

# CHAPTER I

## INTRODUCTION

### 1.1 Introduction

English proficiency of nursing students has undergone increasing emphasis over time. For one reason, it is the language spoken internationally by academics of any educational background around the world, making it obligatory to be proficient in English. Massive English medical literature along with the need to stay connected with community of health professional locally and globally entails proficient English for such a meaningful sharing and proper collaboration to occur.

Such proficiency is also very much related to nurses' job performance efficiency. In the ever-changing nature of healthcare, the development of new diseases, medical science, technology, medical intervention and workplace organizational changes present great challenges for nurses (Dham, 2017). Consistent knowledge updates and engagement with other health professionals can be very contributing in that concern. The fact that far more resources, such as medical books, articles, seminars, and so on are available in English compared to those in one's native language makes more room for nurses' knowledge update and engagement, which will ultimately turn into the performance of quality work.

In a broader context, the trend of medical tourism at home plays a  
ial role in the English proficiency of nursing students. Since 2011,  
a Memorandum of Understanding (MoU) in regard with Health



Tourism, the government has pushed the role of Indonesian medical health on the world stage. By last year, 25 Indonesian hospitals had gained Joint International Commission (JIC) accreditation, two of which, RSUD Wahidin and Siloam, belong to Makassar, the region where the writer resides (Avitalia health, 2018). This attraction puts nurses' English proficiency among the spot centers, as nurses are the front liners facing patients coming to Indonesia from abroad.

In line with that, high job opportunities overseas have become an integral part of nurses' English proficiency emphasis (Abuklaish, 2014). In 2016, World Bank Group released data estimating that the number of nurses needed around the world would be amounting to some 15 million by 2023, and according to BNP2TKI (Indonesia's National Agency for the Protection and Placement of Indonesian Migrant Workers), around 16.000 nurses every year is in demand by East Asian and Middle Eastern countries. Qatar, for example, out of its 500 job offers each year, only roughly 5 out of 200 Indonesian nurses trying to compete for the job passed due to their lack of English despite their better nursing skills.

As a consequence, English teaching for nursing students in home country is under so great demand and challenge. English for Specific Purposes (ESP) is believed to be the solution, as opposed to GE (General English), which presumably has been the tradition of teaching English for nursing students in the majority of nursing academies in Indonesia this day.



approach to language teaching, the ultimate goal of ESP is to help become to more adept in the use of language related to the

learners' specific disciplines or professions (Abuklaish, 2014) rather than simply being proficient in basic grammar, vocabulary, speaking, reading, writing, and listening in general as in GE. The learning materials, activities, methods, resources, and evaluations in ESP are then tailored to cater themselves to a real world situation.

English for Nurses, a branch of ESP in the occupational field (EOP) taught to nursing students to prepare them as English-proficient future nurses, which is also the focus of this present research, is not new in Indonesia. The concept has been around for a while. English lecturers are well aware of its ultimate goal. However, most of the time, some would lapse into GE regardless of the course name. Others manage to provide learners with ESP courses, yet, indicative from the exhaustive previous studies, they are not fully fulfilling. The lack of adequate and comprehensive needs analysis, which is the main characteristic of ESP, seems to be the underlying problem in this case (Mazdayasna & Tahririan, 2008; Nurakhir & Palupi, 2018)

This situation also occurs at Sandi Karsa Polytechnic. The students there are indeed provided with EOP course. However, upon reviewing the course in general, it is obvious that the course lacks typical features of EOP, as the elements of the course syllabus, such as topics and learning activities, did not pertain to EOP rather to those of GE; thus, very unbecoming to the nursing students' specific needs. It was further revealed that the



course syllabus was not designed through needs analysis. Instead, it was written solely based on the individual discretion of the lecturer in

charge of teaching English for that particular year. For that reason, the writer feels compelled to design a syllabus based on adequate and comprehensive needs analysis as an attempt to bring to the entire process of English instruction and learning at Sandi Karsa Polytechnic.

In regard with the syllabus design through needs analysis, the number of studies in that area has been encouragingly on the rise as demanded. Online publications of such studies are ever-growing. Many of those studies have been able to identify language skill (Dedi, 2017; Mansur & Syaripuddin, 2017; Muntasir & Nurviani, 2020; Pongsapan, 2015; Riza & Ratmanida, 2023; Sofyan & Wati, 2022; Wibowo, 2021) and knowledge to master (Pongsapan, 2015; Sofyan & Wati, 2022; Wibowo, 2021), along with topics and materials (Dedi, 2017; Hakim, 2017; Muntasir & Nurviani, 2020; Pongsapan, 2015), the goals of learning English (Pongsapan, 2015; Wibowo, 2021), learning difficulties, motivation, perception, and expectation (Pongsapan, 2015; Sofyan & Wati, 2022), preferred learning activities (Hakim, 2017; Pongsapan, 2015); as well as type of syllabus (Dedi, 2017; Kordja et al., 2022).

While the insights are of significant magnitude, the limitation of those studies is clearly significant. To begin with, they focus on certain parts only, notably, type of language skill, topics, and materials. While it is true that they are very informative, they do not provide information on how the students need to learn. Some studies did pertain to how students need to learn, but types are not comprehensive, as they mostly focused on learning



activities. Teaching methods and students' strategies are less heeded, and even less are learning resources and evaluation.

In concern with that, in terms of a through syllabus, this current study seeks to reveal a needs analysis that addresses both What students should learn and the way for them to learn it. A comprehensive syllabus instead of a partial one is vital for meaningful learning since it provides a pathway to a complete learning and teaching process. It shows a systematic organization straight from the preparation, facilitation, and evaluation. Also, unlike a few previous studies, no predetermination of the type of syllabus was made before the needs analysis. The syllabus type in this current study was based solely on the result of the needs analysis, it accurately reflects the students' needs.

The second limitation has to do with the designing of the needs analysis. Needs analysis from those previous studies is not designed in a way that interrelates expectations, needs, and reality all at once. While lecturers are here and there involved in the designing process for the expectations students need to learn as issued by government's guidelines, working graduates are not. While it is true that students are the center, and the learning must take place in accordance with their needs, those needs must be aligned with not only expectations but the real-world situation as well, so that the students' learning can bear significant relevance. For that reason, the syllabus design in this current study involves lecturers, both and nursing, and graduates working abroad for the outcome of this be meaningful.



Another novel aspect of this current research is the incorporation of COCA and Medical Corpus. This kind of integration is extremely significant since it has an enormous effect on how naturally students learn. As native speakers employ a variety of words, sentence structures, and everyday phrases, students have the chance to learn them. With Medical Corpus, the students can learn technical and semi-technical words that usually go together in the nursing field, while with COCA, the context of how those words are typically used in clinical settings on a daily communication is provided. Thus, the students can get a picture of what and how English is used in a more natural way by native speakers rather than Indonesian-translated English used in isolation.

Therefore, in light of the aforementioned concerns, this current study is to conduct a needs analysis that addresses target situational needs as well as learning needs analysis and propose an ESP syllabus for English for Nursing. The novelty of this research lies on the equal and comprehensive attention in the analysis of both target situational needs and learning needs as well as the integration of two corpora which consist of Medical Corpus and COCA to later suggest a syllabus. A nursing lecturer, English lecturer, a nurse graduate working abroad, and nursing students were involved to generate valid inputs in concern with expectation, needs, and reality to be made use in the syllabus design. The suggested syllabus was then a comprehensive, relevant, and natural syllabus.



## 1.2 Research questions

Considering the issue above, the ultimate theoretical question is: What is the syllabus prototype for English for Nursing developed through needs analysis for nursing students at Sandi Karsa Polytechnic? This general question is broken down into the following research questions. three specific questions are formed, as follows:

1. What are the target situational needs of Sandi Karsa Polytechnic nursing students to learn English for Nurses?
2. What are the learning needs of Sandi Karsa Polytechnic nursing students to learn English for Nurses?
3. What is the appropriate type of syllabus for English for Nurses for Sandi Karsa Polytechnic students?
4. How are medical and general corpora integrated into the English for Nurses syllabus used by Sandi Karsa Polytechnic nursing students?

## 1.3 The Objective of the Research

In line with the research questions, the objective of this research is to formulate a syllabus document for English for Nurses based on the results of the needs analysis of Sandi Karsa Polytechnic nursing students, along with the integration of medical and general corpora. Meanwhile, the specific research objectives that are in accordance with the specific research questions are as follows:



1. To investigate the target situational needs of Sandi Karsa Polytechnic nursing students in learning English for Nurses

2. To investigate the learning needs of Sandi Karsa Polytechnic nursing students in learning English for Nurses
3. To identify the syllabus type that best fits Sandi Karsa Polytechnic nursing students to learn English for Nurses
4. To integrate the medical and general corpora into the English for Nurses syllabus used for Sandi Karsa Polytechnic nursing students.

#### **1.4 Scope of the Research**

The ultimate aim of this study is to propose a syllabus for the English for Nurses for Sandi Karsa Polytechnic based on their target situational needs and learning needs. On this basis, this study encompasses all the processes that involve during implementation of the needs analysis that involves a review of previous studies and literature, the instrument, the piloting, data collection, data analysis, and recommendation. This study also scopes itself with the suggestion of the syllabus types.

In addition, the whole research processes involve resources as well as respondents from Sandi Karsa Polytechnic. As such, the results of the present study will account for as a particular context of learning and teaching in Sandi Karsa Polytechnic. Therefore, the research results cannot be generalized for learning and teaching context at other campuses with different learning situation. In addition to that, it is expected that the syllabus guidelines issued by Sandi Karsa Polytechnic can be adopted by other institution with the same contexts.



