

Developing Instructional Materials for Nursing Students at Toraja South Sulawesi, Indonesia

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Abstract

Developing instructional material learning is to find out learning needs of the learners in a particular course to meet specific purpose. Therefore this research aims: (1) to find out the language needs of the English language learning for the nursing students in Toraja. (2) To find out the learning needs of ELT for the nursing students in Toraja, (3) to develop ESP Speaking Course Material to meet the needs of the nursing students in Toraja based on the learning and language needs. Design and develop instructional material for nursing students based on Need Analysis on *Target situation, Present Situation, Strategy, and Pedagogic and methodological need analysis*. Instructional material developed by involving experts at teaching English language or medical fields, English lecturers and the students at Nursing Collage in Tana Toraja, in *small group* by using checklists evaluation then was analyzed in Mix-methods. The result of this research shown (1) The language needs in English for nursing are; for study and looking for job are more preferred than other purposes and the situation in hospital where, such as giving advice, explaining laboratory test, and administering medication commonly use English (2) listening, speaking and writing skills are recognized to be more suitable skills, English language ability, such as pronunciation and vocabulary are very important, and in learning preferences, working in a *small group* and working with other students or *peer work* are preferred activities than others. (3) English Speaking Skills material was developed by based on the needs analysis throughout ADDIE approach.

Keywords: Developing, English Material, English for Nurses STIKES Toraja

1. Introduction

English is still the first foreign language at schools and it thought to be compulsory subject at school curriculum in Indonesia. English is beside as a subject matter, it is also as an aid to meet learners' needs in the specific disciplines. The main goal of this work is to explain the term of ESP - 'English for specific purposes' is a kind of 'English language teaching' (ELT) and to introduce various activities aimed at English language skills. The process of designing and developing out any language course, needs analysis has become a vital role in it, whether it is English for Specific Purposes (ESP) or a General English (GE) course to meet the learning needs of a particular group of learners. This study attempts to present an overview of the process of needs analysis and designing and developing instructional materials in the field of health care communication for nursing students at STIKES Toraja, whom are in the undergraduate nursing program Stratum one (S1). The literature reviews that follow explore the centrality of needs analysis as a prerequisite for designing and developing an English language course that precisely responds to and articulates learners' academic and clinical language needs.

Mastering English language skills is the ultimate goal of the language learners of English. Therefore being able to communicate clearly and naturally with native speakers of a language is the end that makes the means of studying, and practicing the language worth the effort. So, achieving 'fluency' through foreign language education should focus on the standard, spoken language and written language because language which is used to communicate to a certain community we should use it based on what the native know about their language. The issue remains that students are taught standard written language, and spoken communication, rather than actual native speaker norms of oral communication. If language learners were not expected to use their language with native speakers in the target culture, this approach towards teaching would be logical. However, the increasing reality of a global community one in which nationality is less important than world-wide citizenship creates a stronger need for language education that enables language learners to communicate with speakers beyond the borders of their own culture.

The component that is missing from the type of foreign language education that would support this global citizenship is instruction in oral communication or speaking skills. While language learners in typical language education programs are using the target language orally and communicatively, they are not being taught to engage in authentic interaction as would native speakers of that language. It has been thought that knowledge and understanding of these native speaker of authentic conversation can be learned only through direct immersion in the target culture, and for this reason, instruction of conversation norms is generally not included in language curriculum at secondary and high schools. However, the lack of instruction in speaking can cause language learners to seem overly formal, rude, or awkward in their interactions in the target language, and can often be the root of cultural misunderstandings between native and non-native speakers. Moreover, failing to instruct language learners in conversational expectations can prevent them from successful integration into the

target culture, (Barraja and Rohan, 2000) states that. "It is imperative for second language learners to be familiar with the intricacies of ordinary conversation so they can have access to the target language community and become social participants in that community" .

English competence is needed by the employees and employers for several reasons include the students and graduated or alumni of nursing programs and medical care science in states, midwifery academy as well, there are several reasons why it is needed: firstly, Indonesia will face new challenges in the era of the ASEAN Economic Community in 2015. Secondly in the tourism sector, Tana Toraja is well-known to all over the world by the unique cultures, views of landscape, climate as well. By the AEC agreement will impact to the flow human visits Indonesia and enjoy their leisure time to visit Toraja. They come from the different nationalities and the different languages. Having English ability can help nurses, doctors, pharmacists, paramedics, receptionists, specialists or even those who volunteer to communicate and serve them well. By studying and practicing English for Medical care service based on costumers' needs that will be able to make patients feel more comfortable, and have a better understanding of their want, desire, and expectation.

