

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

This chapter describes the data and followed by the discussion of the findings of this research. The findings are designed to answer the research questions based on the data analyzed.

The result of this research and the discussion are the data analysis result gathered during the research process. It is collected based on the result of interview and document which are intended to Nursing Faculty from Bilingual Program at University of Muhammadiyah Banjarmasin. The Interview consists 10 questions that the researcher asked 15 respondents. Besides the interview, the researcher also use open-ended questions on questionnaire to help the interview process.

The researcher gathered the objects about 14 Nursing students and 1 English lecturer of fourth and sixth semester from Bilingual Program at University of Muhammadiyah Banjarmasin.

1. The Nursing Students' Needs in Learning English at University of Muhammadiyah Banjarmasin.

This part focuses on the data collected from interview with open-ended questions on questionnaire to help the interview process. The open-ended questions on questionnaire was given to the Nursing Students of fourth and sixth semester from Bilingual Program at University of Muhammadiyah Banjarmasin. Time allocated in

collecting the data by using questionnaire was 20 minutes via online through the WhatsApp group. Then, continued with the depth interview conducted by one participant to another participant who are not hesitant to share their answers and ideas comfortably via Whatsapp private conversation.

Before the researcher gave the participants open-ended questions on questionnaire, the researcher asked all participants to join the WhatsApp group so they could get information about the research that the researcher was going to do. Then, the researcher giving an explanation to the Nursing students of the questions they will answer and discussing the research day that not coincide with their schedule.

Furthermore, the researcher gave the Nursing students a questionnaire and asked them to answer 20 questions on the questionnaire. The Nursing students are asked to choose one of 4 options provided or more for each question based on their own personal needs or situation.

After that, the researcher conducted depth interviews with 14 Nursing students to get more information about the answers they had chosen on the questionnaire and to follow up students answers, the researcher interviewed a lecturer who taught and made English teaching and learning materials for Nursing students from Bilingual Program at University of Muhammadiyah Banjarmasin.

As mentioned before, the questions on the questionnaire consisted of 20 questions divided into 4 parts to know the Nursing students'

needs in learning and 4 parts to know the English teaching and learning materials for Nursing students. The results of Nursing students' needs in learning English are described as follow:

a. The Nursing Students' Purpose in Learning English

In this part, the researcher gave three questions to the Nursing students on the questionnaire and each question consisted of 4 kinds of multiple choice that represented the Nursing students purpose.

Questions number 1, 2 and 3 indicated the information about the Nursing students' purpose in learning English. The result showed that on question number 1, the Nursing students wanted to communicate in English well in nursing activities, it was the highest frequency from of 30 informants' answers among 4 answering multiple were given. The second highest frequency, it was about the Nursing students' realized that English is important for this era. The lowest frequency was about the Nursing students' motivated that wanted to know English better and and for the answer about the Nursing students just wanted to do their obligation to follow English class, none of them had chosen this answer from the informants.

In order to conduct the Nursing students' need related to learning topic, question number 2 aimed to identify the English course topic that the Nursing students wanted to study. It shown that the topic related to the world of works was the highest

frequency. The second highest frequency of topic related to the daily life and the topic related to the science and technology was the third highest frequency. While, the lowest frequency of topic related to the university environment. Furthermore, on question number 3 aimed to determine the future work that the informants' wanted after finishing their study. The first most dominant answer was about to work abroad, the second highest dominant was to become a professional nurse. The third dominant answer was about going to work in Japan, Korea, Egypt and the lowest frequency was about going to work as a Hajj/Umrah nurse in their future.

Based on the results of the questionnaire and from the depth interviews conducted by the researcher to the Nursing students. The Nursing students stated that their purpose in learning English for nurses in the Bilingual program because they were interested in knowing that this program had additional intensive foreign language skills which were not available in Regular program. So that Nursing students of Bilingual program can speak foreign languages well, especially English, and in this program the Nursing students also have a better chance of being able to work abroad, considering that they not only have the ability in the main competence but also the ability to speak English well that they can apply to their target needs both in the world of work and in daily life.