#### **Significance of the Research**

The significance of the research is as follows:



1. This study contributes to the theoretical development related to syllabus design. In this study, basic ideas interrelated to produce a comprehensive, relevant, and natural syllabus for English for Nurses are laid out. Such is a very impactful contribution in the field of TEFL, as it allows designers of both needs analysis and syllabus to embark on a more complete perspective on how a syllabus should be designed.
2. This study contributes to the enhancement of practice in teaching English for Nurses for nursing students. It offers a great deal of practical guidance, starting from the lesson planning to the evaluation as a complete process of teaching.

### **1.6 Definition of the Terms**

Some terms that are used in this current research are defined as follows:

1. A corpus is a collection of language data gathered from authentic and diverse sources.
2. Needs analysis is a series of steps with a specific approach to gathering data on the needs of students.
3. ESP is an English teaching approach on the basis of the learners' needs to prepare them to use it in a certain situation
4. A syllabus is a written document that outlines the subject that will be taught and assessed.
5. Target needs refer to what learners need to do in a target situation,



Learning needs refers to what learners need in order to learn the language.



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## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Previous Related Study**

There has been an overwhelming of studies on different areas in needs analysis and syllabus design have been carried out at international, national, and local levels. In reference to this issue, previous studies need to be performed for the purpose of this current study. A review in connection with the main issue of the research is also performed to address if there are important gaps in the study. The review is presented by grouping those studies into similar areas and the presentation flows from international, national to local ones.

##### **1) Studies on the needs analysis of English for Nurses**

One of the international researchers whose study was reviewed in this study is Gass from Thailand. In his study, Gass (2012), prompted by the increasing front role of Thai tourism which is unfortunately conflicting with the nurses' English proficiency, attempted to describe the needs of nurses using the situational analyses of the target group. By involving eight Thai nurses, foreign patients, hospital director, TESOL experts, a nursing expert, class observer, and the teacher who teaches the students as the participants, Gass' ultimate purpose was to eventually design an ESP curriculum for Thai nursing students.



the findings of this study indicated that the main weak areas the participants have are listening, speaking, writing, pronunciation, grammar, vocabulary, and reading. Besides, the skills they need most for them to be

able to do their jobs well are speaking, listening, writing, and reading. According to this study, nurses most frequently require English when educating patients, explaining drug interactions, using telephone skills, offering advice, providing instruction effectively, assessing comprehension, explaining pathology tests, and prescribing medication. Along with that, it is also revealed that nursing students also prefer some topics related to culture to be included in the course. Those topics were festivals, lifestyle, food, and clothing.

At home, Saragih (2014) conducted a study whose aims was to evaluate the needs of leaning of nursing students through needs analysis and design ESP material for undergraduate nurses, involving fifty Indonesian nursing students, five ESP lecturers, and 2 Indonesian nurses working abroad. The needs analysis that was used in this study followed the model of needs analysis that was proposed by Lowi, compromising target situation analysis, wants, means, and subjective needs analysis, present situation analysis, lack analysis, learning needs analysis, linguistic analysis, and means analysis.

This study indicated important information, such as the weak areas of English of the students are respectively listening, speaking, reading, grammar, pronunciation, writing, and vocabulary. Besides, it is also revealed that the students perceived that speaking, listening, and writing are the three most needed job skills in nursing, while giving advice,



ing telephone calls, explaining drug interactions, and giving  
ons were the situations where they need English the most. The

topics that the students were aware of and wish to share with the patients are job, family, and geography. Students preferred group, pair, and entire class work as learning activities, and they were interested in learning about patient care, medications, and medical treatments.

Muntasir & Nurviani (2020) investigated language skills that nurses should prepare to for eligible work and lives in country where English is the primary language, along with the types of topics and materials suitable for nurses who take English proficiency tests for that purpose. Employing techniques of literature review and interview, the result of this study showed that nurses' communication skill were what they needed to prepare and excel at so that they could easily take part in communication activities such as small talk and oral and written reports. In addition, the study also showed that medical term mastery was also perceived as important by the nurses as the terms are very much related to their professional work.

A similar study was done by Wibowo (2021) who analyzed the learning needs of English nursing students of STIKES NOTOKUSUMO based on the four basic skills in which he found out that the nursing students put importance on speaking skills. Thus, they needed to learn it. Besides, he also identifies and describes the needs of nursing students' mastery of English. The results showed that the students need it to support their academic development and to communicate well. In terms of mastery, it is the vocabulary and grammar that the students need to master.



study conducted by Riza & Ratmanida (2023), identified students' needs at Stikes Mercubaktijaya, Padang, in learning English by providing

learning material relevant to students' needs. The data of this study was collected through the use of a questionnaire, while the participants of the study included both the students and the lecturers. The result of this study indicated that the most important needed English skill by the students was speaking. It was also revealed that despite the relevance of the materials, no enough time was available to teach all of them to the nursing students, so the study recommended material revision to match up the students' real needs.

In local level, Pongsapan (2015) explored the learning needs of of Stikes Toraja nursing students through needs analysis, involving sixty nursing students, five lecturers at Stikes Toraja, and five nurses working in hospitals for English speaking community, including as Inco/Vale hospital and Elim Rantepao hospital. this study sought to provide ESP teaching resources for nursing students' speech abilities. A variety of analyses were carried out as part of this study's needs analysis, including pedagogic needs analysis, target situational analysis, current situation analysis, deficiency analysis, strategy analysis, constraint analysis, and subjective needs analysis.

The result showed that the importance of learning English is for study and for looking for a job; the skill needed the most is listening, which is also the most difficult; Speaking, pronunciation, and writing were English proficiency skills that were perceived to suit the nursing students; out of



work is the most preferred learning activities; admissions, accidents, emergency, pain, nutrition and obesity, symptoms, and monitoring the

patients' medication and treatment were the three most topics mostly needed to learn.

Those studies on needs analysis noticeably give invaluable inputs that can be used to inform the conduction of the needs analysis in this study, which can be categorized into four main points. First, for a needs analysis to be as useful as it can be, it has to analysis a comprehensive aspect from the students, not only, for example, what tasks and activities in which English is used, but also their personal information, current skills, expectations, environment in which the English course will be run as well as the nature of the English linguistic knowledge and skills.

The second takeaway is that in accordance with the first point, a needs analysis must employ various resources, so enabling the researcher to have a more comprehensive understanding and a new perspective on the students' needs and how to fulfill them. Such an understanding is vital, as the fulfillment of students' needs are complexly related to other factors. Thus, involving all parties necessary and using both primary and secondary data that might have influence and adequate knowledge on students' needs is a must to do.

Furthermore, as a consequence of the variability of the needs and the urge of using multiple necessary resources, the needs analysis must be conducted using instruments that are valid and reliable to ensure that any necessary information about the students' needs and factors influencing

n be elicited and accurately identified from the respondents. The combined instruments is very preferable in that regard, as each



instrument is unique in their capacity of offering data to the understanding of a phenomena.

Fourth, as for the result of those previously conducted studies on needs analysis, some important information can be gathered from it, noticeably concerning the weakest areas students perceived themselves with. Majority of the researchers were able to identify the two students' weakest areas in using English as listening and speaking respectively. The same goes for the skills that was perceived mostly needed in doing their nursing job. This information is very valuable, since it builds our understanding as an English teacher that we need to address these issues with a great deal attention. Therefore, the syllabus that will be later designed needs to address this issue with a great emphasis.

## **2) Studies on a syllabus for English for Nurses**

The same as the interest and attention in the field of needs analysis, studies on syllabus for English for nurses have been noticeably growing. An attempt to bring together a number of researches from around the world to the local that fit the context of this current study was made and the work is presented in such an order from the international work to the local ones.

The first international study on syllabus designing that was first reviewed in this study was from the work of Canziani (2020). His study aims to design a syllabus that fitted nursing students attending Associate Degree in Nursing that was offered at the University of Palermo, Italy using full

as the language instruction. This study employed a total of 23





nursing students coming from different countries who were at their first and second year onto the degree.

The result of this study indicated that the use of psycholinguistic and linguistic approaches in the classroom was given significance by the nursing students to be used during the learning and teaching process to help them become more proficient communicators of health information as well as linguistic mediators between patients and doctors. Positive comments were provided by the students, who expressed how much they valued the subjects covered in the course. Of the subjects they found most enjoyable, scenes like taking history and specialized vocabulary were the ones they thought would be most helpful for their future careers. They also requested that a longer list of technical terms related to medical instruments be added to the syllabus.

Furthermore, the works of some researchers at home are also reviewed. First, Hakim (2017) investigated thesis research on developing an ESP syllabus for nursing students. This research aims at developing an ESP syllabus for nursing students of STIKES Al-Irsyad Cilacap. A needs analysis was conducted as a foundation before syllabus development.

The result of this study revealed that the syllabus for nursing students should give more room for the use of English at the workplace in nursing activities. Besides, the syllabus should give more emphasis on the development of the students' speaking skills, common expressions and



aries used in communication, and listening skill which fits the  
' needs. It also should encourage students to practice more

especially in speaking and listening skills and more roles for the students to work in activities such as working in pairs or groups while the teacher acts as a facilitator in the classroom. Topics of particular nursing activities at workplaces that should be covered in the syllabus are handling admission, checking vital signs, giving advice, taking a blood sample, setting up infusion set, telling lab results, giving instruction, giving medicine and injections, telephoning, and asking for surgery consent.

