NEEDS ANALYSIS OF ENGLISH FOR NURSE FOR BULUKUMBA NURSING ACADEMY STUDENTS

(ANALISIS KEBUTUHAN BAHASA INGGRIS KEPERAWATAN BAGI MAHASISWA AKPER BULUKUMBA)

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Abstrak


Kata kunci: Analisis Kebutuhan, Silabus, ESP

Abstract

Bahasa Inggris is taught as a general subject in non-English majors, like in Bulukumba Nursing Academy. Ideally, the material taught should be adapted to their major or known as SP (English for Specific Purpose). Perceptions from various parties related to Akper Bulukumba are needed to know how important English is for their career as nurses and the appropriate material. The purpose of this writing is to describe the perceptions of students, alumni, teachers and users of graduates about the role of English at Akper Bulukumba, and to design the English syllabus for Akper Bulukumba students. This research uses descriptive analysis method with subjects of 6th semester students, alumni working in Andi Sultan Dg. Raja Bulukumba, foreign hospitals, English teachers, and users of graduates, totaling 52 people using purposive sampling method. Data collection was done by distributing questionnaires to identify students' needs and goals. Data was analyzed using descriptive statistics. The results of this study show that generally respondents believe English is very important to be taught in Akper Bulukumba. English is taught as a general subject, but students expect relevant material and teaching methods to motivate them. The appropriate English syllabus for Akper Bulukumba students is the topical syllabus based on topics or themes. Relevant topics include special material, general material, and recommended material. Key words: Needs Analysis, Syllabus, ESP

Abstract
English in university is given as General English Subject for non-English students at Bulukumba Nursing Academy. Ideally, the teaching material should be adjusted to the major called English for Specific Purpose. Perceptions from some related parties are needed to measure the importance of English for the nurse’s carrier and the suitable material based on their needs. The objectives of this writing were to describe the perceptions of the students, graduates, lecturers and stakeholders on the role of studying English at Bulukumba Nursing Academy, and to design syllabus of English for students of Bulukumba Nursing Academy. This research used descriptive method. The participants of the research were the sixth semester students of Bulukumba Nursing Academy, the graduates, English lecturers, and stakeholder. The total participant of this research was 52 participants which were selected based on purposive sampling techniques. The collection of the data was done by distributing the questionnaires to the participants to identify the students’ needs to attend the Nursing Department. The data were analyzed by applying descriptive statistics. The findings of the research indicated that most participants believed that English is very important to be taught at Nursing Academy Bulukumba. English is taught as general course but the students expect more relevant materials to their task in the clinical practice or work place, that is why the lecturer must design the material and teaching method to motivate the students. The appropriate syllabus for nursing students at Bulukumba Nursing Academy is the topical syllabus which is organized by the topics or themes. The suitable topics consist of content-subjects, general subjects and suggested subjects.

**Key words**: need analysis, syllabus, ESP

1. Introduction

1.1 Background

The teaching of English for Specific Purpose (ESP) in Indonesia, especially at university level is not limited to the English department but also to non-English department such as economy, law, health, and nursery department. However, it seems that the position of English subject at those non-English departments is only as a basic subject for fresh students or General Basic Subject (MKDU) and the materials only provide general English. Ideally, the English materials in non-English department should talk about specific English according to its department, for example economic department teaches English for economy, law department teaches English for law, and nursing department teaches English for nurse. Such fact is contradictory to the reason of the emergence of ESP as mentioned.

Another aspect that should be considered is the students’ readiness to adapt themselves to the demands of international market, and anticipate the challenge of the globalization nowadays. The growing technology and the increasing demands of competition going on at work makes the graduates of academy or university in charge for an employee, so that they must have a sufficient competence because they have to compete with Indonesian labor and also foreign labor. English language ability must be a capacity owned by the students to win the competition in the job market after they graduate.

