
8	Menulis prosedur keperawatan		

	Kemampuan Membaca (Reading)	Bidang akademik	Bidang pekerjaan
1	Membaca buku, artikel, dan jurnal keperawatan		
2	Membaca instruksi tertulis		
3	Membaca label obat		
4	Browing internet dalam Bahasa Inggris		
5	Melakukan *skimming* (membaca teks dengan cepat untuk mencari topik utama)		
7	Melakukan *scanning* (melihat teks dengan cepat untuk mencari informasi tertentu)		
8	Membaca iklan tertulis yang berkaitan dengan bidang keperawatan		

Jika Anda memiliki saran ataupun komentar mengenai keterampilan Bahasa Inggris bagi mahas
keperawatan yang dapat berguna baik bagi mahasiswa itu sendiri maupun bagi institusi pendidil
mohon dituliskan di bawah ini

_____
_____
_____
_____
_____
_____
_____