Furthermore, Hardiany's work in 2018 was also reviewed in regard with this study purpose. (Hardiany, 2018) conducted a research to redesign the syllabus for the nursing program at Ngudi Waluyo University based on KKNI/Kerangka Kualifikasi Nasional Indonesia (Indonesia's National Qualification Framework, employing a theory from Richard (2013) to redesign the syllabus according to these steps: conducting needs analysis, identifying the topic, identifying the competencies, grouping learning units, identifying language skills, and choosing materials.

The results showed that the syllabus is suitable for the RPS/Rencana Pembelajaran Semester (Semester learning plan) format from KKNI (Indonesia's National Qualification Framework) and the content meets the needs of Nursing students. In the future, it is suggested that English lecturers collaborate with subject experts about the content of the ESP syllabus in designing the syllabus.

Another Indonesian' work that was reviewed in this study is that from



Wati (2022) , in which they reanalyzed students' needs of STIKES  
Jember in an attempt to formulate an appropriate English online

learning syllabus. Six categories of the students' needs were then developed: students' current situation; skills and prior knowledge; learning difficulties; motivation; perception; and expectation.

The results of the study exposed that more support of facilities and online learning devices are needed; the majority of the students need to develop their vocabulary, structures, and the four basic skills; for the students to find their online learning style is associated with much of the learning difficulty the difficulty was mainly related to so that assistance was in need; the students have high motivation towards their online learning; strong encouragement was in need to increase the students' self-esteem; and, more varied and interesting online learning methods are needed by almost all the students.

Dedi (2017) was among a few researchers conducted a study in the locality. He conducted a study aimed to design an English Syllabus for nursing students of Stikes Mega Buana Palopo by figuring out two kinds of students' needs, that is, the learning needs and the language needs through a needs analysis proposed by Duedly-Evan. This study employed a total of 21 nursing students of the third semester of Stikes Mega Buana Palopo as well as five graduate students working in Hospital Sawerigading Palopo.

The result of the study showed that the language skills needed for both the students and the graduates are the four skills of English; listening, speaking, writing, and reading, which means lecturers need to give more

on to the four skills and give more rehearsal to the students while a language function included greetings, giving direction, and asking



and reporting health problems and diagnosing. Findings suggested the syllabus should include topics, language functions, language focus, skills, competence, and teaching method and it should be based on the student's needs, so in this case, based on the explanations about the general task of Nursing then functional/notional syllabus is suitable for nursing students.

From those reviewed previous researches, two main points were made for this current study. First, syllabus design requires a needs analysis as the prelude. It is done so to give accurate information to the general elements included in syllabus, such as the demand of institutions, learning objectives, constraints, and time availability. The prelude needs analysis can also effectively project more specific elements in the syllabus, such as topics, contents which include the elements of language knowledge and skills that needs to be focused on, and learning activities, teaching method as well as grading method or evaluation, while incorporating more fundamental factors, such as students' expectation and goal of learning English, students' learning style, and teacher's teaching styles.

Another important insight is related to the syllabus type. We refer from previous studies' findings that the type choice of a syllabus should be consciously made with as much information as possible. The main consideration, however, should not be placed at the hand of policy maker or some other higher authority in the institution, but more on the hands of the students by reflecting on their needs. By so saying, it is at the best of

best of the students if the syllabus type is not predetermined chosen, is formulated afterwards following the results of the needs analysis.



While the insights are of significant magnitude, the limitation of those studies is clearly significant. To begin with, they focus on certain parts only, notably, type of language skill, topics, and materials. While it is true that they are very informative, they do not provide information on how the students need to learn. Some studies did pertain to how students need to learn, but their scopes are not comprehensive, as they mostly focused on learning activities. Teaching methods and students' strategies are less heeded, and even less are learning resources and evaluation.

In concern with that, this current study aims to conduct a needs analysis that cover both what students need to learn and how they need to learn them and offer it in terms of a comprehensive syllabus. A comprehensive syllabus instead of a partial one is vital for meaningful learning since it provides a pathway to a complete learning and teaching process. It shows a systematic organization straight from the preparation, facilitation, and evaluation. Also, unlike a few previous studies, no predetermination of the type of syllabus was made before the needs analysis. The syllabus type in this current study was based solely on the result of the needs analysis that it validly represents the needs of the students.

The second limitation has to do with the designing of the needs analysis. Needs analysis from those previous studies is not designed in a way that interrelates expectation, needs, and reality all at once. While



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working graduates are not. While it is true that students are the center, and the learning must take place in accordance with their needs, those needs must be aligned with not only expectations but the real-world situation as well, so that the students' learning can bear significant relevance. For that reason, the syllabus design in this current study involves lecturers, both English and nursing, and graduates working abroad for the outcome of this study to be meaningful.

Another novel aspect of this current research is the incorporation of COCA, and Medical Corpus to the syllabus resulted from the needs analysis. Such incorporation is of considerable significance as it very much bears on the naturalness of the students' learning. Students have an opportunity to learn a combination of words, sentence structures, and common expressions as they are used authentically by native speakers. With medical COCA, they can learn technical and semi-technical words that usually go together for particular purposes. In contrast, with COCA, they can learn the context of how those words are typically used in clinical settings on a day-to-day basis. Thus, students can get a picture of what and how English is used in a more natural way with native speakers rather than Indonesian-translated English used in isolation.

Therefore, based on all the above issues, this current study aims to conduct a needs analysis which covers target situational needs and learning needs analysis and suggest an ESP syllabus for English for Nurses. The



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the integration of two corpora which consist of Medical Corpus and COCA to later suggest a syllabus. A nursing lecturer, English lecturer, nurse graduate working abroad, and nursing students were involved to generate inputs in concern with expectation, needs, and reality of the use of English in clinical setting that will later use to inform the syllabus design. The suggested syllabus was then a comprehensive, relevant, and natural syllabus.

## **2.2 Theoretical Review**

### **2.2.1 Maslow's Hierarchy of Needs Theory**

Maslow (Gambrel & Cianci, 2002) propose human needs are ranked hierarchically, from basic survival to self-actualization at the top. Maslow stated that basic survival needs must be met before addressing higher-level needs. The higher up the hierarchy, the harder it is to meet those needs because of challenges from other people and the environment (Benson & Dundis, 2003).

According to (Hale et al., 2019), Maslow's hierarchy of needs can be frustrating by nature. In contrast to the basic survival-related requirements, which are physiological and short-term, higher needs are more psychological and long-term.

#### **1. Needs for body**

These needs are basic for survival, like food, water, shelter, sleep, and air. They are the most important, driving our actions. Once these are met,



on the next level of needs, like safety. Without meeting these basic the body can't function well. Maslow believed that until these needs

are fulfilled, all other needs are less important. After these needs are met, the need for safety becomes the priority.

## 2. Safety Needs

People need stability, control, and predictability in life. Safety needs are met by institutions like the police, schools, and healthcare. This includes financial security, job stability, law and order, and protection from harm. Once basic needs and safety are secure, we focus on belonging.

## 3. Love and Belonging Needs

These needs are about emotional connections, love, companionship, and social bonds. People need to feel accepted, trusted, and loved. This is especially strong in childhood, where the need for connection can be stronger than the need for safety.

## 4. Self-Esteem Needs

Self-esteem involves respect, achievement, and recognition. Maslow split this into two: self-worth (like success and independence) and the need for respect from others (like status and prestige). Low self-esteem can lead to feelings of inferiority. People often seek recognition to feel valuable.

## 5. Self-Actualization Needs

These needs are about realizing one's full potential and personal growth. People strive for fulfillment and peak experiences. This can be through career, parenting, creativity, or personal achievements. True self-actualization is rare, but moments of it can be experienced in meaningful

ts.





### 2.2.2 Concept of Nursing

Many people work in the nursing profession, providing care to numerous patients while following various laws and standards. The theoretical framework of nursing science develops through a dynamic process that originates from practice and is reinforced through research, primarily by creating and examining ideas and theories. According to Bousso et al. (2014), science is a process that involves a shift from common sense to critical assessment, which is frequently poorly defined or executed.

Clear concepts help build strong knowledge in a field, while unclear ones lead to less reliable science (Schumacher & Meleis, 1994). In nursing, the pursuit of knowledge is driven by the need to understand and name practical concepts, which encourages reflection and improves practice.

According to Chinn and Kramer (2010), Nursing theory is a structured way of organizing ideas to understand events in a planned and purposeful manner. Through careful study in practice or research, nurses can gain knowledge that helps improve patient care.

Nursing theory is defined as a creative and conscientious structuring of ideas that project a tentative, purposeful, and systematic view of phenomena (Chinn & Kramer, 2010). Through systematic inquiry, whether in nursing research or practice, nurses can develop knowledge relevant to improving patient care. Schumacher & Meleis (1994) stated A theory is a logical set of general statements that act as guiding principles for

ion. A nursing model consists of the following four essential  
s:



1. A description of the objective the nurse is attempting to accomplish
2. A collection of values and beliefs
3. Awareness
4. Knowledge and abilities the nurse must put into practice.

Nursing involves taking care of people of all ages, as well as their families and communities, whether they are sick or healthy, in any situation

Nursing involves both independent and team-based care for people of all ages, whether they are healthy or ill, and in various environments, including families, groups, and communities. According to Tutton et al. (2009), Nursing involves promoting health, preventing illness, and caring for people who are sick, disabled, or near death. It plays a vital role in the healthcare system, helping individuals of all ages with physical, mental, or other challenges in various healthcare and community settings, In healthcare, nurses focus on the individual, family, and community responses to current or potential health concerns, as these are key factors in their care and support (Malinowski & Stamler, 2002).