In addition, Nursing students stated that in this era by having 2 abilities is important, because they could easily compete in the world of work by becoming professional nurses in the future so that they could compete globally not only domestically but also abroad.

Based on the information that has been obtained from Nursing students, then the researcher conducted the depth interview to the lecturer who also works as an Academic Staff in Bilingual Nursing Class, starting from the 1st question was:

Researcher : Regarding this Bilingual program, what is Bilingual Nursing?

And why should Nursing students study in Bilingual Nursing class?

Lecturer : Bilingual Nursing class is basically the same as Regular Nursing class because it has the same curriculum, but there is additional provision of foreign language skills (English & Arabic) specifically for students in Bilingual program.

Because of the demands of nurse users not only from within the country but also abroad and the global market share, therefore, foreign language skills need to be mastered by nurses in addition to the main competence of nurses.

Based on the information result, it shows that what has been obtained from Nursing students is true. The fact that Bilingual Nursing class has additional provision of foreign language skills, especially English and then due to the demands of many nurse users not only from within the country but also abroad so that Nursing students should master foreign languages, especially English.

b. English Skills that the Nursing Students Want to Improve

In this part, the researcher gave two questions to the Nursing students on the questionnaire and each question were about the English skills that the Nursing students wanted to improve and the objectives reason in choosing that skill.

The questionnaire was consisting of four basic skills in question number 4, those were about reading, speaking, listening and writing. Then, in question number 5 also covered the reason for the Nursing students related to the skill.

In questions number 4 and 5, the Nursing Bilingual students represented the same and the most dominant answer choices. They wanted to improve speaking skill and the reason was because the skill is very important in Nursing activities. The frequency of the subsequent answers was listening, writing and reading skills. It also shown that the reason was because their favorite skills as the lowest frequency in question number 5.

Based on the results of the questionnaire and from the depth interviews conducted by the researcher to the Nursing students. It could be concluded that the most dominant English skill wanted to be improved by the Nursing students was speaking skill with the most dominant reason was because they realized that the skill was the most important skill in Nursing activities. They also argued that all skills are important to master in English, but in fact that speaking skill is the most important skill and as an added value for

those who want to work domestically or abroad based on their target needs.

After getting information from nursing students, then the researcher follows up on that information to the lecturer with the results of the question could be shown below:

“Everything has been arranged, so that the Nursing students get provisions for listening, reading, speaking and writing. And everything is important in an academic context, because it is hoped that in the future Nurses will be educators and researchers so they must master these skills.”

It concluded that, as a Nurse having the ability to speak English is very important based on their target needs. In addition, Nursing students who can speak English fluently in their target needs have the opportunity to be able to compete with other nurses around the world.

c. The Nursing Students’ Difficulties in Learning English

This part consisted of three questions, those were the frequency of Nursing students difficulty in learning English, the most difficult English skill to master, and why they felt difficult in learning English in the teaching and learning process.

The question number 6 was about the frequency of students difficulties in learning English. The data showed that sometimes they felt difficult with the most dominant frequency and the second frequency that they answered was often they felt difficult in learning English. Then, always and never felt difficult in learning

English represented the same number of frequency. While, in question number 7 was about the most difficult English skill to master. The highest dominant frequency was listening skill. The next dominant frequency were speaking and writing skills. And reading skill was the lowest frequency answer.

Then, question number 8 was about the factor problems that made Nursing students difficult in teaching and learning process. The most dominant factor with the highest frequency was because Nursing students did not understand the lecturers' explanation easily. The next frequency that the Nursing students was difficult to understand English material. The third frequency indicated about their motivation that Nursing students felt difficult because they did not enthusiastic in teaching and learning process. The lowest frequency answer was because they felt boring with learning activity represented by 2 people from 30 informants.

