

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **A. Findings**

The result of this research and the discussion were data analysis result gathered during the research process. It was collected based on the result of interview with lecturer and document of english syllabus from Nursing Faculty at University of Muhammadiyah Banjarmasin

The first one researcher want describe how steps lecturer to make this English Syllabus for Nursing as English For Spesific Purposes, and anything at all how to designed this syllabus, the second anyone who is involved in making this syllabus and how to syllabus is ready for to used, and the second researcher analysis the appropriate english syllabus used theory from thory Graves in Xenodohidis and used the steps made to examine the syllabus, Those steps are: Conducting needs assessment, followed with need analysis (both of the process, sometimes just call need analysis), Determining the goals and objectives in the sources, Conceptualizing the concept, Selecting and deploving materials and activities, Organizing the content and activities, Evaluating.

#### **1. English Syllabus for Nursing class designed at University of Muhammadiyah Banjarmasin**

The results of interviews with lecturer about the process of designed English Syllabus for Nursing at University of

Muhammadiyah Banjarmasin, then the researcher will explain again in detail and take conclusions from the results of the interview, the explanation will start from the beginning of the plan to make a syllabus until finally the syllabus is ready to be used, the explanation of the interview results will be explained in the next section.

**a. Steps lecturer in make English Syllabus designed for Nursing class at University of Muhammadiyah Banjarmasin**

Based on the results of interviews that have been systematically compiled by researchers.

- 1) The most important thing the lecturer does before conducting the needs analysis of the student's needs is to study the literature, which is to look for reference theories that are relevant to the case or problem found. This reference can be searched from books, journals, research report articles, and websites on the internet.
- 2) Before conducting a need analysis, the lecturer first conducts a consultation with students and informs that there will be an in-depth need analysis on the English syllabus material that they will use.
- 3) From the results of interviews with the lecturer concerned or lecturers who use this syllabus that before making an English syllabus specifically for nursing, the lecturer first needs to analyze the nursing students, from the results of interviews with

the lecturer concerned or lecturers who use this syllabus that before making an English syllabus specifically for nursing, the lecturer first needs to analyze the nursing students.

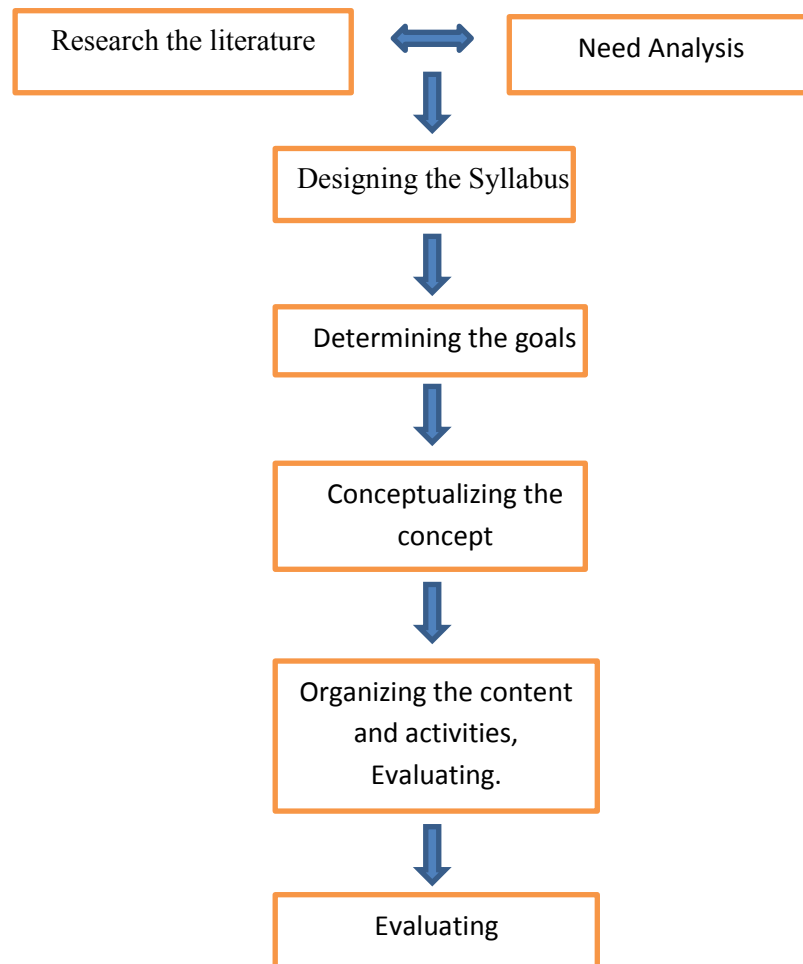
- 4) Before the preparation of the syllabus material lecturers also consult with other lecturers who are experts in the field of nursing who certainly also know more about what material will be included in the syllabus.
- 5) After conducting the need analysis then enter the material planning stage first, then the lecturer designs the syllabus in accordance with the results of the previous analysis needs.
- 6) In designing the syllabus, lecturers use reference books from several health books and several syllabus guidebooks to support the contents of the material to fit the needs of nursing students, the books used are among others.
- 7) In making content, all content contained in the English syllabus specifically for nursing is made specifically with the aim that students can master English to equip them to be ready to work both inside and outside the country.
- 8) As for the theory used by the lecturer in the preparation of a special syllabus for this nursing lecturer focus on the theory of communicative language teaching where task based and text based language teaching are the two main teaching methodology.