Establishing the body approach, which is fundamental to nursing, is a crucial initial step in the creation of nursing concepts. Next, the beliefs and values around those approaches are examined. Health care has become recognized as a basic human right, leading to the development of various health care systems at national, provincial, state, and local levels (Schumacher & Meleis, 1994). People all around the world are made

the diversity of systems and the fact that certain systems perform an others thanks to a worldwide network of fast communications.



There are concerns about the traditional duties of health educators, social workers, physicians, nurses, and others (Malinowski & Stamler, 2002). Consequently, research, lobbying, the creation of a safe environment, involvement in the formulation of health policy, patient and health systems management, and teaching are also essential nursing concepts

Health educators, doctors, social workers, nurses, and other health professionals must continuously assess their responsibilities, be prepared to adjust them for the benefit of society and adjust the training program they receive to fulfill the demands of the public (Malinowski, 2002). Some healthcare professionals provide 24-hour support to help people with daily tasks when they can't do them on their own, while promoting independence.

### **2.2.3 Jean Watson's Nursing Metaparadigm**

Jean Watson's nursing metaparadigm is a human care philosophy, also known as the theory of transpersonal care. Drawing from her experiences, beliefs, and research, it has significantly impacted nursing by defining four key concepts:

#### **1. Environment**

A person's internal and exterior world, encompassing societal norms, values, and beliefs

#### **2. Health:**

A high degree of general physical, mental, and social functioning, as well as balance between the mind, body, and soul



on:

owing living being made up of a body, soul, and spirit

#### 4. Care:

A transpersonal process, a moral ideal, and an art and science

The nursing metaparadigm of Watson's theory is founded on 10 curative aspects in addition to the four notions, such as adopt which is to show kindness and altruism toward both yourself and other people; inspire to encourage optimism and faith while respecting others; trust to foster the values, development, and behaviors of both yourself and others; nurture to establish and preserve relationships based on trust and compassion; forgiveness to listen to others' tales and accept the expression of both good and negative emotions; develop to Apply innovative approaches to problem-solving and the craft of compassionate healing techniques; balance to take part in loving interactions while teaching and learning transpersonally; co-create: Establish a setting that is therapeutic on all levels; minister to touch people's minds, bodies, and spirits while respectfully attending to their fundamental needs; open to be receptive to existential, spiritual, and enigmatic unknowns

Jean Watson's Human Care Nursing Metaparadigm focuses on human care in all its forms. As nursing is a profession dedicated to providing care, it is centered around the idea of nurturing and supporting individuals. This approach aligns with a philosophy that organizes nursing knowledge and practice to prioritize human well-being (Bahramnezhad et al., 2015). But as a component of the transformation paradigm, it has



d. According to Jean Watson's theory, it emphasizes that nursing combine both science and humanism. Based on existential-

phenomenological assumptions, Watson's Theory of Human Care defines the four key concepts of nursing: environment, person, care, and health. Health is viewed as a balance between mind, body, and spirit, while caring is seen as both a moral duty and a combination of art and science

#### **2.2.4 Nursing Duties and Responsibilities**

Ida Jean Orlando began nursing in 1958. The nursing process reflects the wide range and complexity of nursing roles and obligations (Toney-Butler TJ & Thayer JM, 2023). They were described as a methodical approach to care that makes use of the core ideas of critical thinking, client-centered treatment programs, goal-oriented activities, evidence-based practice guidelines, and nursing intuition. The foundation for compassionate, high-quality treatment is provided by the integration of scientific and holistic principles.

Nursing duties and responsibilities during the nursing process function as a systematic guide to client-centered care with 5 sequential steps (Toney-Butler TJ & Thayer JM, 2023). These include the following: diagnosis, planning, execution, assessment, and evaluation.

##### **1. Admission**

A patient is formally admitted for care and treatment at a healthcare facility through the organized procedure of patient admission. When a patient is admitted to the hospital, they must stay for at least one night. In the medical field, it refers to the actions a nurse can do to get the patient

or their stay, including getting them ready for any upcoming



operations. Patient admissions can take several forms (Ceschia & Schaerf, 2011) including:

2. Scheduled or scheduled admission

Patient admission for internal examinations, recuperation procedures, or scheduled treatments

3. Admission for emergencies

an admission for a patient in need of emergency treatment, monitoring, and critical care. Emergency admissions occur when a patient is in a hazardous circumstance that poses a major risk to their health or safety. Due to potentially incapacitating or life-threatening illnesses, the patient may need medical attention very once.

4. Urgent admission

An admission is made for a patient who needs care right away but is not as urgently life-threatening as an emergency. These are impromptu appointments for the treatment of acute diseases and small wounds.

5. Elective admission

A patient's admittance once they make an appointment to attend the hospital. A diagnosis for continued care, surgery, or other chronic disease therapy may fall under this category.

6. Newborn admission

According to Barz & Rajaram (2015). admission entails a number of procedures, including documenting patient information, medical history, and



it consent. Establishing policies and procedures for patient on, ensuring the patient feels at home and comfortable, gathering

vital information about the patient, and identifying the patient's requirements in order to create and carry out a nursing care plan are the goals of patient admission.

In particular, gathering important demographic, social, and clinical data is referred to as patient intake, the initial phase of admission. Getting insurance information and any required payments is another aspect of intake. The whole procedure guarantees that regulatory criteria are met and that all pertinent data is gathered to support the patient's treatment plan. Effective patient care and satisfaction are ultimately facilitated by a seamless admissions process (Hulshof et al., 2013; Pickering et al., 2013).

#### 1. Assessment

The second phase is assessment, which includes both subjective and objective data collecting as well as critical thinking abilities. Verbal remarks made by the patient or caregiver are considered subjective data (Pickering et al., 2013). Vital signs, intake and output, height and weight, and other quantifiable, physical data are examples of objective data.

Primary caregivers, who may or may not be close relatives of family members, or the patient themselves may provide data. Data collecting may include friends (Lata&Elliott, 2007). Data can be filled in and assessments can be aided by electronic health records. Assessment requires critical thinking abilities, which is why concept-based curricular modifications are necessary. Using clinical judgment to create a nursing diagnosis aids in the

and execution of patient care. Nurses can get a current list of diagnoses from the North American Nursing Diagnosis Association



(NANDA). NANDA defines a nursing diagnosis as a clinical assessment of the patient, family, or community's reactions to current or anticipated health issues (Säilä et al., 2008)

Maslow's Hierarchy of Needs is included in a nursing diagnosis, which aids in setting priorities and organizing treatment according to patient-centered outcomes. Abraham Maslow created a hierarchy in 1943 based on the essential requirements that every person has. Higher wants and objectives, including self-actualization and self-esteem, cannot be attained unless basic physiological needs and objectives are satisfied. Nursing care and nursing interventions are implemented based on physiological and safety needs. They thereby establish the groundwork for both physical and mental health by being at the base of Maslow's pyramid (Gambrel & Cianci, 2002).

## 2. Developing a care plan

According to EDP recommendations, goals and outcomes that directly affect patient care are developed during the building a care plan stage (Griffith, 2012). The achievement of these patient-specific objectives helps to guarantee a favorable result. During this stage of goal-setting, nursing care plans are crucial.

Care plans offer a roadmap for individualized treatment based on each person's particular requirements. When creating a treatment plan, factors such as overall health and comorbidity problems are taken into



ation. Care plans improve continuity of care, documentation, communication, and reimbursement throughout the healthcare system.



According to Martin et al. (2016), objectives have to be clear, quantifiable, or significant, achievable or action-oriented, realistic or results-oriented, and timely or time-oriented.

### 3. Treating patient

The process of treating patients include taking action, carrying out nursing interventions specified in the care plan, and actually doing so (Moeller, 2002). Nursing interventions such as the use of oxygen or a heart monitor, direct or indirect care, prescription administration, standard treatment procedures, and EDP standards are necessary during this time.

Prioritizing planned interventions, evaluating patient safety throughout implementation, assigning interventions as needed, and documenting completed interventions are all tasks that nurses must complete during the implementation phase (Schalk, et al, 2010). Nurses should efficiently reassess the patient, review and update the nursing care plan, plan resources and care delivery, and predict and prevent difficulties while administering therapy (Wu et al., 2018).

### 4. Evaluation

A successful patient outcome depends on this last nursing procedure stage. Every time medical professionals act or provide treatment, they need to reevaluate or reassess to make sure the intended outcome has been achieved (Müller-Staub, 2009). Depending on the general state of the patient, reassessment may be required on a regular basis. New assessment

ion may be used to modify the care plan (Ojewole & Samole, 2017).



In order to ascertain the efficacy of the treatments and the overall nursing care plan, nurses evaluate the patient and compare the results to the original assessment. The effectiveness of nursing care and the patient's condition must be regularly assessed and adjusted as necessary (Davis et al., 1994). They take into account the patient's condition as well as how well the nursing treatment is working. Critical thinking is used by nurses. When analyzing data and comparing it to the initial evaluation, nurses apply critical thinking. Some of the following are part of the evaluation process (Häyrynen et al., 2010).

1. Collecting information.

Nurses gather information on the patient's physiological outcomes, such bodily changes, as well as emotional outcomes, like values, beliefs, and attitudes

2. Evaluation of progress

Nurses make a comparison between the patient's present condition and the results of the original evaluation.

3. Modifying the care strategy

The nurse updates the treatment plan if the patient's goals are not reached or are only partially achieved.

4. Documenting the outcomes

The evaluation's findings are entered by nurses into the patient's medical file. Because it enables nurses to assess the effectiveness of their



s and determine if further or alternative interventions are required, documenting findings is crucial.