Besides that, curriculum has been applied at STIKES (Heath Science College and Medical Care) Toraja for the undergraduate program (S1) should include subjects English is a compulsory subject at that consists of English one, English two, and English three which is distributed into the first, the second, English three for the third semester student is thought to be as English for General Purpose (EGP).

English as one of languages also has role in all our life both informal and formal settings, as such education. Nowadays, English is taught not only for English department students but also for non-English departments of higher institutions. STIKES Toraja as an institution where this research was conducted also applied English as a compulsory subject. According to the researcher English subject presents and prepares in curriculum at the nursing program that consists of *English 1, English 2, and English 3* should be classified into two types; English 1 and 2 as general English (GE) and *English 3* as thought a English for Professional Nurse (EPN). EPN is conducted as English for Specific purposes (ESP) because this course focuses on aspects of English related to the study of heath care. Pierson *et al* (2010) classify English for nursing into English for Academic Purposes (EAP). EAP course is generally for students who are learning in a classroom or another academic setting. English for nursing course is categorized into EAP because most students require this knowledge.

(Hutchinson *et al.*, 1987) argued that in applying ESP, the contents or topics have to be based on the students' need. In line with this idea, (Richards, 2001) said that the procedure used to collect the information about the learners' needs is called as the needs analysis. But based on the information got from the lecturers, they claimed that the topics and the materials they taught to the students in English for nursing Course were designed by their own perspectives not based on the needs analysis. Therefore, Needs Analysis was necessary to conduct for this course in order to gain the information about the students' need.

(Pierson *et al.*, 2010) assumed that the more advanced goal in English for Theology is the learning of key theological concepts and vocabulary. In this case, specialized vocabulary is required. Also, in providing vocabulary the vocabulary for ESP students, it is important to consider the learner needs. It means that giving them the words they need.

Some studies have confirmed that the needs analysis can best be implemented in develop instructional materials and give a positive impact on the improvement of the teaching quality. (Bosher *et al.*, 2002) conducted need analysis and develop a course called "Speaking and Listening in Health-Care Setting" to assist struggling English as a second language students attempting to enter health-care programs at a private collage in Minneapolis, Minnesota. The lack of academic success for ESL students enrolled in the nursing program at the College of St. Catherine lead to an in-depth needs analysis pinpointing that a communication course needed to be designed to help these students. Based on the finding, the researchers concluded that different forms of communication were the greatest concern, such as, understanding clients, understanding instructions of director, communicating clearly and effectively, and listening carefully to clients' information. The result of the research is prototypes of a course design of "Speaking and Listening in a Health-Care Setting".

Similarly, (Cowling, 2007) conducted a need analysis and designed a syllabus for an intensive English course for Japanese Industrial Film, Mitsubishi Film Industry (MHI) in Japan. The company has many plan buildings and maintenance contracts overseas. Therefore, English was important for engineers who need to converse with foreign clients and suppliers. The target group of learners was first to third years Employees who would be assigned to the field of department in their fourth year. The course runs for three days, three times a year for a period of three years. Thus, all new Employees would complete a total of nine three-day intensive courses in their first three years at MHI.

Researches shown the important of needs analysis in designing and developing instructional or course materials and contribute significantly to the educational language program. Included conducting needs analysis at Institute of Medical-Care and Nursing (STIKES) Toraja is very important before designing and developing instructional materials of English language teaching and learning program. This is because the contents of

English language teaching should be relevant to the students' needs in English learning in the classroom and workplace demand. Overall, the vision STIKES is the teaching and learning program should meet the costumers' need.

In the line of the result of the researcher at pre observation at STIKES stated above, it may be prepossessed some crucial notification have the opportunity to promote human resource potentially, that are; (1) to design and develop instructional ESP material at STIKES is very important and (2) to facilitate and utilize learning facilities, and (3) employee or in charge competence people based academic qualification in terms of master degree. It was also found some crucial phenomena of lacking competences. For example, (1) in speaking, students said 'eaten the rice', 'I going to the campus' He is go the home, and the like. It is proven that student still has lack of grammatical competence to locate at both English speaking skills and in written English correctly and accurately. Moreover they faced the difficulties to express their idea in English, hesitation and other speech errors appear in their communication. (2) They need to know English terms that close related to health care and medical field, they have only explain the medical terms base on the general English or habitual. Therefore, teaching English for the nursing students should be based on the students' needs in terms of English for nursing purposes. In addition English competence is needed at their workplace when they will graduate their study then work at a hospital of English speaking communities.