- 9) The method is also the most important part in making the right material, the method here is the procedure or way taken to achieve certain goals. Then there is one other term that is closely related to these two terms, namely technique which is a specific way of solving certain problems found in carrying out procedures, and the method used in this syllabus is Task based language teaching; role play, pair work, group work, project, presentation either individually or in group.
- 10) Educational media is anything that can be used to channel messages so that they can stimulate the thoughts, feelings, actions, interests and attention of students in such a way that the teaching and learning process can go according to purpose, in this syllabus the lecturer also uses several media to support the process of learning English so that according to the target, some of the media are Video, online resources, course book, LCD, White Board, Module.
- 11) Description of the subject and main topics of this syllabus , This subject elaborates nursing communication to the patient. Learning process is undertaken through discourses, discussion and practice. Learning process is done by study in class room, discussion, assignment and practice.
- 12) Assessment for student is Individual assignment, oral presentation, pair work, group work, middle and final tests.

- 13) In general, all syllabus must have an evaluation plan, but in this syllabus the lecturer conducts a joint evaluation, The evaluation is undertaken through a joint evaluation between ESP teacher and nursing school.
- 14) After the design and stages of syllabus material making are finished, the lecturer then requests an assessment and examination of the contents of the syllabus to the expert lecturer in the syllabus for nursing.
- 15) After visiting a number of expert lecturers, the syllabus was then made several revisions to some of the contents.
- 16) After the syllabus was revised and some improvements were made to the content, finally the syllabus was ready to be applied and until now there had been no evaluation.
- 17) As for the obstacles when applying the results obtained from this syllabus according to the lecturer is only in the time allocation.
- 18) The preparation of a special English syllabus for nursing is not carried out per semester, and is still used today at the University of Muhammadiyah Banjarmasin.

Based on the results of interviews with lecturer about how the lecturer make the English syllabus desined and what was prepared to make the syllabus to fit the needs of nursing students from University of Muhammadiyah Banjarmasin, the researcher concluded that the

lecturer has taken the right steps to make a good syllabus because appropriate with Grave's theory of how to take the right steps, and the making of the syllabus was made based on the collaboration of several nursing specialist lecturers so they know what topic of nursing is appropriate for them and they need in the hospital environment and ways to communicate with patients and doctors. the following are the lecturer steps in make an English syllabus for nursing desained which the research researcher poured into organisation steps.



There is the result of the conclusion of the steps lecturer in make a special syllabus for nursing at the University of Muhammadiyah Banjarmasin.

**b. The appropriate of content English Syllabus for Nursing class at University of Muhammadiyah Banjarmasin**

Explanation of the contents English Syllabus of each meeting from the English Syllabus at University of Muhammadiyah Banjarmasin.

**Table 1.3 Content of English Syllabus**

<b>Course Learning Achievement</b>	<b>Main Topics</b>
1. Students are able to acquire vocabularies related to parts of human body.	<i>Our body</i> 1. Parts of body
2. Students are able to use new vocabularies for a description.	2. Spelling and dictation
3. Students are able to write the vocabularies in a contextualised setting.	3. Writing about someone's physical appearance
4. Students are able to find related vocabularies derived from the existing vocabularies.	4. Writing about client's identity
5. Students are able to mention kinds of nursing instruments.	<i>Nursing instruments and supplies</i> 1. Kinds of nursing instruments.
6. Students are able to mention the function of nursing instruments.	2. Function of nursing instruments.
7. Students are able to mention nursing instruments containers correctly.	3. Nursing instruments containers (a box, a pack, a roll, a bottle, a tube, etc)
8. Students are able to share ideas	4. Counting and uncountable noun (any, enough, much, many)
	<i>The Hospital Team</i>