### 2.2.5 English for Specific Purposes

English for Specific Purpose (ESP) is a language teaching approach for learners with a level of certain English proficiency that aims to use the language in a certain situation. ESP has been one of the most popular areas in the teaching of EFL since the early 1960s because it provides instructional aims, materials, and methods that focus on learners' needs and future interests.

There are numerous definitions of ESP proposed by scholars. Some define it as only English language teaching for any purposes that could be specified, while others describe it as English language teaching in academic studies, vocational or professional, or for non-native speakers of English learning English on Specific.

Hutchinson & Waters (1987) take into account that ESP is a language teaching approach in which the whole decision in terms of contents and teaching methods is based on the learning reason from the learners. They further suggest that the understanding of all parties involved in the process will impact the potential outcomes of the language course.

Richards & Schmidt (2010) think that ESP is a course whose contents and aims are determined by certain needs of particular groups of learners. ESP learners generally take this course to conduct a certain role, for example, flight attendant, doctor, technician, or nurse; while teachers who teach in ESP class should have adequate insight into the relevant fields

ESP requires a specific language.



Concerning the above insight into English for Specific Purpose, it could be concluded that ESP is an English teaching approach based on the learners' needs to prepare them to use it in various certain situations such as academic, vocational or professional, and workplace environments. Therefore, it should examine the learners' needs and interests; a needs analysis has to be conducted to acquire information about learners.

ESP teaching more focusing on students' specific language needs, the whole activities and material taught should be conscientiously elected by taking students' needs and wants into account; of course, it becomes challenging for instructors to teach ESP. Learners' needs analysis should therefore be the starting point conducted by ESP instructors as a crucial consideration for devising syllabus and choosing instructional material, instructional methods, and learning activities (Mandasari & Wulandari, 2021).

### **2.2.6 Curriculum and Syllabus**

In education, curriculum and syllabus offer important information to instructors and students (Katis et al., 2018). It is, therefore, very important to further clarify what to understand both terms. Concerning both terms, some experts take into account that curriculum and syllabus are two interchangeable concepts; however, some others differentiate curriculum from the syllabus.

The curriculum encompasses goals, objectives, content, processes, and means of evaluation of all the learning experiences planned both in and out of school and community through classroom



instruction and related programs (Yalden, 1987). In other words, the curriculum is the whole thing related to instructional activities planned both in and out of schools. Those activities are comprised of essential components, i.e., purpose, content, procedures, resources, and tool of assessment.

Richards et al. (1993) further define curriculum as an educational plan that outlines the program's goals (the ends), the content, teaching methods, and learning experiences needed to achieve those goals (the means), as well as ways to assess whether the educational objectives have been met. There are, therefore, three crucial things understood in defining the curriculum. Those involve purpose (what should students necessitate to attain the purpose of the educational program), contents (all courses offered by students to attain the intended purpose), and assessment (an instrument to assess whether the intended purpose has been attained). The above concepts suggest that a curriculum encompasses more than only a syllabus and that a syllabus is a component of a curriculum.

Rodgers (1989 as cited in Renandya & Sunga, 2001) makes difference between a syllabus and a curriculum. The syllabus sets contents encompassed by a certain course from only a small part of the total school program. Compared to the syllabus, the curriculum is the whole students and teachers' activities in the educational setting, including what students will learn and how they learn, how the teachers will aid them to learn, and



: supporting material, style, assessment methods, kind of facilities use.

Furthermore, Nunan (1989 as cited in Sekhar & Swathi, 2019) proposed his ideas in both terms. According to him, the curriculum is closely related to the planning, implementation, evaluation, management, and administration of educational programs; on the other hand, the syllabus concentrates more specifically on the file selection and gradation of content. Moreover, in the term of syllabus and curriculum design Richards (2001) states Syllabus design is part of curriculum development, but it is not the same as a syllabus. A syllabus specifies what will be taught and tested, such as oral skills, topics, and conversation aspects in a speaking course.

Syllabus design is, therefore, the process of developing a syllabus. By comparison, curriculum development is a more comprehensive process than syllabus (Richards, 2001). It encompasses the process used to determine the needs of a group of students, develop aims or objectives for a program to address those needs, determine an appropriate syllabus, course structure, teaching methods, and materials, and carry out an evaluation of the language program that results from this process. Curriculum development is, therefore, a more comprehensive process than syllabus design.

### **2.2.7 Syllabus design**

In designing a syllabus, syllabus designers should do needs analysis and determine the objectives. The further step chooses the instructional material, assesses, chooses the language content, and divides it into the (Jordan, 1997). Furthermore, Syllabus designers and material developers conduct the designing of syllabuses based on educational



implications and what they consider as significant for students at every level of education they are (Woods et al., 2010). Woods et al. (2010) state that starting from an awareness of the learners and their needs, it is proposed that from the total set, those categories should be selected that are relevant to the particular population of learners. Designing syllabuses should be therefore based on the needs analysis of the students.

Furthermore, syllabus design involves the entire process of devising a language program and making an effort to examine important aspects such as needs analysis, goal-setting, and content specification, methodology, assessment instrument to be used as a guide for both teacher and learners in their pedagogical interaction (Maley, 1984).

Syllabus designers are necessary to consider some important things as guidelines for writing a syllabus. In this case, Dick (2005 as cited in Hardiany, 2018) proposes several steps that can be identified to summarize general guidelines of syllabus writing. First of all, syllabus designers have to determine the type of syllabus on what basis they are going to select, the items to be included, and how these items will be organized. Secondly, the teaching situation needs to be analyzed to show the situations where the syllabus will be implemented. In addition, syllabus designers must determine the available resources, potential problems, and external factors that may cause us to get lost from the syllabus. Next, the syllabus designers need to examine the students as the target learners by focusing on their



learning preferences, and needs, which is a crucial requirement to objectives of the course. They then may start designing the structure

of the syllabus and preparing suitable materials. In addition, before the design product is ready to be utilized, it is probably necessary to plan the methods of assessment for the syllabus' future revision for improvement and changes during and at the end of the course.

In conclusion, designing a syllabus is a process that requires careful thought about the students' needs, the teaching environment, and the resources available. A well-designed syllabus ensures that the content is relevant and useful for students, while also providing a clear guide for teachers. By continuously improving the syllabus based on feedback, educators can create a learning experience that helps students succeed

### **2.2.8 Type of syllabus**

Khranke (1987) proposes six major types of syllabuses, which can be implemented in various teaching situations, as follows:

#### **1. Structural syllabus**

A structural syllabus is a syllabus in which input is selected according to grammatical notions of simplicity and complexity. This syllabus includes a collection of forms and structures, grammatical elements such as verbs, nouns, and so on. However, this syllabus argues that students often struggle to learn the grammar because the teaching method does not match how they naturally learn. This makes it difficult to use the structural syllabus as the primary way to help students develop an intuitive understanding of a second language. However, a structural syllabus may still have value if used

; direct approaches to language learning. For example, it can help





students notice certain grammatical points in the material they are studying and compare them to those they would normally use.

Furthermore, a structured syllabus may be used as a foundation for developing problem-solving activities that help students understand grammar rules better. It is suggested that this information might make future ingestion easier. Therefore, a structured syllabus is considered an important tool. However, it is recognized that this type of syllabus should be combined with a meaning-based curriculum that allows students to practice communicating in a second language.

Breen (1987) in Rajaei Nia et al., (2012) proposed three reasons why the structural syllabus is important. First, the first point is that it has a lengthy history of linguistic study and is well-established. Second, the structural syllabus provides students with an organized and structured curriculum. This helps reduce the learning burden as students can begin to see patterns and regularities in language, making it easier to learn. Thirdly, language systems can be broken down into specific categories or patterns, which can be incorporated into lessons. These categories or patterns also help students understand how the new language works. This type of syllabus uses our ability to think about and analyze language - essentially, to understand and know how it works.

According to Khranke (1987), the structural curriculum has several advantages. First, structure or grammar is the foundation of communication

every sentence follows a specific structure, which can be used in contexts, meanings, and functions when it is well-formed.



Explaining this concept is relatively simple. In language studies, terms like nouns, verbs, imperatives, plurals, and gerunds are commonly used and have clear, widely accepted definitions. Structural knowledge is also the easiest aspect of communication skills to measure. Its clarity and simplicity make it easier to design tests that identify gaps in students' knowledge. While learners may not use structural knowledge directly, there is some evidence supporting its importance.

According to Stevick (1972), as cited in Foster & Skehan (1999), the structured syllabus seems to go against most, if not all, of the motivational factors that should be included in foreign language learning materials. These factors can be summarized as follows: The content should meet the student's individual language needs. Completeness, means the inclusion of all the necessary words to achieve the desired goals. Authenticity of the content, both in terms of language and culture. Students' satisfaction with their daily progress in the classroom. Immediate application of what students have learned in class.

## **2. Notional/functional syllabus**

A notional/functional syllabus is a syllabus that focuses on communicative functions, such as requesting, suggesting, and agreeing. The language content in this syllabus is based on the functions that language performs or the ideas or notions it expresses. Many teachers may find the terms function and notion confusing at first. Simply put, functions

the purposes for which we use language to communicate, while refer to the concepts or ideas expressed through language.



Learning to identify and articulate the communication functions of language as well as the concepts and ideas it communicates is the foundation of a functional-notional syllabus. In other words, this type of syllabus focuses more on the meanings and purposes of language rather than the specific forms or structures used to express them. Hedge (2001) highlights how the communicative revolution of the 1970s encouraged teachers to focus on understanding what it means to communicate effectively in a language, rather than depending solely on linguists' structural analyses. This shift made it clear that a new perspective on language was needed to develop communicative skills.