Based on the results of the questionnaire and from the depth interviews conducted by the researcher to the Nursing students. The Nursing students stated that sometimes they felt difficult in learning English. Therefore, during teaching and learning process the lecturers mixed two languages when explaining the materials, there are English and Indonesian.

In the next question about the difficult skill in learning English, Nursing students argued that the difficult skill in learning English were speaking and listening skills because they hardly

understand the English vocabulary. For that reason, they did not understand the lecturers' explanation easily.

For further discussion, the researcher conducted the depth interview to the lecturer to confirm the information that nursing students have provided, the result of the question could be seen below:

Researcher : Do all the lecturers who teach in Bilingual Nursing class use English during teaching and learning process?

Lecturer : Due to the different backgrounds of students' foreign language skills, foreign language training is focused on language intensive programs which are equivalent to 36 credits taught by selected lecturers with educational backgrounds in English or Arabic and Nursing lecturers who have international experience.

Meanwhile, the process of question and answer in Bilingual Nursing class uses the same as Regular class is Indonesian, because it is "Bilingual" not "International".

However, the modules and students' assignments are given in English, especially Nursing clinical practice reports, must use English and there are several programs where Bilingual Nursing students are given the opportunity to communicate with native speakers.

From the interview result, it could be analyzed that English as the target language in this need analysis research due to the background of Nursing students' foreign language skills to understand the lecturers' explanation.

d. The Nursing Students' Opinions toward University's ESP for Nurse Program

In this part, Most of the Nursing students stated that English for Nurse was extremely good to increase their ability especially in their area. Besides, the researcher gave one more question on the questionnaire because this question is not followed up by the depth interview either to themselves or the lecturer. It is intended that Nursing students can provide more information about the answers they had chosen related to their situation.

Then, when they were asked about their hopes and opinion toward university's ESP for Nurse program, They argued that learning ESP for Nurse as far as they had studied was very suitable for their learning needs and they hoped that this program would be better in the future so that it could produce competent graduates. The data was collected from open-ended questions on questionnaire have been described and identified.

The data could be described that the Nursing students opinion toward university's ESP for Nurse program were dominated by positive respond, while only a few of them think that this were enough and not really agree for this program of English course.

2. The English Teaching and Learning Materials for Nursing Students at University of Muhammadiyah Banjarmasin.

This part presents the document data that the researcher obtained from the lecturer when the interview process has been ended. The

document data was only the topics of English curriculum. Because when the researcher asked for the other documents regarding the materials being taught such as modules and syllabus, the lecturer said that she could not provide them because these documents were only for certain circles and also the authority of the head of the department and the lecturers involved in it. So that the researcher got the teaching and learning materials data from the topics of English curriculum only. The data can be shown in the table below:

Table 4.1 The Topics of English Curriculum

Nursing English 1	<ol style="list-style-type: none"> 1. Our body: <ol style="list-style-type: none"> 1.1 Parts of body 1.2 Spelling and dictation 1.3 Writing about someone's physical appearance 1.4 Writing about client's identity 2. Nursing instruments and supplies: <ol style="list-style-type: none"> 2.1 Kinds of nursing instruments 2.2 Function of nursing instruments 2.3 Nursing instruments containers (a box, a pack, a roll, a bottle, a tube, etc) 2.4 Counting and uncountable noun (any, enough, much, many) 3. The hospital team: <ol style="list-style-type: none"> 3.1 Hospital profession 3.2 Profile of a hospital profession 3.3 Talking about work and training in the hospital 3.4 Routines and current activities in the hospital 4. In and around the hospital: <ol style="list-style-type: none"> 4.1 Hospital departments/wards. 4.2 Describing what different hospital departments/wards do. 4.3 Preposition of movement. 4.4 Describing where things are.
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	<p>4.5 Giving direction via email to patient and asking advice from doctor by phone and message</p> <p>5. Hospital Admission:</p> <p>5.1 Demographic data and admission procedure</p> <p>5.2 Describing the hospital admission procedure</p> <p>5.3 Asking demographic data.</p> <p>5.4 Filling in a patient record card identity</p> <p>5.5 Asking current and past health history</p> <p>5.6 Writing summary of a patients (current and past health history)</p> <p>6. Dimensions of patients symptoms:</p> <p>6.1 Medical problems.</p> <p>6.2 Asking patients for their complaint.</p> <p>6.3 Completing patients' symptoms report.</p> <p>6.4 Using modal verb (Ex. Can you move your toe?).</p> <p>6.5 Using verb do (Ex. Did you take your medication?).</p> <p>7. Pain:</p> <p>7.1 Aches, pain, sick, ill, hurt.</p> <p>7.2 The differences between aches and pain.</p> <p>7.3 Pronouncing "aches" and "pain" correctly.</p> <p>7.4 Question to assess pain with PQRST criteria.</p> <p>7.5 Describing progress of pain (comparative adjective).</p> <p>7.6 Completing patients' symptoms report</p> <p>8. Vital sign:</p> <p>8.1 General monitoring.</p> <p>8.2 Communicating the implementation of checking vital sign.</p> <p>8.3 Taking vital sign.</p> <p>8.4 Passive form (recording vital sign).</p> <p>8.5 Saying measurement, changes in measurement.</p> <p>9. Medication:</p> <p>9.1 Types of medication.</p> <p>9.2 Understand instruction for giving</p>
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	<p>medication.</p> <p>9.3 Writing dosage and frequency</p> <p>Ask about side effect/relevant medication.</p>
Nursing English 2	<ol style="list-style-type: none"> 1. Assessing patient: <ol style="list-style-type: none"> 1.1 Physical examination 1.2 Nursing instructions 1.3 Completing patient's past history of health 1.4 Reporting overall result of examination 2. Procedures of Diagnosis : <ol style="list-style-type: none"> 2.1 Medical procedures terms 2.2 Explaining medical procedures 2.3 Reporting diagnostic test 3. Nursing diagnosis <ol style="list-style-type: none"> 3.1 Nursing problem 3.2 Writing nursing diagnosis 4. Goals, intervention, and implementation <ol style="list-style-type: none"> 4.1 Attributes of planning (SMART) 4.2 Nursing order 4.3 Making nursing intervention 4.4 Nursing implementation 5. Evaluation <ol style="list-style-type: none"> 5.1 Review subjective and objective data, assessment, planning 6. Discharge instruction <ol style="list-style-type: none"> 6.1 Types of therapy 6.2 Express an opinion for against something 7. Delivering oral Presentation <ol style="list-style-type: none"> 7.1 Managing presentation 7.2 Oral presentation of nursing care report 8. Working abroad <ol style="list-style-type: none"> 8.1 Writing cover letter 8.2 Curriculum Vitae 8.3 Resume 9. Job interview <p>Test of English as Foreign Language: TOEFL</p>

Based on the table 4.1 the topics of the English curriculum, it can be concluded that the materials or topics of learning English for Nursing students are divided into 2 parts. They are Nursing English 1 and Nursing English 2 which consist of 9 different topics. The topics in Nursing English 1 are about Part of Body., Nursing Instruments and Supplies., the Hospital Team., In and Around the Hospital., Hospital Admission., Dimensions of Patients Symptoms., Pain., Vital Sign and also about the Medication . While the topics in Nursing English 2 are about Assessing Patient., Procedures of Diagnosis., Nursing Diagnosis., Goals, Intervention, and Implementation., Evaluation., Discharge Instruction., Delivering Oral Presentation., Working Abroad and also Job Interview.

Furthermore, in this part the researcher not only used the data collected by the document above but also used the depth interview from open-ended questions on questionnaire that the researcher had conducted to the participants.