<p>about work and training in the hospital.</p>	<ol style="list-style-type: none"> <li>1. Hospital profession</li> </ol>
<p>9. Students are able to describe routines and current activities in simple present and present continuous.</p>	<ol style="list-style-type: none"> <li>2. Profile of a hospital profession</li> <li>3. Talking about work and training in the hospital</li> </ol>
<p>10. Students are able to write past nursing experiences.</p>	<ol style="list-style-type: none"> <li>4. Routines and current activities in the hospital</li> </ol>
<p>11. Students are able to use various kind of verb to tell about various kinds of action.</p>	<p><i>In and around the hospital</i></p> <ol style="list-style-type: none"> <li>1. Hospital departments/wards.</li> </ol>
<p>12. Students are able to use vocabularies about divisions in a hospital.</p>	<ol style="list-style-type: none"> <li>2. Describing what different hospital departments/wards do.</li> </ol>
<p>13. Students are able to describe the task of each division.</p>	<ol style="list-style-type: none"> <li>3. Preposition of movement.</li> </ol>
<p>14. Students are able to use preposition of place and movement.</p>	<ol style="list-style-type: none"> <li>4. Describing where things are.</li> </ol>
<p>15. Students are able to understand and give directions.</p>	<ol style="list-style-type: none"> <li>5. Giving direction via email to patient and asking advice from doctor by phone and message</li> </ol>
<p>16. Students are able to give direction via email.</p>	<p><i>Hospital Admission</i></p> <ol style="list-style-type: none"> <li>1. Demographic data and admission procedure</li> </ol>
<p>17. Students are able to describe the admission procedures.</p>	<ol style="list-style-type: none"> <li>2. Describing the hospital admission procedure</li> </ol>
<p>18. Students are able to ask about patients' demographic data.</p>	<ol style="list-style-type: none"> <li>3. Asking demographic data.</li> </ol>
<p>19. Students are able to write patient record card identity.</p>	<ol style="list-style-type: none"> <li>4. Filling in a patient record card identity</li> </ol>
<p>20. Students are able to ask about current and health history.</p>	<ol style="list-style-type: none"> <li>5. Asking current and past health history</li> </ol>
<p>21. Students are able to use past simple, past continuous, present</p>	<ol style="list-style-type: none"> <li>6. Writing summary of a patients (current and past health history)</li> </ol> <p><i>Dimensions of patients symptoms</i></p> <ol style="list-style-type: none"> <li>1. Medical problems.</li> </ol>



perfect.	2. Asking patients for their complaint.
22. Students are able to write summary of patient's health history.	3. Completing patients' symptoms report.
23. Students are able to use vocabularies about medical problems.	4. Using modal verb (Ex. Can you move your toe?).
24. Students are able to give communicative response to patients' complaint.	5. Using verb do (Ex. Did you take your medication?).
25. Students are able to report patients' symptoms.	<i>Pain</i>
26. Students are able to understand the use of modal verb and verb do.	1. Aches, pain, sick, ill, hurt.
27. Students are able to use expression "aches, pain, ill, sick, hurt".	2. The differences between aches and pain.
28. Students are able to distinguish aches and pain.	3. Pronouncing "aches" and "pain" correctly.
29. Students are able to say "aches" and "pain" correctly.	4. Question to assess pain with PQRST criteria.
30. Students are able to ask a patients when assessing pain.	5. Describing progress of pain (comparative adjective).
31. Students are able to make comparisons.	6. Completing patients' symptoms report
32. Students are able to write a report about the pain.	<i>Vital Sign</i>
33. Students are able to use vocabularies about general monitoring.	1. General monitoring.
34. Students are able to communicate about	2. Communicating the implementation of checking vital sign.
	3. Taking vital sign.
	4. Passive form (recording vital sign).
	5. Saying measurement, changes in measurement.
	<i>Medication</i>
	1. Types of medication.
	2. Understand instruction for

<p>implementation of checking vital sign.</p> <p>35. Students are able to give some instruction during implementation of checking vital sign.</p> <p>36. Students are able to use the present passive to describe procedures.</p> <p>37. Students are able to say measurement.</p> <p>38. Students are able to use vocabularies about types of medication.</p> <p>39. Students are able to understand instruction for giving medication.</p> <p>40. Students able to administer medication/dosage.</p> <p>41. Students are able to ask a patient about side effect/relevant medication.</p>	<p>giving medication.</p> <p>3. Writing dosage and frequency</p> <p>4. Ask about side effect/relevant medication.</p>
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### 1) Meeting 1,2

The syllabus design at the first meeting the lecturer gave an opening material with basic English knowledge of nursing about vocabulary related to the human body so that they were able to recognize the patient's body parts correctly and be able to describe it in English, so they could find new related vocabulary with the vocabulary that has been provided in the

material, can spell and devise parts of the body and write about the appearance and write the patient's identity in this meeting.