Hyme model of communicative competence and Halliday's functional grammar are examples of theories that emphasize the social and functional aspects of language. These ideas are central to the notional-functional approach. This type of curriculum includes a list of concepts, such as possibility and past time, and functions, such as apologizing and requesting, along with the specific language forms needed to use them effectively in communication.

Usually, accuracy-based methodology was still used. Therefore, this strategy still incorporates what White (1983) referred to as a type A strategy, which is one in which the goals are predetermined and is fundamentally interventionist and other-directed. However, from a functional perspective, language learning goes beyond individual sentences and highlights the

ice of understanding language in context. It was emphasized that finding the structure of spoken or written texts was more beneficial



to language learners than isolated, grammatically correct phrases and that context is crucial in establishing the intended meaning or purpose of any speech.

Students gain the ability to communicate authentically through language use. The skill to express their own goals, thoughts, and feelings can motivate learners. This approach also makes it easier to teach cultural and social topics, such as when and how to greet others, as well as the practical aspects of language, like the strategies needed to show politeness.

According to Richards & Rodgers (2001), one advantage of the theoretical functional syllabus is that it considers the needs of the students and the meanings they need to express. This has contributed to the development of communicative approaches to language teaching. It also emphasizes that students and their communication goals are at the very center of the teaching program.

### **3. Situational syllabus**

Because of the limitations of the structural syllabus, a different approach was developed, where situational needs, rather than grammatical units, became the starting point. The main idea is that the situations in which language is used influence how it is structured and expressed. In a situational syllabus, the creator tries to predict the situations students are likely to face and uses those as a basis for selecting and teaching language content.



Examples of these scenarios include visiting the dentist, going to the bank, and meeting a new student. Instead of using distinct grammar

elements, vocabulary subjects, or life events, a situational syllabus allows students to choose and sequence various real-world scenarios, unlike a structural or formal syllabus. In other words, it is designed to provide a realistic context based on the experimental theory of language learning and a communicative view of language (Rajaei Nia et al., 2012).

A situational syllabus is based on the language needed for different situations such as at the airport or restaurant. It is an alternative to the grammatical syllabus. In this type of syllabus, a series of situations will form the organizing principle, and each situation is associated with a particular activity or task.

Students are usually presented with scenarios through role plays, where they are expected to create, provide, or complete much of the language used in the situation. Another method is dialogue, often introduced at the start of the lesson, which involves listening, memorizing, and serving as a model for students to improvise. The content of these situations can either be designed by teachers or authors or be based on real-life events.

According to Dincay (2011), situational syllabuses can be divided into three categories based on the nature of the information: mythological, concrete, and limbo situations. In a limbo situation, the specific details of the scenario are not particularly important. For example, introducing someone during a conversation at a stadium. In such cases, the linguistic focus takes priority, making the context irrelevant or insignificant.



On the other hand, in concrete situations, the specific details of the situation and the language used within it are essential. For example, placing

an order at a restaurant would require language tailored to that specific scenario. The final category is mythical situations, where the content is based on an imaginary storyline, often involving fictional characters in make-believe settings (Rajae Nia et al., 2012).

#### **4. Skill-based syllabus**

Many countries, especially in Latin America, have adopted the skill-centered approach to course design. In these countries, students in universities and colleges often need to study subject books in English because they are not available in their native language. According to Bhuvaneshwar (2013), the content of a skill-based syllabus focuses on specific skills required for language use. Language skills such as pronunciation, vocabulary, grammar, and discourse are organized into general behavioral patterns, like writing coherent paragraphs, giving persuasive oral presentations, or listening to spoken language to understand the main idea. The primary goal of skill-based education is to develop specific language skills. A secondary one is the broader improvement of overall language proficiency, including the incidental acquisition of knowledge that occurs while using these skills.

A skill-based syllabus is a syllabus structured around various language abilities, each serving different purposes, such as reading or listening. Complex activities like listening are broken down into skills and micro-skills. This type of syllabus focuses on teaching specific skills that are

I for language use. These skills are the abilities people need to



develop to become proficient in a language, regardless of the context or situation in which the language is used.

A skill-based syllabus organizes linguistic competencies (such as pronunciation, vocabulary, grammar, sociolinguistics, and discourse) into general types of behaviors. These include activities like listening to spoken language for the main idea, writing clear paragraphs, giving persuasive oral presentations, taking language tests, and reading texts for main ideas or supporting details. On the other hand, situational curricula focus on grouping language functions based on specific real-life contexts. The primary goal of skill-based learning is to develop a specific language skill, while a secondary goal is to improve overall language proficiency and gain additional knowledge that may arise while using these skills.

Richards and Rodgers (2001) highlights several advantages of a skills-based syllabus. This type of syllabus focuses on performance and practical application. It provides skills that can be used in a variety of situations and identifies units that are both teachable and learnable. One key benefit of a skills-based syllabus is its emphasis on performance in specific activities, making it a useful foundation for designing teaching materials and courses. According to Krahamke (1987), skill-based information is especially helpful when students need to master specific language skills, either on their own or as part of a broader competency.

This syllabus is criticized by Karahnke (1987) on the grounds that proficiency in a language is either independent of or dependent upon the need to do particular activities in that language. Overall language



competency is expected to increase with any significant second language engagement, but this is less likely to happen with training that is more specialized and tightly defined.

According to Auerbach (1986), skill-based training may educate children for certain behaviors or separate them from goals and accomplishments for which they are not competent. A skills-based syllabus is essentially a list of abilities and micro-skills that students need to practice, according to Willis et al. (2005). More significantly, when they experimented with a skill-based syllabus, they found that teachers were confused by the lack of guidance they believed they had in selecting books to use to help students develop these abilities.

Not everyone may understand the skills list in the same way. For example, if the goal is to understand basic verb tenses, most people will agree on what that means. However, if the goal is to understand meaning from context, it's harder to say what success looks like. If the goal is something unclear, like "handling customer complaints well on the phone," it's unlikely that the teacher and student will interpret it the same way, even over a couple of days.

## **5. Content-based syllabus**

A content-based syllabus is organized around different themes, topics, and other units of content. In this type of syllabus, the primary purpose of the instruction is to teach some content using the language that

students are learning. An example is a history class taught in the language the students need or want to learn. Content-based syllabus is a





method where instruction is structured around the material rather than a language syllabus (Richard & Rodgers, 2001).

Content-based curricula are those that teach information or content in the language being learnt with little to no explicit or direct attempt to teach the language itself apart from the subject being taught, according to Krahne (1987). Jalilzadeh & Tahmaseb (2014) stated that a content-based syllabus is a subset of an analytical and process-oriented syllabus. While they claimed that, in contrast to task-based syllabuses, which are based on linguistic criteria, experiential content in content-based syllabuses is generated from subject area, Ellis (2003) thinks that content-based education is a type of task-based method.

This material might be derived from an examination of students' needs and interests or from other courses included in the curriculum, such science, history, and environmental studies. According to Snow et al. (1988), language is best taught for communication in meaningful, intentional social and academic situations, which is the justification for integrating language and content. Instead of discussing language itself, individuals in real life use it to discuss what they already know and what they would like to learn more about.

Another fundamental justification is that combining language education with subject offers an analysis of current developments in curriculum development and syllabus design for second languages. The

t subject integration with language education offers a strong  
on for language teaching and learning is another supporting



argument. For language acquisition, content can offer a cognitive and motivational foundation.

According to Ellis (2003), content-based curricula provide some clear benefits. Content-based syllabuses have a rational and cohesive selection and grading of content, in contrast to analytical syllabuses, which are essentially a collection of assignments chosen at random. It has the same benefits as analytical curricula. Along with language, students also learn other subjects at school. All four linguistic skills are integrated. Students are actively involved in the learning process. It makes use of real tasks. For all of these reasons, it might increase the learner's motivation and level of participation in his own learning process.

Jalilzadeh & Tahmaseb (2014) state that students may not attain high levels of grammatical and sociolinguistic correctness in content-based courses. The expectations of topic knowledge and the quantity of preparation required of instructors might easily discourage them. They also do not think they're competent to teach topic areas.

Futhermore, educators may become too focused on teaching academic subjects and forget to teach language-related skills. To put it another way, content-based instruction's primary goal is to improve English language development through content areas rather than content learning itself. The challenge with evaluation is separating the linguistic elements from the content objectives to ensure they do not negatively impact each



alman Sabbah, 2018).

←-based syllabus

A task-based syllabus is a syllabus involves a series of complex and purposeful tasks that students complete in the target language. Krahne (1987) states that Krashen's acquisition theory (Krashen, 1982) is the main theory of learning that underpins task-based teaching. According to acquisition theory, exposure to and usage of a language are the only ways to become proficient in it.

Task-based syllabuses provide a particular implementation of communicative language instruction and are distinct from previously suggested syllabuses such as structural and functional notional syllabuses since they begin with requirements analysis. A list of the target activities that the students must perform in real-life scenarios, such navigating from a hotel to a metro station, filling out a credit card application, and going through a job interview, is produced by this requirements analysis.

Tasks are activities where meaning is paramount. Students are not given meanings from other people to repeat. It also refers to some kind of connection to similar real-world activity exists. Task completion has some form of priority. The task is evaluated based on its results. A good task ought to encourage focus on purpose, meaning, and negotiation, draw attention to pertinent information, determine goals based on students' communication requirements, establish a problem for the students to solve that is directed yet focused on them.