Based on reasons that have been described previously, may potentially be the needs are needed in designing and developing instructional material in English speaking skills for the nursing students at STIKES. (Nunan, 1988) states that "learning materials are often the most substantial components of pedagogy", similarly (Richard 2003) sums up that "the materials play an important role in language teaching and learning process"

Thus, instructional materials are very important for the students and the lecturers in the learning process. The students might be difficult to adjust to the learning, especially if the lecturer teaches the materials quickly and less clearly. Therefore, the materials can be used both by the lecturers and the students, as an attempt to improve the quality of learning.

2. Need analysis

Needs has featured prominently in the literature of language teaching in the last 1920s (Hutchinson and Waters, 1987; Robinson, 1980 and 1990; Richard, 1990; Johnson, 1989) most of them have focused on learners' communicative needs but teachers' needs are treated as a part of situational analysis that is general parameters of a language program. The question deals with whose needs analysis, (Tomlinson, 1998) asks a question is how are 'needs' defined in literature? In terms of:

1. Ownership (whose needs are they?)
2. Kinds (what kinds of needs are identified?)
3. Sources (what are the sources for the needs?)

In 1970s the formal concept of needs analysis was largely established by Council of Europe Modern Language Project Group in the field of ESP. This group aimed to promote language learning in Europe and offered guidance and support to the many 'partner for learning' whose cooperation was necessary for creation of a coherent and transparent structure of provision for effective learning, relevant to the needs of the learners as well as of the society.

Furthermore (Richards, 2001) 'needs' is the term used to refer to "want, desires, demands, expectation, motivations, lacks, constraints, and requirements". It was introduced largely through ESP movement" the demand for specialized language program grew and applied linguistics increasingly began to Employ needs analysis procedures in language teaching in 1960s, then in 1980s, in many parts of the world a "need based philosophy" emerged in language teaching, particularly in relation to ESP and vocational oriented program design.

2.1 Target/language needs

(Hutchinson et al., 1987:55) divided "needs" into two divisions 'target need and learning needs' "Target needs are a term, which in practice hides, a number of important distinctions. Hutchinson and Waters further look at the target situation in terms of 'necessities, lacks, and wants'. 'Necessities' is the type of need determined by demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation. For example, a businessman might need to understand business letters to communicate effectively at sales conferences, to get necessary information from sales catalogues. He or she is also need to know the linguistic features, discourse, functional, structural, lexical which is commonly used in the situation identified. It is a matter of observing what situations the learners will need to function in and then analyzing the constituent parts. 'Lacks' is a need in which, what the learner already knows, so that we can decide which of the necessities the learners lacks. On target situation necessity might be to read text in a particular subject area. Whether or not the learners need instruction in doing this will depend on how well they can do it already. The target proficiency of the learner needs to be matched against the existing proficiency of the learners. The gap between the two can

be referred to as the learner's lack (Hutchinson et al., 1979) 'Want'. So far, we have considered target needs only in an objective sense, with the actual learners playing no active role, but the learners too. Have a view as to what their needs are. (Richterich, 1984) comment that "...a need does not exist independent of a person. It is people who build their images of their needs on the basis of data relating to themselves and their environment.

2.2 learning needs

Till now we have considered needs only in terms of target situation needs. The question 'What knowledge and abilities will the learners require in order being able to perform to the required degree of competence in the Target situation?' It is guide us to understand the learning needs.

To understand what is meant by learning needs, let us look a little more closely at what happens in the target situation, the ESP course designers is asking the question 'What does the expert communicator need to know in order to function effectively in this situation?' This information may be recorded in terms of language items, skills, strategies, and subject knowledge.

What the analysis cannot do, however show how the expert communicator learn is learnt the language items, skills and strategies that he or she uses. Analyzing what people do tells you little, if anything, about how they learnt to do it. Yet, the whole ESP process is concerned not with knowing or doing. It is a naïve to think that journey can be planned solely in terms of the starting point and the destination. The needs potential and constraints of the route must also be taken into account, if we are going to have useful analysis of learning needs.