World Health Organization (WHO) predicts that in 2015 the demand of the health workers especially nurses will reach 70 million in the world. It means that in Indonesia nowadays there is a ‘‘Temporary surplus’’ of 431 institutions producing almost 30,000 nurses annually but a very limited occupancy. The problem might be solved by preparing and sending them to enter the global market equipped with the competency that meets international requirements (Masfury et al., 2007: 52).

The demand for nurse in developed countries like America, Canada, Europe, Australia, Japan, and Middle-East has risen drastically since 1980.
It was predicted that the demand for professional nurse in America in 1980 was only about 200,000 nurses, and become 500,000 nurses in 2020 in order to espouse the demand for nurses in America (Rijadi, 2005). Furthermore, in all these developed countries, the need of nurse will reach one million in 2020 (Atienza, 2004 in Rijadi, 2005). However, in Jogjanews website, it was stated that even though the demand or requirements for nurse abroad is available, the mastery of foreign language such as English is still the main problem of the nurses. Kirnantoro, the chairman of the national nurses association in Jogjanews website said that many nurses did not pass the recruitment of professional nurse abroad, because they are lack of language competence, especially English. He further said that in 2009, Japan provided 1000 available positions for nurse, but only 104 of them passed the English test.

This fact strongly indicates that the teaching of English for nurse students (in the context of ESP) is indispensable. It also indicates that the teaching of English should be based on the students’ need, which is the situation in which the learners will use the language as their skill. Therefore, before designing a course, curriculum, syllabus and materials, the designer should pay attention to the students’ needs, and one of the tools to get information about the students’ needs is the needs analysis.

Needs analysis is very important in planning any kind of program, especially language, and it also shows us that we cannot put the students’ needs, wants, and interest aside in designing a language program. If we ignore them the teaching and the learning goal will not be achieved. Moreover, we need to consider the target population whether they can provide useful information in meeting the purposes of the needs analysis. It refers to the people about whom information will be collected. It might include policy makers, students, teachers, parents, employers, and community agencies. Within target group, subcategories might be needed to provide different perspectives on need.

This writing aimed to describe the perception of the students, graduates, English lecturers of Bulukumba Nursing Academy and alumni users toward the role of studying English at Bulukumba Nursing Academy of, and also to design a syllabus of English for students of Bulukumba Nursing Academy.

1.2 Statement of The Problems

The problem statements of this writing formulate as follows,

a. How is the students’, graduates’, English lecturers’, and users’ perception about the role of studying English at Bulukumba Nursing Academy?

b. What specific needs regarding English learning do the students’ needs?

1.3 Objective

In relation to the statement of the problem, the objectives of this writing are:

a. to describe the perception of the students, graduates, English lecturers, and users towards the role of studying English at Bulukumba Nursing Academy.

b. to design a syllabus of English for students of Bulukumba Nursing Academy.

1.4 Methods

In this writing, the researchers applied descriptive research design that was administering a set of procedures for describing, analyzing, and interpreting quantitative data of the needs of English for Nurses for students of Bulukumba Nursing Academy. It was carried out by doing both field study and literature study. Literature study involved reading some references that were relevant to the writing. It aims to find out the suitable topics for the nursing students. The product was the syllabus which meets the needs of nursing English for students of Bulukumba Nursing Academy.

The subjects for this writing were the sixth semester students of Bulukumba Nursing Academy in the academic year 2012/2013 with the total number of 130 students. Others were
the graduates who have been working at RSUD Andi Sultan Dg. Raja Bulukumba and at the hospital in foreign countries, that are in Japan, Saudi Arabia, and United States of America; English lecturers who have experiences in English teaching at Bulukumba Nursing Academy; and the users who employ the graduates as nurses.

Bulukumba Nursing Academy students have 130 students in five classes. The researchers decided to take only 20% of the total students, namely 26 students for all classes. There were twenty two graduates who have been working at RSUD Andi Sultan Dg. Raja Bulukumba and at the hospitals in foreign countries; two English lecturers who have experiences in teaching English at Bulukumba Nursing Academy; and two users who employ the graduates as nurses. The users in this research were a director of RSUD Andi Sultan Dg. Raja Bulukumba and one specialist doctor.