The psycholinguistic justification for TBLT, according to Ellis (2003), is

students have an internal curriculum that guides their progressive  
on of the L2 systems. The acquisition of implicit knowledge is the



main objective of all language training as without it, students cannot communicate successfully. Giving students the chance to use the L2 as a communication tool is the greatest way to help them acquire implicit information. Instruction must use a technique called focus on form to help students pay attention to form while they are speaking in order to support learning. The resulting knowledge is accidental. The goal of task-based learning is to use learners' real-life needs and activities as learning experiences, providing motivation through immediacy and relevancy (Krahnke, 1987).

Furthermore, in addition to addressing language acquisition, task-based language education can serve as a vehicle for teaching other kinds of information or content (Krahnke, 1987). Task-based learning can also be valuable for learners who have a clear and immediate need to use the language for well-defined purposes. Students who need to acquire cognitive, cultural, and life skills in addition to the language or who are not used to more conventional classroom instruction may find task-based learning particularly helpful. ESP courses can benefit greatly from task-based syllabuses. Additionally, it aids language learners in acquiring rather than studying a language. Grammatical and functional items will reappear numerous times in a diverse range of contexts in a task-based syllabus.

An effective language syllabus should be adaptable and focused on the needs of students, making sure it covers both how to communicate and

think in the language. Each type of syllabus has its own advantages and disadvantages, but the best approach is usually to mix elements from



different types to fit the learners' goals and situation. A needs analysis should be done to understand what students need from their language learning, and the syllabus should match those needs. It should combine different teaching methods to help students improve their language skills and use the language effectively in real-life situations.

### **2.2.9 Concept of Needs Analysis**

Needs analysis (NA) in the field of language teaching was first historically used by Michael West in the 1920s (West, 1997, as cited in Juan, 2014). However, there had been limited focus on the term at the time because it simply determined the students' needs for general English, which aimed not for not for the purpose of learning or mastering English. In the following decades, the term need analysis re-appeared as a response to the emergence of the ESP movement in the 1970s', in which the term was considered as one of the key stages in ESP.

The rise of the ESP movement in the 1970s brought an increase in demands for English language courses to meet the specific needs of those involved. As a result, new approaches to language teaching and learning also arose. Emphasis was placed on discovering how language is utilized in real-life communication. According to Hutchinson & Waters (1987), If language differs from one situation of use to another, it should be possible to identify the characteristics of certain situations and utilize them as the foundation for the learners' course. Therefore, there have been attempts

ried out by researchers to make the teaching of ESP more relevant  
ers' needs (Plesca, 2003).



The efforts that had been conducted by researchers to meet the demands of the learners' needs at the time were several approaches to do such as register and discourse analysis. Nevertheless, those were taken into account as failure because they were less exploring students' needs (Plesca, 2003). Since dissatisfaction and ineffectiveness with the approaches had brought foreign language courses could not meet the demands of employers and trainees; consequently, English specialists concentrated on an analysis of the target situation, which is the next approach to the development of the ESP movement as a response to the failure of the previous ones.

Since the purpose of the ESP teaching is to enable learners to use the language in a situation where they will use the language, the ESP course should be firstly designed by determining the target situation, and a meticulous analysis of the linguistic features of the situation should be further conducted. The procedures are recognized in terms of needs analysis or needs assessment (NA) which is the cornerstone of ESP and leads to a very focused course (Dudley-Evans & John, 1998).

Munby's Communicative Needs Processor (CNP) is the most broadly referred to model depicting the initial concept of needs analysis (Fatihi, 2003; Haque, 2014; Rahman, 2015). The concept is to find as thoroughly as possible the linguistic form a prospective ESP learner is likely to use in various situations in his target working environment (Songhori, 2008). The



of the processing data employing Munby's model is what the needs to know to function effectively in the target situation. This

concept comprises a range of questions (i.e., the topic, participants, medium, so forth) to gather as much information as possible for examining learners' needs. Therefore, CNP views needs analysis as an instrument to grasp and produce the linguistic characteristics of the target situation. Nevertheless, like the previous models, Munby's model also acquires critics. As Hutchinson & Waters (1987) criticize, the model takes a long time to conduct and does not consider the learning needs nor does it differentiate such concepts of needs as necessities, wants, and lacks.

For Hutchinson & Waters, 1987 needs analysis or target situation is a search for important information on the target situation and the attitudes towards the situation of various learners in the learning process; that information can be acquired from multiple sources both learners themselves, academic institutions, and employee through a questionnaire (Jordan, 1997). Furthermore, Hutchinson and Waters (1987) explain the concept of needs by differentiating between target and learning needs. For them, target situational needs refer to what the learner needs to do in the target situation; while learning needs include all things learners need to do to learn. In addition to differentiating target and learning needs, they view target situational needs as related to terms of necessities, lacks, and wants.

Necessities are sort of needs because of the target situation; it means what the learner has to know to function the target situation effectively, For medical learners, for example, they should master reading skills in scientific



journals, magazines, and books; the writing skills required for medical documents, reports, conference abstracts and articles, and

the oral skills includes telephoning, taking a patient's history, giving a physical examination and using General English language skills for everyday communication (Niemiec, 2017).

Therefore, it perhaps requires linguistic features generally applied in the situation identified. Lack is what learners have already known so that can be decided what their necessities lack or what learners have not known. Wants are perceived as subjective needs of learners. it also means that the learners need to know what they want to be learned. From that situation, the learners will do some efforts to achieve their will.

Dudley-Evans & John (1998) also put forward their insight into needs analysis. The ESP practitioners are of the opinion that needs analysis is the process of establishing what and how of a course. The aims are to know learners as people, as language users and language learners, to know how language learning and skills learning can be maximized for a given learner group, and to know the target situation and learning environment such that the obtained information can be interpreted appropriately. Dudley-Evans & John (1998) further explain the important things that should pay more attention to the needs analysis should focus on learners' professional information, learners' personal information, learners' language information about the target situation, learners' lack, learners' needs from the course, language needs, communicative information in the target situation.

All above-mentioned indicate that the emergence of needs analysis in

teaching closely relates to the ESP movement as a response to and for English foreign courses to meet the learners' specific needs;





needs analysis positively contributes to the design of the ESP course, including curriculum, syllabus, learning material. Despite a distinguished view of needs analysis from one to another, they complement each other to form a better concept of needs analysis.

#### **2.2.10 Procedures for Conducting the Needs Analysis**

After understanding what the needs analysis is as explained previously, it is necessary to understand procedures to conduct the analysis. Brown (1995) points out that there are three steps in doing the needs analysis process, i.e., making basic decisions about needs analysis, gathering information, and using the information.

Before needs analysis is carried out, curriculum or syllabus designers have to make the fundamental decision that can perhaps be made through questions, i.e., who will be involved in the needs analysis process? What sort of information has to be gathered? and which points of view should be presented? People who can be involved in the process of needs analysis such as those whose information will be collected or called the term target group (e.g., students in a program, teachers, administrators, and graduates), those who eventually are required to act upon the process of the analysis or called the term audience (students, teachers aides, program administrator or supervisors in the bureaucracy above the language program), those persons responsible for conducting the needs analysis or called the term needs analyst, and those persons provide as a source of

ion about target group (e.g. parents, future employers or professor content course).



Another important thing that should be known is the sort of required information in the needs analysis. Stufflebeam (1977 quoted in Brown (1995) has divided into four divergent philosophies of needs analysis. i.e., discrepancy, democratic, analytic, and diagnostic philosophy. Those philosophies are important because they will affect the types of information that will be collected in needs analysis. For example, the first one is information that views needs as differences or discrepancies between a desired performance from the students and what are they actually doing; The next one is information related to needs defined as any change that is desired (the learning most desired by the chosen group) by a majority of the group involved (e.g. students themselves, teachers, administrators, etc); the third one is information related to needs as survey from the exiting scientific research on the second language acquisition, and the last one is information related to the most essential language skills required by learners.

The acquired information related to the needs may grow to unmanageable proportions; therefore, curriculum or syllabus designers should decide which points of view should be taken. The needs analysts, therefore, should sort out the whole attained information and narrow their investigation. Brown (1995) further explains that needs analysts can employ three basic dichotomies of needs to restrict the sorts of the required information, i.e., situation needs versus language needs, objective needs

subjective needs, and linguistics content versus learning process.

situation needs related to administrative, financial, logistical,



manpower, pedagogic, cultural, personal, or other factors that might have an impact on the program; while language needs related to details about the circumstances where the language will be used, students' language competence, the learners' reason for studying the language, and learners' present abilities.

The next needs are objective versus subjective ones. Objective needs are related to needs determined from observable data collected about situations, learners, and language that learners should eventually acquire; while subjective needs are related to learners' wants, desires, and expectations. The last needs are related to linguistics content versus the learning process. Linguistics contents are related to language needs that students require to learn. These include phonemes, morphemes, grammatical structure, utterances, function, discourse markers, etc.; while, the learning process is related to needs in affective domains such as motivation and self-esteem.

Furthermore, in the process of collecting information, Rossett (1982 as cited in (Brown, 1995) points out that there are five categories of questions designed to identify problems, priorities, abilities, attitudes, and solutions in needs analysis. The first question is to identify problems being encountered by the people in the target group. The second one is about priorities to identify which topics, language uses, skills, etc. are the most important for the target group to learn. The third one is about learners'

at entry. The question is usually answered by using pretest



designed either to measure the overall language proficiency of students or diagnose their specific weakness.