Topics : *Our body*

Parts of body, Spelling and dictation, Writing about someone's physical appearance and Writing about client's identity.

## **2) Meeting 3,4,5**

Students are able to mention kinds of nursing instruments, mention the function of nursing instruments, mention nursing instruments containers correctly, to use any, enough, much, many for countable and uncountable noun, and able to order supplies.

Topics : *Nursing instruments and supplies*

Kinds of nursing instruments, Function of nursing instruments, Nursing instruments containers (a box, a pack, a roll, a bottle, a tube, etc), Counting and uncountable noun (any, enough, much, many) and Order supplies.

## **3) Meeting 6,7**

Students are able to share ideas about work and training in the hospital, describe routines and current activities in simple present and present continuous, write past nursing experiences, use various kind of verb to tell about various kinds of action.

Topics : *The hospital team*

Hospital profession, Profile of a hospital profession, Talking about work and training in the hospital and Routines and current activities in the hospital.

**4) Meeting 8,9**

Students are able to use vocabularies about divisions in a hospital, describe the task of each division, use preposition of place and movement, understand and give directions, and students are able to give direction via email.

Topics : *In and around the hospital*

Hospital departments/wards, Describing what different hospital departments/wards do, Preposition of movement, Describing where things are and Giving direction via email to patient and asking advice from doctor by phone and message.

**5) Meeting 10,**

Students are able to describe the admission procedures and are able to ask about patients' demographic data.

Topics : *Hospital Admission*

Demographic data and admission procedure and Describing the hospital admission procedure.

**6) Meeting 11**

Students are able to write patient record card identity and are able to ask about current and health history.

Topics : *Hospital Admission*

Asking demographic data and Filling in a patient record card identity.

### 7) Meeting 12

Students are able to use past simple, past continuous, present perfect and are able to write summary of a patients health history.

Topics : *Hospital Admission*

Asking current and past health history and Writing summary of a patients (current and past health history).

### 8) Meeting 13,14

Students are able to use vocabularies about medical problems, give communicative response to patients's complaint, report patients' symptoms and understand the use of modal verb and verb do.

Topics : *Dimensions of patients symptoms*

Medical problems, Asking patients for their complaint, Completing patients' symptoms report, Using modal verb (Ex. Can you move your toe?) and Using verb do (Ex. Did you take your medication?).

### 9) Meeting 15

Students are able to use expression "aches, pain, ill, sick, hurt", distinguish aches and pain and say "aches" and "pain" correctly.

Topics : *Pain*

Aches, pain, sick, ill, hurt, The differences between aches and pain, Pronouncing “aches” and “pain” correctly.

#### **10) Meeting 16**

Students are able to ask a patients when assessing pain, make comparisons and are able to write a report about the pain.

Topics : *Pain*

Question to assess pain with PQRST criteria and Describing progress of pain (comparative adjective). Completing patients’ symptoms report.

#### **11) Meeting 17**

Students are able to use vocabularies about general monitoring, communicate about implementation of checking vital sign, give some instruction during implementation of checking vital sign.

Topics : *Vital sign*

General monitoring, Communicating the implementation of checking vital sign and Taking vital sign.

#### **12) Meeting 18**

Students are able to use the present passive to describe procedures and are able to saying measurement.

Topics : *Vital sign*

Passive form (recording vital sign) and Saying measurement, changes in measurement.

### **13) Meeting 19,20**

Students are able to use vocabularies about types of medication, understand instruction for giving medication and able to administering medication/dosage.

Topics : *Medication*

Types of medication, Understanding instruction for giving medication and Writing dosage and frequency.

### **14) Meeting 21**

Students are able to ask a patient about side effect/relevant medication and able to understand patients' expression side effect and/relevant medication.

Topics : *Medication*

Ask about side effect/relevant medication.