The primary data of this writing were the needs analysis of English for Nurses. Especially, the data covered four majors data classification, namely the students’, the graduates’, the lecturers’ of English, and the users’ perception of the role of studying English at Bulukumba Nursing Academy. The data were used as a reference to design a syllabus.

In obtaining the data of this research, the researcher used two kinds of instrument, namely questionnaire and interview. The questionnaire was used to identify the perceptions of the students, graduates, English lecturers, and the users on the role of studying English in Bulukumba Nursing Academy and the interview was used to crosscheck and validate the data obtained from the questionnaires. The questionnaires were distributed in two places. Those for the students and the English lecturers were distributed in the campus of Bulukumba Nursing Academy and those for the graduates and the users were distributed in the hospital of RSUD Andi Sultan Dg. Raja Bulukumba.

2. Theoretical Framework

Needs analysis is the fundamental process in designing syllabus. Although there is no clear cut definition of ESP, all ESP schools agree that in designing an ESP course, needs analysis must be prioritized. The information was not only from the students’ learning needs, wants, desires, etc. The process also involves the expectations and requirements of other interested parties such as the graduates, English lecturers, and other people who were impacted by the program such as the employers or users.

Hutchinson and Waters (1992: 2) gave definition of ESP based on two criteria and a number of characteristics. First, ESP is normally goal directed. It means that the students study English not because they are interested in the English language (or English-language culture) but they need English for specific purposes, i.e. for work purposes. Second, an ESP course is based on a needs analysis, which aims to specify closely as possible what exactly it is that students have to do through the medium of English.

Meanwhile, the characteristics are, firstly, in ESP course there is usually a very clearly specified time period for the course, in which their objectives have to be achieved. Secondly, ESP course is likely to be attended by adults rather than children. It is often assumed that ESP students will not be
There were some related studies in supporting the result of this writing, they are:

1. Kaimuddin (2009) was doing research entitled “English Syllabus Design for College Students of Avionic Technology Makassar”. The study deals with the type of English needed by the students and the graduates of Makassar Avionic Technology College to support the students’ academic career and the graduates’ needs. The results of the study are three kinds of syllabi: 1) Content-based syllabus: language form, notion and function; 2) content-based syllabus: situation; and 3) Content-based syllabus: theme. The study also provides a lexical syllabus which is related to the functional/notional syllabus and situational/topical syllabus.
2. Baharuddin (2007) conducted a research “Developing content-based syllabus for nursing students’ at Politeknik Kesehatan Makassar”. The result of his study indicated that the appropriate syllabus for nursing Students at Politeknik Kesehatan Makassar is the topical syllabus which is organized by the topics or themes. The suitable topics consist of content-subject, general subject and suggested subjects.

3. Nursjam (1998) conducted a research on students’ needs at the Ujung Pandang State Academy of Tourism in learning English as a Foreign Language. The main objectives of this study were to disclose the kind of English that should be learnt in the Academy of Tourism as hotel communication, identifying the level of proficiency, and the varieties of English communication problems by the learners at hotel operation. She tried to identify the learners’ communication needs especially at the hotel. Unfortunately she did not identify the communicative events and the communicative activities then come to language form.

   In her research she did not carry out need analysis which is regarded as the criteria to ESP, although she put forward on its scope of the study that it is a part of ESP. The result of this research indicated that the English teaching materials taught at campus were relevant to the English used at hotel and the main problem of the Academy of Tourism students was speaking and listening especially when they are talking to English native speakers.

4. Hardiningsih (1998) conducted a research “An Analysis of English Language Needs by commerce students at Politeknik Diponegoro”. The study aimed to identify the language forms that the students will likely need to use in the target language. The study led to an analysis of the important language skills needed by the students, so the course will address them effectively.