3. Concept of Developing Instructional Design and Develop

Instructional design and develop center on individual learning, has immediate and long-range phases, is systematic, and uses a systems approach about knowledge and human learning. Internal conditions premised on a model of information processing should be supported by a deliberately arranged set of external events. Instructional design is an iterative process of planning performance objectives, selecting instructional strategies, choosing media and selecting or creating materials, and evaluation. Types of analysis include needs or front end, instructional (such as content or task), and learner. Other considerations include resources, teacher preparation, and diffusion. Because curricula are usually structured around content rather than human capabilities resulting in gaps between broad goals and specific objectives designers should work backward from desired outcomes of human performance using taxonomy of learned capabilities to group and sequence objectives, then plan external conditions to support internal conditions for learning.

Individual learning is affected by learner characteristics such as existing knowledge and skills, and memory organization. A schema is an organization of knowledge. Abilities are stable characteristics related to reasoning, spatial orientation, and aptitude. Traits are personality characteristics. Designers should arrange external learning events that support individual learner differences in internal processing.

Performance objectives are specific statements of a learning outcome, or what a learner should be able to do. Objectives have five components: situation, learned capability (verb), object, action, and tools or constraints. The learned capability verb designates the learning outcome and the action designates specifically how this outcome is expressed. Procedural analysis is a flowchart representation of inputs, actions, and decisions necessary to perform a task. Learning-task analysis is a visual representation (instructional curriculum map) of essential and supportive prerequisites of a task. Procedural and learning-task analyses serve to identify the relationships between goals, performance objectives, and enabling objectives.

Gagne's Nine Events of Instruction: gain attention, inform learner, stimulate recall, present information, and guide, elicit performance, provide feedback, assess, and enhance are directly related to internal information processing (Gagne et al., 2005). Depending upon the situation and learners, some events may need to be emphasized or omitted, or may be provided by the learners themselves. However, curricula must be updated to reflect the digital age. Technological innovations can be both beneficial and problematic. While current technologies are beneficial, the use of technology in the future will need to consider the learning situation, expected outcome, environment, and the conditions for instructional development, culture, and practicality.

Lesson sequencing is dependent upon the domain of learning outcome. Likewise, the choice of instructional events, materials, and media is dependent upon the domain(s) of the learning objective(s). Teachers should supplement selected materials as necessary to ensure all external conditions are addressed. Instructional designers develop materials with subject matter experts. Student performance is assessed through criterion-referenced test items. The degree of attainment required for the test should match the objective and should be consistent over time. Norm-referenced tests measure performance against "typical" performance enabling comparison of individual performance with a group's performance rather than with a desired learning outcome. Methods of group instruction are dependent upon group size. The precision of the match of the internal and external conditions is inversely proportional to the group size; larger groups require more self-instruction. Instructional designers should attempt to identify strategies to replicate tutoring conditions in small and large group learning environments. The Internet provides for online learning technologies to support teaching and

learning strategies. New capabilities are provided to instructional designers via individualization, collaboration, testing, and learning management systems. Blended learning and better feedback opportunities, in worldwide venues, are online learning strengths. Learning objectives remain the focus of the online learning.

Instructional design is a systematic process that is employed to develop education and training programs in a consistent and reliable fashion. However, instructional design is a complex process that is creative, active, and interactive. ADDIE illustrates the conceptual components of instructional design. Instructional design models indicate how to practice instructional design. Instructional design models allow people to visualize the overall process and establish guidelines for managing instructional design processes. Instructional design provides a means for communicating among team members, clients, and stakeholders.

Instructional design is characterized as learner centered, goal oriented, focusing on meaningful performance, assuming that outcomes can be measured, procedures are based on empirical evidence, interactive, self-correcting, and typically a team effort. Therefore, students and their performance are the focal point of the principles of instructional design. Teaching is a means to facilitate student performance. Students actively participate in determining objectives, instructional methods, and goals. Goals are central to the principles of instructional design and should reflect the expectations of the primary stakeholders, such as the students, teachers, and clients. Goals also help maintain focus on meaningful performance throughout the ADDIE process and avoid tasks that are trivial, contrived, and over-simplified.

(Tennyson, 1997) describes about instructional design is development of instructional specifications using learning theory to ensure the quality of instruction. It is the entire process of analysis of learning needs and goals of development of a delivery system to meet those needs. It is included development of instructional materials and activities to be tried out and evaluated of all instructional instruments. (Miller, 2008) also states that instructional design is a framework for developing modules or lessons that increase the possibility of learning and encourage the engagement of learners, so that they learn faster and gain deeper level of understanding.