The following is the content or material selected to become English teaching material specifically for nursing, looking at the results of interviews that researcher have conducted with lecturer on how the lecturer steps in designing the syllabus, starting from reviewing a number of Books, articles and online resources as references and from the subject description and main topic of the syllabus is the focus of describing nursing communication to patients, then consulting the syllabus content to several expert lecturers.

## **B. Discussion**

### **1. Steps lecturer in make English Syllabus designed for Nursing class based on theory Grave's at University of Muhammadiyah Banjarmasin**

In this section the researcher will examine the syllabus documents used by lecturer from the University of Muhammadiyah Banjarmasin, and examine whether the English syllabus is appropriate or not for nursing students to use, and the researcher will use Graves theory 1996 in Xenodohidis and use the steps made to examine the syllabus, Those steps are: Conducting needs assessment, followed with need analysis (both of the process, sometimes just call need analysis), Determining the goals and objectives in the sources, Conceptualizing the concept, Selecting and deploving materials and activities, Organizing the content and activities, Evaluating.

#### **a. Conducting Needs Analysis**

Needs analysis can help improve the quality of policy or program decisions thus leading to improvements in performance and the accomplishment of desired results. Improving results that is, moving from current to desired performance is typically a worth while and valuable effort. The results of a needs assessment will guide subsequent decisions including the design, implementation, and evaluation of projects and programs that will lead to achieving desired results. Needs analysis is really important to be conducted



at the beginning before designing ESP materials, since students' learning needs are the guidance in developing appropriate English learning materials. In line with ESP approach, another approach of language teaching which is so called as Content-Based Instruction points the importance of the using of authentic materials in the classroom process. Need Analysis serves as the basic of programs of development and programs of training. It is the first step of ESP and guide to focus of the subject. To analyze the needs of particular students group serves as an important starting point in design of ESP for determining the main and the highlight the reasons of the ESP. It is able to assist to choose and prioritize what students need. Besides, the aim of ESP is to make the students able to the language of use appropriately. ESP is to design to identify who is the target and deliver the analysis of the linguistic completely.

A central ingredient for developing materials is the use of systematised needs assessment procedures because it involves a set of aspects that determines lecturer decision making that will most probably help both students and lecturer achieve meaningful and effective teaching and learning settings. In making an English syllabus specifically for nursing, the lecturer first needs to analyze the nursing students, from the results of interviews with the lecturer concerned or lecturers who use this syllabus that before making an

English syllabus specifically for nursing, the lecturer first does need analysis with nursing students.

Based on the theory from Grave, the initial step in making a special English syllabus for nursing must be a needs analysis and the lecturer has also carried out a needs analysis, so according to the researcher this is in accordance with Grave's theory.

**b. Determining the goals and objectives in the sources**

Goals and objectives will help identify course content, structure the lecture and guide the selection of meaningful and relevant activities and assessments. In addition, stating clear instructional goals and objectives help students understand what they should learn and exactly what to do to achieve them.

Based on Grave Determining theory, the goals and objectives in the sources are also the most important part in making this special purpose syllabus, and based on the results of in-depth interviews with the lecturer that the syllabus used must have goals and objectives, and the goals and objectives are aimed to equip students for overseas nursing job.

**c. Conceptualizing the concept**

Conceptualization is the process of forming a concept by starting with observational symptoms. This process runs inductively, by observing a number of symptoms individually, then formulating them in the form of concepts. This third component

encompasses the incorporation of language aspects and language learning development procedures that are vital to the course progress. Even though the definition of a syllabus seems quite simple, its design demands accurate knowledge of the teaching and learning processes. Etymologically speaking, a syllabus means a "label" or "table"; and Altman & Cashin (1992) pinpoint that a syllabus aims at communicating to students what the course intends to be, the reasons for teaching it, its destination, and the requirements to pass it. However, following Graves' description (1997), a syllabus can be considered a complex living entity under permanent change because there is never a perfect version of a syllabus, but rather one in which four focal points, namely, the language view, the learning and the learners' focus as well as the social context factor, play a central role.

To conclude, researcher acknowledge that designing a syllabus demands the integration of an array of aspects that are fundamental to language learning and acquisition within a diversity of social contexts. Indeed, learners' particular needs, informed teaching and learning tendencies, and the wide range of socio-cultural conditions must be properly identified.

Based on the results of interviews with lecturers to see how the process he made the syllabus is done really from the fundamental part of analyzing the needs of students, reviewing the

contents of the nursing handbook and some reference articles, then choosing what content they really need in the future, then consulted again with expert lecturers, and carried out a content revision it can be concluded that this syllabus was quite conceptualized according to the target.