   Her study showed that the commerce graduated of Polytechnic Diponegoro was somewhat unsatisfactory. The graduate claimed that materials taught was less relevant to what they actually needed in the job. English lecturers applied inappropriate methods or approach. The employers’ judgment towards the graduates’ use of English was unsatisfactory. The limitations of Hardiningsih’s research were: she didn’t provide the target situation analysis, she didn’t come to curriculum development, and she didn’t provide the syllabus design, or at least to revise the syllabus.

   Different from the previous researches, this writing tries to extend the scope. The study was surveyed the perception of the students, graduates, English lecturers, and the users towards the role of studying English at Bulukumba Nursing Academy. After conducting the research, the researchers were design the syllabus which meets the needs of Bulukumba Nursing Academy students.

3. Discussion and Findings

3.1 The students’ Perception of the Role of Studying English in Bulukumba Nursing Academy

   Referring to the questionnaire items on the students’ perception, the writers found the following.

   a. The students of Bulukumba Nursing Academy had the average attendance of 93.57% which could be classified into good interest.

   b. There are 18 respondents (69.23%) who claimed that they needed longer hour per session. They thought that the present allocated time was not enough. It means that they wanted to learn more and it proved that they had good attitude towards English.

   c. The most positive response in the questionnaire was the majority of respondents (88.45%) thought that English was very important. However, there were 11.53% of respondents who gave negative responses to this statement; by saying English...
was not important. It seemed that those who claimed that English was not important were those who did their job training at the hospital in which English was not needed at all.

d. In terms of relevancy of English material to the nursing academy, the highest rate (84.61%) is students who claimed that the material is irrelevant. Only 15.38% students claimed that the English material is relevant. Indeed, teachers need to be trained in the preparation of course design.

e. When asked about the kind of English material needed by the students, the highest percentage (76.92%) said that they needed both general English and English for Nurse than just English for Nurse or general English. The main problem was that English for Nurse materials might not be available commercially, while the English lecturers may not be capable to provide or to produce in-house material since they had never been trained on the skill and technique of material writing. In the writer’s opinion, English teaching at nursing academy should be mainly stressing on “English for Nurse”. Hence, the materials should be directed towards the achievement or knowledge about English for Nurse. Although an enormous diversity of commercial textbook are available to support every kind of ESP program, there are some reasons in which commercial textbook could not fulfill the learners need due to: 1) lack of focus on students’ needs, since commercial textbook is also a matter of business, no wonder if commercial textbook mostly covers general needs; 2) lack of local content (it doesn’t consider cultural and geographical diversity); and 3) lecturer who lacks of basic knowledge on medical or nursing may fail to examine the textbook carefully and assume that the teaching decision mode on the textbook is more reliable than those they could make themselves.

f. In terms of methodology, most respondents (46.15%) claimed that they preferred group discussion. Since the equipments, appliances, had tools or measurements available on site, the practical demonstration is very suitable. There was a direct interaction between the lecturers and the students.

3.2 The Graduates’ Perception of the Role of Studying English in Bulukumba Nursing Academy

Referring to the questionnaire items on the graduates’ perception, the writers found the following.

a. Based on the respondents’ answers referring to the graduates’ satisfaction about studying English at Bulukumba Nursing Academy, it shows that 68.17% respondents said it was unsatisfactory and 27.27% said fairly satisfactory and only one respondent (4.54%) said it was satisfactory. It seems that studying English at Bulukumba Nursing Academy did not meet the graduates’ needs in their work field.

b. When the respondents were asked about their ability in communicating in formal situation most of the respondents (81.81%) were unsatisfactory. They thought that they were lacking in speaking English in formal situation.

c. Graduates’ response on question of needs of English skills by graduates, namely the first was speaking skill with the percentage of 81.81%, the second was reading skill with the percentage of 72.72%, and the third was listening and writing skills with the percentage of consequently 70.82% and 68.64%. Based on such information, it indicated that more respondents considered that speaking and reading should be the most emphasized activities in English teaching process.

d. In terms of relevancy between job and educational background, the highest percentage (95%) is graduates who claimed that their current job was relevant to their educational background. Only one graduate gave less relevant respond. Most of the
But internet and multimedia were more dominant than the other resources.

d. Based on the respondents’ answers on the questions referring to the English skills found interesting by the Students, both respondents stated that most of the students were interested in speaking skill than any other skills. It could indicate that speaking skill should be emphasized in English teaching process for the nursing student at Bulukumba Nursing Academy.

e. When the respondents were asked about the advantage of learning English for the students, both respondents claimed that the benefit was to continue study (50%), better job or carrier (31.81%), pass the test (18.18%), and only one respondent claimed promotion as the advantage of learning English.