For those reasons, instructional designers should be able to define important terms as performance, efficiency and effectiveness. Where performance refers to the result of human skills, knowledge, and attitudes then efficiency is usually understood to mean the ratio between the resources needed to achieve the result (input), and effectiveness is usually means the match between results achieved and those needed or desired (Jacobs et.al 2000)

Furthermore, (Harris and Castillo, 2002) instructional design is not just a field but also be regarded as a process for examining performance problems and identifying solutions. Its success depends on systematic application. Therefore, instruction is guided by a model of instruction. A model is a simplified representation of a process, device, or concept. It is designed to help the comprehension problems, situation, or process. Instructional design is also based on open systems. An open system receives *inputs* from the environment, transforms them through operations within the system, submits outputs to the environment, and receives *feedback* indicating how well these functions are carried out. *Inputs* include raw materials. *Outputs* are services or finished goods released into the environment by the organization (Richey, 1993).

The basic principles materials developments are clearly listed by (Nunan, 1991) are as follows:

1. We have to consult the syllabus to identify the theme, sub-theme, the objectives that are prescribed in it and we select some sources, such as books, magazines, newspaper, and other authentic materials that related to the theme.
2. Materials should be workable for the students and teachable for the teachers.
3. Material is relevant to the students' level and their real world.
4. Material should suit the students' needs and interests.
5. Material should be feasible to be developed for language skills or language components.
6. Materials should stimulate interaction.
7. Materials should encourage learner to apply their developing language skills to the world beyond the classroom.

Based on the principles of development materials described above, it seems that developing materials should integrate language skills; listening, speaking, reading and writing which at the same time gives space for language elements, such as structure, vocabulary, pronunciation and spelling in the teaching process in classroom setting.

One important thing should be considered in developing materials is the using authentic materials, in which are originally used in real situation and are not designed for use in language teaching, such materials are used in the classroom to expose the learners to language in real use.

The using authentic materials are significant because it increase students' motivation for learning, makes the learners be exposed to the real language. The main advantaged of using authentic materials have pointed by (Baharuddin, 2007) are (1) they have positive effect on learners' motivation, (2) they provide authentic cultural information, (3) they provide exposure to real language, (4) they relate to some closely to learners' needs, and (5) they support a more creative approach to teaching. A number of criteria need to be

considered in selecting authentic texts for classroom use according to (Wello and Dollah, 2008):

1. Relevance (to syllabus and to the learners, needs)
2. Intrinsic interest of topic/ theme (interested learners)
3. Cultural appropriateness (religiously, socially, and politically)
4. Linguistic demands (language proficiency)
5. Cognitive demands (maturity and knowledge)
6. Logical consideration (length, legibility/audibility)