**d. Selecting and deploying materials and activities**

Selecting materials and activities for our students is not a haphazard decision; it is one that embraces making effective and opportune decisions for their benefit. That is why we utterly agree with Graves (1997) who had the conception that any text by itself is not the course, but rather a tool that can be divided or cut up into components and then rearranged so as to suit the needs, abilities, interest, and expectations of the students comprising a course. Therefore, textbooks can be modified to incorporate activities that encourage students and move them beyond the constraints of the textbook.

In fact, a proper selection of activities must consider a range of factors such as usefulness in attaining the course purpose; suitability of students' age, interests, needs and expectations; availability of use; and plausibility of being adjusted up or down according to students' particular learning styles. Ideally, learners should be exposed to a set of carefully planned, graded, sequenced and very well-articulated learning activities that will eventually

enhance students' self-confidence and self-worth as a result of learning at their own pace and in their own styles. Moreover, an appropriate selection of activities will simultaneously allow teachers to make autonomous opportune decisions that foster a harmonious and efficient development of their classes and the attainment of students' learning objectives.

**e. Organizing the content and activities**

Once an lecturer has established activities and assessments that work together to meet course goals (a principle called “alignment”), lecturer can assemble everything into a syllabus. The syllabus can be an effective tool for helping students approach their learning, especially when instructors take time to discuss it in class. seen from the results of interviews with lecturers and see from the syllabus that is designed lecturers have conducted content organization to make it easier to apply.

**f. Evaluating**

In ESP area, materials evaluation is defined as a means to measure whether the materials meet the learners' need or not. Hutchinson and Waters (1987) state evaluation is basically a matching process among the needs and possible solutions. It means that considerations in evaluating English learning materials should be based on the students' needs.

According to the results of in-depth interviews with lecturers about the syllabus that had been previously designed had been carried out according to the procedure, and material selection was conducted according to their needs, but after designing the syllabus and selecting the right material the lecturer still consulted with several expert lecturers to evaluate the material. according to researchers in this section the lecturer has conducted an evaluation in accordance with Grave theory.

The English language at University of Muhammadiyah Banjarmasin is English which is specifically designed for medical especially in the nursing department there, because they are more concerned about medical science, as the author explained above that English is important for all levels and majors especially in the world health today, this is due to the increasingly rapid era of globalization and competition in obtaining decent work in the medical world.

From the several statements above, the writer uses the opportunity to know how is the English Syllabus design for specific purpose and how the appropriate English Syllabus for Nursing class from University of Muhammadiyah Banjarmasin.

## **2. Does the content of the English Syllabus appropriate with Nursing class at University of Muhammadiyah Banjarmasin**

The data collected from the need analysis is discussed in this section. The researcher gets some points from this reasearch. Since teaching English in Nursing at University of Muhammadiyah Banjarmasin for students of nursing program is English for specific purposes or English for Specific Purpose.

Based on the research of others that researchers use as a previous study, in which there are some examples of syllabus forms that suit the needs of nurses in learning English for special purposes, then researchers take 1 sample of the syllabus that is suitable and researchers match with the syllabus being researched carefully at this time , to prove whether the syllabus content for nursing from the University of Muhammadiyah Banjarmasin is appropriate or not for their majors.

Based on the research results from recomended syllabus, the content and topics that have been conceptualized through several stages of syllabus making have been done by previous lecturers, researchers try to match some of the content and topics of each syllabus, but there are some similarities and differences in the content and topics of each syllabus, the explanations that researcher will describe as follows:

### **a. Content Equation**

There are several contents and the same topic, for example :

*Nursing Instrument and Supplies , the Hospital Team, In and Around the hospital , Hospital Admission , Dimensions of Patients symptoms , Medication.*

b. The Difference Content

There are several differences in the content and topics of each syllabus, starting from the topic *Our body, Pain, Vital Sign* that is not contained in the previous study syllabus.

There are have differences in the content of the syllabus is based on the goals and objectives of each faculty's policy, and they adjust the content to achieve the objectives of learning outcomes. But syllabus content according to the needs of nursing students, because many similarities in content and topics from each syllabus, they are more inclined to prioritize ways to master how to communicate in the hospital environment, interact with patients and doctors.

From some of the results of the data and discussion above, the researcher can conclude that, based on the goals and objectives of the nursing faculty that is "it is aimed at equip students for overseas nursing jobs." them, which is to equip students with English language knowledge that is focused to better master how to communicate with people in the hospital environment.