3.4 The Users Perception of the Role of Studying English at Bulukumba Nursing Academy

a. The users’ perception of ESP showed very positive response. It was indicated by the respondents’ answer. One respondent said that English subject at Bulukumba Nursing Academy was very important and the other respondent said important.

b. Almost same with the other respondents, the users also claimed that English class session required showed that the present allocated time was not enough. The respondent believed that the amount of time available for teaching English at Bulukumba Nursing Academy ought to be added, from two hours per session to four hours per session.

c. Referring to the material resources used for teaching English, both respondents stated that multimedia and internet could be used as material resources based on the technological development.

d. Regarding the priority of English language skills, one respondent stated that reading skill was the priority and the other respondent stated that speaking skill was the priority. Such data indicated that the users

3.3 The English Lecturers’ Perception of the Role of Studying English at Bulukumba Nursing Academy

a. On the question about teaching English subject at Bulukumba Nursing Academy mostly the respondents were satisfied although most of the respondents claimed that the students were lack on speaking and listening.

b. English class session required showed that the present allocated time was not enough. The respondent believed that the amount of time available for teaching English at Bulukumba Nursing Academy ought to be added, from two hours per session to four hours per session.

c. The material resources used for teaching English came from textbook, worksheet, hand book, internet, and multimedia. They used it as an integrated material resource.

d. The advantage of learning English in this research was the situation where English would be used after the students graduate. It could also be interpreted as the effect of English knowledge on professional career. Based on that, the answers are to continue study (50%), better job or carrier (31.81%), pass the test (18.18%), and only one respondent claimed promotion as the advantage of learning English.

e. Most graduates (53%) claimed that their English knowledge has helped them in their professional career. 23.52% of them also said that their English knowledge was highly considered or valued to pass their job recruitment. The graduates also claimed that because of their English knowledge, they had been sent to study overseas (17.64%), got promotion (64.70%), and got better salary (17.64%). When the students did their job training, their English knowledge has helped them very much, especially those who joined job training abroad.
as the respondents considered that speaking and reading should be the first priority in English teaching process for the nursing students at Bulukumba Nursing Academy.

e. Based on the respondents’ answers on the questions of the effect of English knowledge on professional career, both respondents stated that the competence in English advanced the students’ professional career.

f. Regarding the users’ perception about the target situation, both of them stated that when the students finished their diploma on nursing, they would have the opportunity to work at local health services or those in foreign countries.

3.5 The Appropriate Syllabus for Nursing Students

The necessity to design appropriate syllabus for nursing students was reflected from the perceptions and the needs revealed from the research. The syllabus should mainly focus on the students’ speaking skill and support other skills in the hope to enable the students to develop their ability to communicate in English as the main priority in learning English course. The other skill, such as reading, listening, and writing should also be encouraged proportionally based on the students’ target needs. All needs analysis strongly recommended the importance of having a model of syllabus which was suitable for the students at Nursing Academy.

In designing the syllabus for the nursing students, the writer tries to combine several kinds of syllabus commonly found in current ESL courses, namely structural syllabus, situational syllabus, topical syllabus, and functional syllabus.