The fact that the overall data taken in this part as same as the previous part, but has a different focuses. In the previous part, the focuses on Nursing students' needs in learning English, while the focuses on this part is to find out the Nursing students' opinions toward English teaching and learning materials process that used by the lecturer. The results are reported as follow:

a. The Nursing Students' Opinions toward Teaching Techniques in Learning English for Nurse Used by Lecturer

In this part, the researcher asked about the Nursing students' opinion about the teaching techniques in learning English for Nurse by the lecturers toward teaching and learning process. The researcher was calculated the result that consisted question number nine and ten.

Question number 11, the most dominant frequency could be interpreted that the English lecturers' technique in teaching English make Nursing students interested. While, only a few of Nursing students stated that the English lecturers' technique was not really interested. Then, in question number 12 was about the explanation of delivering course material that used by the lecturers. The highest dominant answer when the English lecturers explained the course materials were clear and understandable. While, the lowest responses of teaching materials that delivered to the Nursing students was not really clear but still understandable.

Based on the results of the questionnaire and from the depth interviews conducted by the researcher to the Nursing students. They argued that the teaching techniques that was used by the lecturers were various, for example presenting, ask students to make groups, question and answer etc.

Most of the Nursing students said that the lecturers' techniques in teaching were interesting and gave clear explanations

while few of them argued that it was not really interesting and the explanations was unclear but still could be understood. Because of lacked vocabulary then they felt difficult to understand the explanations by the lecturers, even though the lecturers have tried their best in teaching.

Based on the information that has been obtained from Nursing students, then the researcher conducted the depth interview with the lecturer. The results of the question could be shown below:

"... the process of question and answer in Bilingual Nursing class uses the same as Regular class is Indonesian, because it is "Bilingual" not "International". However, the modules and students' assignments are given in English, especially Nursing clinical practice reports, must use English..."

"It is not only an explanation and questions and answers, but it goes straight to practice. For example, learning about vocabularies, then practice immediately."

From the depth interview result, it could be analyzed that what has been obtained from Nursing students is true. The fact that the teaching techniques that was used by the lecturers were various and the lecturers have used their best techniques in teaching and learning process with it is hoped that all students can understand the lecturers' explanations.

b. The Nursing Students' Opinions toward English Teaching Materials for Nurse used by the Lecturer

In this part, the researcher gave three questions to the Nursing students on the questionnaire and each question had four indicators

value data of the available multiple choice that represented the Nursing students' opinions.

Question number 13, this question had four indicators value data regarding the Nursing students main source in English teaching and learning for Nurse. The first highest dominant frequency answer from 30 informants answered the internet. Then, followed by the next dominant frequency were the English lecturer and English textbook. The lowest frequency about their main source of English teaching and learning was from Environment. While, in question number 14. The most dominant answer stated that the relationship between English material that the lecturers taught and the Nursing students target were related. And only a few of them stated that it were extremely related to their target area as Nursing students.

The last number of related to the Nursing students' opinions toward English Teaching Materials used by the lecturer was question number 15. This question was about the English material for nurse delivered by English lecturer. The most dominant frequency answer stated that English Teaching Materials used by the lecturer was easy to master. Then, the lowest frequency has been found in two answers, there were very easy to master and hard to master as the last lowest frequency.

Based on the result of questionnaire and the depth interview, the Nursing students stated that the main source of English

teaching and learning process were the lecturers and internet. Moreover, when the Nursing students were asked about the relationship between the English material used by the lecturers and their target area, most of them argued that it was related to their target area. In this case, the lecturers delivered English learning materials were very good and very suitable for the Nursing students' needs and goals in learning English for Nurse, both in the health terms and the expressions that use in the target area.

For the further discussion based on the result of the data from the Nursing students, then the researcher conducted the depth interview to the lecturer. It could be seen below:

Researcher : Regarding the provision of foreign language skills, especially in English, is it in the context of ESP for Nurse?