The fourth one is about an attitude question to acquire information related to learners' feelings and attitudes towards elements of the program. These might include questions addressed to the learners on how well they like studying, for example, grammar points or language function. The last one is a question that elicits ideas for solutions to perceive problems in terms of what changes might bring about compromise and resolution.

Collecting the information in needs analysis through the questions, of course, must apply appropriate instruments. Brown (1995) goes on to say that there are six categories of instrumentation – existing information, test, observation, and interviews, meetings, and questionnaires. The existing information is a set of procedures utilized to acquire the related information from books and journals about learning needs; the test is used to measure the general ability level of the students through proficiency, placement, diagnosis, or achievement test; observation is used to observe a target group and note the behavior taking place; the interview is a used to acquire information by asking open-ended questions orally both individually and collectively to acquire responses and views both personally and collectively; meeting is used to collect information by discussing different opinion for achieving a consensus for participants, and questionnaire is used to acquire information related to participants' response about language program by

g a series of question in writing to participants.



In addition to employing the above procedures for gathering the learners' needs information, Brown (1995) maintains that needs analysts should consider three characteristics when using any information-gathering procedures. The three characteristics are reliability, validity, and usability. Reliability is defined as the consistency with which a procedure obtains information; validity is the degree to which it is measuring what it claims to measure. For example, if a questionnaire purpose is used to use measure the level of students' motivation, then all of the questions in the questionnaire must be related to needed information. Usability is related to the applied procedure that should be easy to administer, to score, and to interpret. Therefore, the three interrelated characteristics should be considered by needs analysts when using information-gathering procedures so that they can be used effectively in needs analysis (Brown, 1995).

### **2.2.11 Corpus**

#### **2.2.11.1 Definitions of Corpus**

Previously, the term corpus was more associated with a body of work, for example, all of the writings of one author. However, since the advent of computers, large amounts of text can be stored and analyzed using analytical software. Therefore, it is then defined as a collection of texts, written or spoken stored on a computer (O'Keeffe et al., 2007).

Furthermore, Hunston (2005) & Sinclair (2004) describes it as a collection of naturally occurring examples of language in electronic form,

according to external criteria to represent a language or language is a source of data for linguistic research. Furthermore, Ma & Mei



(2021) says that it is a large, principled collection of naturally occurring language stored electronically both authentic spoken and written texts systematically compiled according to specific principles and presented in electronic form.

Kennedy (2014), in her book *Introduction to Corpus Linguistics*, explains four major characteristics of the corpus approach: it analyzes the actual patterns of language use in natural texts (i.e., textbooks, fiction, nonfiction, magazines, academic papers, world literature, newspapers, telephone conversations at home or work, cell phone conversations, business meetings, class lectures, radio broadcasts, and TV shows, among other communication acts), utilizes a large and principled collection of natural texts as the basis for analysis (i.e., with a written corpus, a spoken corpus, an academic spoken corpus, etc.), and makes extensive use of computers for analysis (i.e., accessed and analyzed by a concordance program (i.e., quantitative results generated from the corpus and then analyze them qualitatively to find significance (Alex Boulton, 2016 cited in Hunston, 2005).

The use of corpus-based studies has provided an accurate description of the language, and its new potential for language structure and use, and has many applications in language learning (Miangah, 2012), for example, in writing syllabus, testing and assessment, and course books and other material (Kennedy, 2014). Kang & Yu (2011) explains that analysis using



us linguistics approach quantitatively in the way of adopting some analytical tools (e.g. Claws 4 for corpus annotation, WordSmith

3.0, and AntConc 3.2 for retrieval analysis) renders a contribution to learning a foreign language more effective because students will be faced with real language (Cotter, 2006). Most readily available software packages process data from a corpus in three ways: showing frequency, phraseology, and collocation (Hunston, 2005). For example, The Medical Web Corpus is an online collection of modern medical texts that can be accessed using the Sketch Engine text analysis tool. In this study, Nguyen Le & Miller (2020) employed the corpus-based approach to identify the most frequently occurring medical word components across four different sources. Another readily available corpora is the Corpus of Contemporary American English (COCA). It describes how language is used in a real situation. The COCA contains over 450 million words. It is evenly split into five categories: spoken language, fiction, popular magazines, newspapers, and academic texts (Dazdarevic et al., 2015).

### **2.2.11.2 The Role of ESP Corpus**

The ESP course aims to make the language taught specifically meet the language needed in the field to be studied by students. Therefore, the application of ESP is very important to equip learners with an appropriate language according to their discipline. However, many argue that the ESP materials available in the textbook form are usually too broad and not easily adaptable to real learners' needs (Harwood, 2005). In addition, most teachers only focus on using source books and dictionaries when they



he teachers only focus on the use of sourcebooks and dictionaries they are teaching. That is why the students only learn limited

vocabulary with little exposure and the vocabulary is learned in isolation as the students attempt to get the meaning of certain dictionary (Fauzi & Suradi, 2018).

In English for nursing, for example, a teacher should assist nurses in understanding the language for communication with each other both nurses with their patients and doctors, report writing, and interpreting information for work purposes (Mohamad & Jin, 2013). This of course needs a specific language for their field. Yet, the English instructors may also encounter difficulties; not knowing the vocabulary to be focused on as they are not from a nursing background. The implementation of corpus-based analysis, therefore, plays an important role in equipping ESP for nursing with an appropriate language based on their field.

In the role of ESP corpus, Chen & Huang (2017) state that ESP corpus can realize and guarantee the veracity of language materials in teaching content. It can also provide real conversations, professional documents, and other cases in real contexts professionally and practically; ESP corpus can highlight the vocabulary, syntactic and textual characteristics of specific professions so that learners can quickly grasp the main points, and ESP corpus is conducive to the realization of student-centered ESP teaching principles.

Furthermore, the corpus-based approach offers several advantages in the teaching of ESP. Harwood (2005), for instance, provides a summary of

concerning the differences between corpus evidence and the  
ion in academic writing textbooks. Yang, (2015) does a corpus-



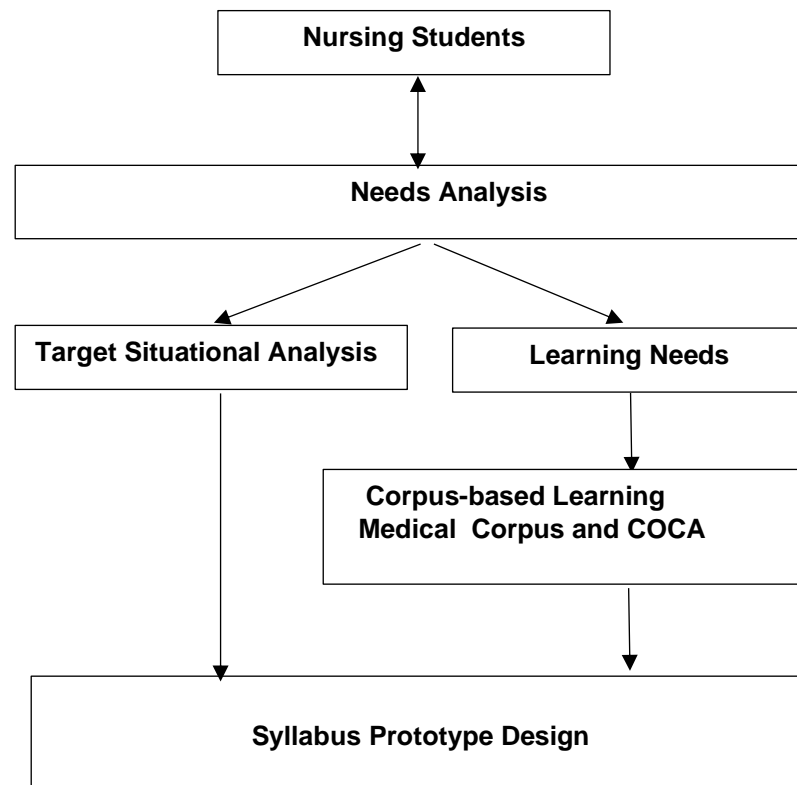


based lexical study that aims to explore the most frequently used nursing academic vocabulary across different sub-disciplines in the nursing field. A corpus study in ESP vocabulary research aims to compile a corpus of baseball English and use it to create specialized or technical vocabulary sets for teaching and learning English for Baseball Purposes Riccobono (2020). Moreover, a corpus-based analysis aims to determine which nominal and adjectival lexical items denote or relate to the category of human body parts in the context of English for Medical Purposes (EMP) (Tomić, 2021).

Those studies, of course, contribute to teachers and learners of ESP. Researchers and material writers can use language corpora indirectly by inserting corpora findings in their teaching syllabi design, reference works (e.g. vocabularies and grammar), and teaching materials Anderson & Anderson (1997). Therefore, this study will attempt to integrate a needs analysis and medical and general Corpora through English for Nurses Syllabus Design.



## 2.3 Conceptual Framework



This study focuses on developing a prototype of an English syllabus for nursing students based on needs analysis. It begins with Needs Analysis, which identifies Target Situational Analysis, which examines what the learner needs to do in the target situation and Learning Needs are explored to understand how student' needs include all things learners need to do to learn. Based on these findings, a Syllabus Prototype Design is developed to ensure meets students' needs which align with. Corpus-Based Learning including Medical Corpus and COCA (Corpus of Contemporary

n English) are enable students learn technical and semi-technical at usually go together for particular purposes. Additionally, COCA, helps them learn the context of how those words are typically used



in clinical settings in a day-to-day basis. They can also learn words or combinations of words or phrasal expressions that are frequently used in both of the corpora.