Recommended Syllabus for Nursing Students

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<tr>
<th>No.</th>
<th>Objective</th>
<th>Topics and Sub Topics</th>
<th>Method</th>
<th>Strategy</th>
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</table>
| 1   | The students are able to identify medical terms. | 1. **General Terms**  
1.1. Admission to a Hospital  
1.2. Giving Advice  
1.3. Establishing a Relationship  
1.4. Job Interview  
1.5. Giving Direction  
2. **Medical Terms for Nurse**  
2.1. Anatomy of Human Body/ Vital Organ  
2.2. Medical Equipment  
2.3. Nursing Ethics  
2.4. Kinds of Diseases  
2.5. Nursing Basic Concept  
2.6. Impact of drugs Abuse  
2.7. Nursing Documentation  
2.8. The Blood System  
2.9. Sanitation  
2.10. Food Hygiene | 1. Communicative Language Learning (CLL)  
2. Explanation task based  
3. Tutorial teaching  
4. Discussion  
5. Explanation | 1. Reading passage  
2. Ask question  
3. The students explain their own thoughts & ideas | 4. Discussion  
5. Laboratory |
| 2   | The students are able to classify the words, form, and meaning | 2. **Word Classification**  
2.1. Word Class  
2.2. Word Formation  
2.3. Word Meaning  
2.4. Structure  
2.5. Assignment | Idem | Idem |
| 3   | The students are able to communicate in nursing intervention | 3. **Communication in Nursing**  
3.1. Structure  
3.2. Reading Passage Related to Ward | Idem | Idem |
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| 4 | The students are able to explain the health and illness concept | 3.3. Speaking  
3.4. Assignment  
4. **Drugs and Medication**  
4.1. Preparing for Medication  
4.2. Oral and Topical  
4.3. Parenteral Medication  
4.4. Intravenous Medication  
5. **Speaking on the Telephone**  
5.1. Struture  
5.2. Vocabulary Related to Daily Activity and Clinical Area  
5.3. Speaking and Listening Practice  
5.4. Assignment  
4. **Health and Illness Concept**  
4.1. Conceptual Basess for Human  
4.2. Native of Human Rythms  
4.3. Alteration in Rhythms  
4.4 Nursing Assessment  |
|   | 5 | The students are able to describe and protect the infectious disease |
|   | 6 | The students are able to mention and explain the homeostasis and pathophysiology process. |
|   | 7 | The students are able to explain the concept of stress and adaptation |
|   | 8 | The students are able to explain the human response to illness |
|   |   | 1. Communicative Language Learning (CLL)  
2. Explanation task based  
3. Tutorial teaching  
4. Discussion  
5. Explanation |
|   |   | 1. Asking question  
2. The students explain their own thoughts & ideas  
3. Discussion |
|   |   | Idem  
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<tr>
<th>Chapter</th>
<th>Topics</th>
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<tr>
<td>9</td>
<td>The students are able to perceive and apply the nursing care plan toward the client by implementing the nursing practice to fulfill the patients’ need. <strong>Fluid and Electrolytes Balance and Disturbance</strong>&lt;br&gt;9.1. Fundamental Concept&lt;br&gt;9.2. Fluid Volume Disturbance&lt;br&gt;9.3. Sodium Imbalance&lt;br&gt;9.4. Potassium Imbalance&lt;br&gt;9.5. Calcium Imbalance&lt;br&gt;9.6. Acid Base Disturbance&lt;br&gt;9.7. Dehydration Management</td>
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<td>10</td>
<td>The students are able to explain and apply the clinical interviewing. <strong>Clinical Interviewing</strong>&lt;br&gt;10.1. The Role of Nurse&lt;br&gt;10.2. The Health History&lt;br&gt;10.3. Ethical Consideration in Data Collection&lt;br&gt;10.4. Basic Guideline for Interviewing&lt;br&gt;10.5. Content of Interview&lt;br&gt;10.6. Other Health History Formats&lt;br&gt;10.7. Remainder of the Database</td>
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<td>11</td>
<td>The students are able to explain and apply the nursing treatment. <strong>Nursing Treatment</strong>&lt;br&gt;11.1. Assessing Musculoskeletal Function&lt;br&gt;11.2. Positioning, Moving and Transferring the Patients&lt;br&gt;11.3. Bed Marking&lt;br&gt;11.4. Exercising and Ambulating&lt;br&gt;11.5. Protecting the Immobile Client&lt;br&gt;11.6. Measuring Intake and Output</td>
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<td>12</td>
<td>The students are able to diagnose and apply the nursing process. <strong>Nursing Process</strong>&lt;br&gt;12.1. Assessment&lt;br&gt;12.2. Diagnostic Statement&lt;br&gt;12.3. Nursing Care Plan&lt;br&gt;12.4. Implementation&lt;br&gt;12.5. Evaluation</td>
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<td>13</td>
<td>The students are able to detect and apply the nursing science in nursing science in nurses practicing by implementing the nursing care related. <strong>Medical Surgical Nursing/Internal Medical Nursing</strong>&lt;br&gt;13.1. Urinary and Renal Function&lt;br&gt;13.2. Assessment of Urinary and Renal Function&lt;br&gt;13.3. Management of Patient with Urinary and Renal</td>
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14. Emergency Care Nursing