Lecturer : Of course, every foreign language material provided is adjusted to the Nursing students needs. The study material is formulated through curriculum reviews and workshops of learning designs by the Nursing lecturers and also the English and Arabic lecturers so that they get the right materials of learning objectives.

Researcher : Do you think, how important is this to the Nursing Bilingual students?

Lecturer : Because nursing has an English Standard Language (ESL) by the Nursing councils, so it is very important for students to learn specific English for Nurses because it is commonly used and has international standards, as well as Arabic.

From the results of the depth interview, it can be analyzed that what is obtained from nursing students is true. The fact that the English learning materials for nurses that used by the lecturers are very much adapted to the Nursing students' needs and targets area,

it can be seen that nursing itself has their English Standard Language (ESL) by the Nursing councils that has international standards.

c. The Nursing Students' Opinion toward English Teaching and Learning Process

This part consisted about Nursing students' opinion about English class and their feeling during English learning process. The data shown that in question number 16, from the total informants stated that the English class was effective as the first highest dominant frequency and the next dominant frequency related to the Nursing students opinion about their English class was very effective. While, the lowest frequency only a few of them stated that it was not effective. Furthermore, in question number 17 about the Nursing students feeling during English learning process. The first dominant answer was the Nursing students felt enjoy during English learning process. Then, the next dominant answer was really enjoy during English learning process and only a few of them argued that was not really enjoy the English learning process as the lowest frequency answer.

Based on the results of the questionnaire and from the depth interviews conducted by the researcher to the Nursing students. They argued that English teaching and learning process was effective while when they were asked about their feeling during English teaching and learning process. They gave two answers,

such as enjoy and really enjoy because the material provided by the lecturers were appropriate and related to the Nursing needs such as health terms in English. During the teaching and learning process, the Nursing students also stated that some of the lecturers used full English and some used mixed languages; English and Indonesian. So, it will help students understand the material provided by the lecturers, because not all of Nursing students master English well.

The fact that it could be synchronized into previous instruments research; those had the relationship each other and connected each other as the problem and the factor so that could be analyzed as the Need Analysis research form.

d. The Nursing Students' Responses toward English Teaching and Learning Process

In this part, the researcher has described the Nursing students' response in English teaching and learning process existing in question number sixteen, seventeen and eighteen. In question number 18 was about the frequency of English lecturer give Nursing students the chances to response. The first highest frequency from the total of informants answer that the lecturers' always lets them to respond during teaching and learning activity, the second highest frequency was often and the lowest frequency was sometimes that the lecturers' let them to response. While, in question number 19 was about the frequency of Nursing students response to the lecturer. The first dominant frequency was always

and the second was often. Then, the lowest frequency was sometimes that the Nursing students responded the lecturers' during teaching and learning process.

After that, in question number 20 regarding the kinds of responses are given by Nursing students toward English teaching and learning process. The Nursing students stated that they answering the lecturer's question slowly was the most dominant frequency answer. The Nursing students asking the lecturer related to the material and answering the question of the lecturer loudly represented the same number of frequency answer. While, only a few of the total of informants stated that they never respond/just silent when the lecturers asked them to answer the question.

Based on the results of the questionnaire and from the depth interviews conducted by the researcher. It can be concluded that the English lecturer often gave the Nursing students chances to response the lecturer such as answering the lecturer' questions, giving questions, and sharing their opinion to the lecturer.

B. Discussion

In this discussion part, the researcher will discuss the findings of this research. After all of the needed data are achieved, the data will be analyzed based on findings of the data that have been displayed before. The researcher delivers the discussion as follows:

1. The Nursing Students' Needs in Learning English at University of Muhammadiyah Banjarmasin.

Based on the finding of the data were collected by using the depth interview with the open-ended questions on questionnaire, it could be discussed answer of the Nursing students' needs in learning English of Nursing students for Bilingual Program at University of Muhammadiyah Banjarmasin.

There are 2 the Nursing students' needs in learning English. They are being able to communicate in English well and because English is important in this era, especially English for Nursing activities. Because in this program they have a better chance of being able to work abroad, considering that they not only have the ability in the main competence but also the ability to speak English well that they can apply to their target activities. The Nursing students also argued that their motivation in learning English will increase when their English materials are related to their study program. For example, in the world of work, in the daily life, in the science and technology, etc. Because in this era the demands of nurse users not only from within the country but also abroad so that Nursing students should master foreign languages well, especially English for Nurse. This is also related to the Nursing students' desire in the future who will work as professional nurses not only domestically but also abroad, especially in Japan, Korea and Egypt. It is in line with the statement that adults learn better when they can see a reason why they are following a program of study and find

the relevance between their needs in learning and the materials of the study that they must learn.

Furthermore, the Nursing students stated that all skills are important to master in English, but the fact that they really want to improve their English speaking skill in their subject area because it is the most important skill and as an added value in their target activities. The statement above also related to the one of the English language skills regarding to learning needs for the students need most is speaking, accordig to Jeremy Harmer (2007, p.123) states that speaking is the important ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'.

In addition, the Nursing students also argued that sometimes they felt difficult in learning English, especially in listening, speaking and writing skills. Because the Nursing students did not mastered English vocabulary well and it is not easy for them to understand the lecturers' explanations during teaching and learning process due to the different background of Nursing students' foreign language skills, although not all the lecturers used full English but also there some lecturers who mix 2 languages; English and Indonesian.

Whereas, regarding the Nursing students' opinions toward University's ESP for Nurse Program. They stated that English for Nurse is extremely good to increase their ability especially in their target area. Then, They argued that as far as they had studied in this

program is very suitable for their learning needs and they hoped it would be better in the future so as to produce competent graduates.

Based on the discussion above, as stated by Hutchinson and Waters (1987, pp.60-62) a relevant needs analysis of the target situation can reveal the learners need to learn and importance to determine the content of the course. In this case, the data found by the researcher were analyzed with the results of the depth interview with the lecturer who stated that every foreign language material provided to the Nursing students has been adjusted to their needs by formulating the curriculum and conducting the workshops of learning designs by the lecturers who are experts in their fields, so Nursing students get the right materials based on their learning objectives.

2. The English Teaching and Learning Materials for Nursing Students at University of Muhammadiyah Banjarmasin.

Based on the finding of the data result, in this part the researcher discusses the document from the topics of English curriculum and by the answer from the Nursing students' opinions toward English teaching and learning materials that used by the lecturer for Bilingual Nursing students at University of Muhammadiyah Banjarmasin.

From the topics of English curriculum discussed, it can be concluded that the English teaching and learning materials for Nursing students are relevant with the Nursing students' needs in learning English for Specific Purposes. It can be seen from the topics used by

the lecturers while conduct a teaching and learning ESP. Because the used topics are the main requirement to teach Nursing students.

Furthermore, the researcher discusses the answers from the Nursing students' opinions toward English teaching and learning materials that used by the lecturers for Bilingual Nursing students. The Nursing students stated that the teaching techniques in learning English for Nurse that used by the lecturers were various, there are explaining or presenting, dividing into small groups, question and answer, etc. Most of them argue that the teaching techniques in learning English for Nurse that used by the lecturers during the teaching and learning process are interesting and gave clear explanations.

Moreover, the Nursing students also argued that the relationship between the English materials for Nurse used by the lecturers and their target needs activities is related each other. This research related to the theory from Helen Basturkmen (2010, p.3) states that ESP is a course which concerns on narrower range of topics of English that the learners need to learn. And the following theory from Richards et al (in Nurdin Noni, 2015, p.2) states that ESP as the role of English in a language course or program of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners.

Based on the discussion, it can be concluded that ESP course regards the learners' needs to master qualifications in their subject area. In this finding research, the lecturers delivered English learning

materials are very good and related for the Nursing students' needs and objectives in learning English for Nurses.