14.1. Nursing in Emergency Condition
14.2. Priorities and Principles of Emergency Management
14.3. Emergency Resuscitation Measure
14.4. Control of Hemorrhagic Due to Trauma
14.5. Control of Hypovolemic Shock
14.6. Trauma and Wound
14.7. Temperature Emergency
14.8. Analgesic Reaction
14.9. Drugs and Medication

15. Maternity Nursing

15.1. Pregnancy
15.1.1. Calculating the EDD
15.1.2. Antenatal Visits
15.1.3. Maternal Stress
15.1.4. Pre-eclampsia
15.2. Focus on Antenatal Education
15.2.1. Early Pregnancy Session
15.2.2. Antenatal Education
15.2.1. Serving up Nutrition

1. Tutorial teaching
2. Communicative Language Learning (CLL)
3. Explanation task based
4. Explanation
5. Simulation

1. Reading passage
2. The students explain their own thoughts & ideas
3. Discussion
4. Laboratory
4. **Closing**

4.1 **Conclusion**

Based on the findings and discussion in the previous chapter, the researcher puts forward the following conclusions.

1. The general perceptions of Students, Graduates, Lecturers and Users on the role of Studying English at Bulukumba Nursing Academy showed that most respondents believed English was very important to be taught at Bulukumba Nursing Academy.

2. English was thought as general course but the students expected the materials which were relevant to their task in the clinical practices or work place.

3. Time allocation needed to have four classes per week during three semesters.

4. The suitable topics for the nurses’ competence and performance would have contribution to motivate the students to participate more actively in learning process because the students would have stronger connection to the materials learnt. They were hoped to be more interested and motivated to attend the lessons. Related to the proposed topics, there were three categories of the topics, namely content subjects, general English (supported subjects), and suggested subjects which would contribute to the nurses’ competence, performance, and skills in the clinical sites. The content subjects (the compulsory subjects) were the subjects that could underlay the competence and the performance of the nursing students. Meanwhile, general English (supported
subjects) were the major subjects that were close and contributing to the nurses’ tasks, and the suggested subjects meant the subjects which could be considered as supplementary subjects to the completion of the nurses.

4.2 Suggestion

The suggestion of this writing includes as follows:

1. The English lectures should identify the appropriate topics and relate to the students’ task need to develop the students’ ability in English, particularly in nursing context. The topics should be relevant and are needed by nursing students.

2. The lecturers must give much opportunity to discuss and to present the speaking and reading materials in nursing context to the students in the class.

3. The teaching method must suit the students’ learning needs. Using ESP materials can improve the nursing students’ English skills. The ESP materials can improve the nursing students’ English skills.

4. This study will provide positive contribution to any Nursing Academy that does not have curriculum standard and this research may fulfill the students, graduates, and lecturer and user expectations.

5. Since this writing dealt, the researchers hope that other researchers conduct linked researches to enrich the existing materials related to English for Nursing Academy.

References