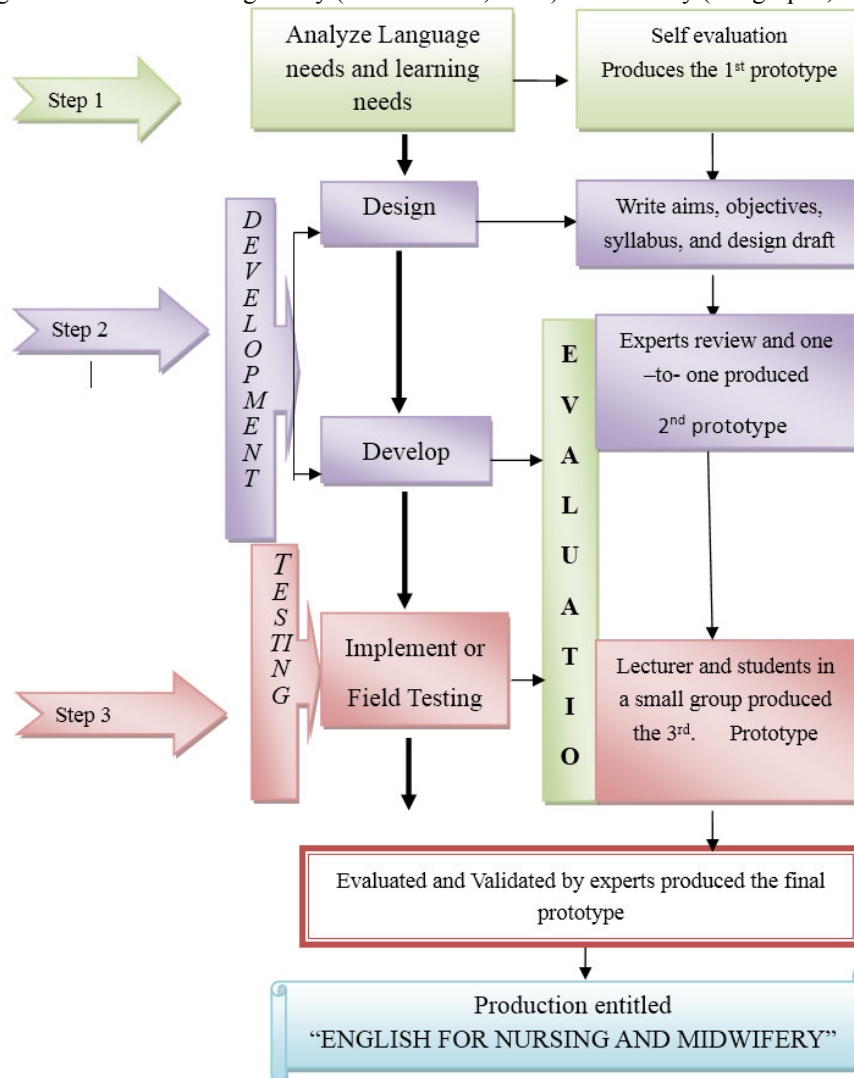
4. Method

Method consists of three stages; (1) introductory, (2) Development and (3) Testing stage.

4.1 The Participants

Participant at introductory stage is sixty undergraduate nursing students (.44 females and 6 males) age between 19-26, five lecturers and fourteen nurses working in English Speaking communities, such as in INCO/VALE hospital, Sorowako, South Sulawesi Indonesia, participant at development stage is (1) two experts one is Medical Science expert and another is expert in English Education and (2) is English lecturer and a small group nursing students. As shown at figure 4.1

Figure 4.1 Research Designed by (Sukmadinata, 2008) modified by (Pongsapan, 2015)



4.2 Analyzing Data

Data analysis based on the following criteria based on Likert Scale:

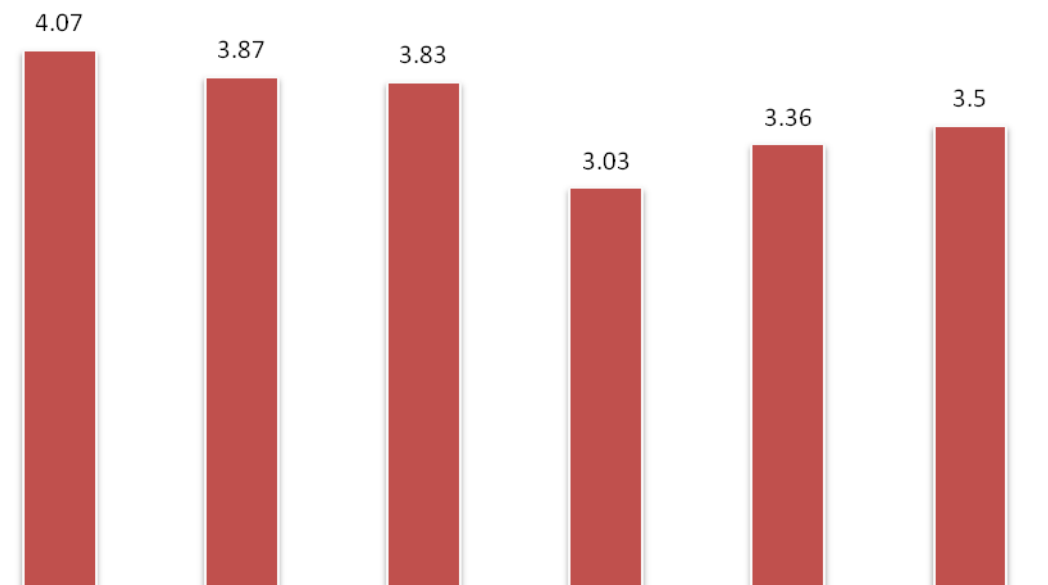
- 1 nearly never, unimportant, not difficulty, not suitable
- 2 seldom, less important, less difficulty, less suitable

- 3 undecided, undecided, undecided, undecided
- 4 often, important, difficult, suitable
- 5 always, Very important, Very difficult, Very suitable

5. Discussion

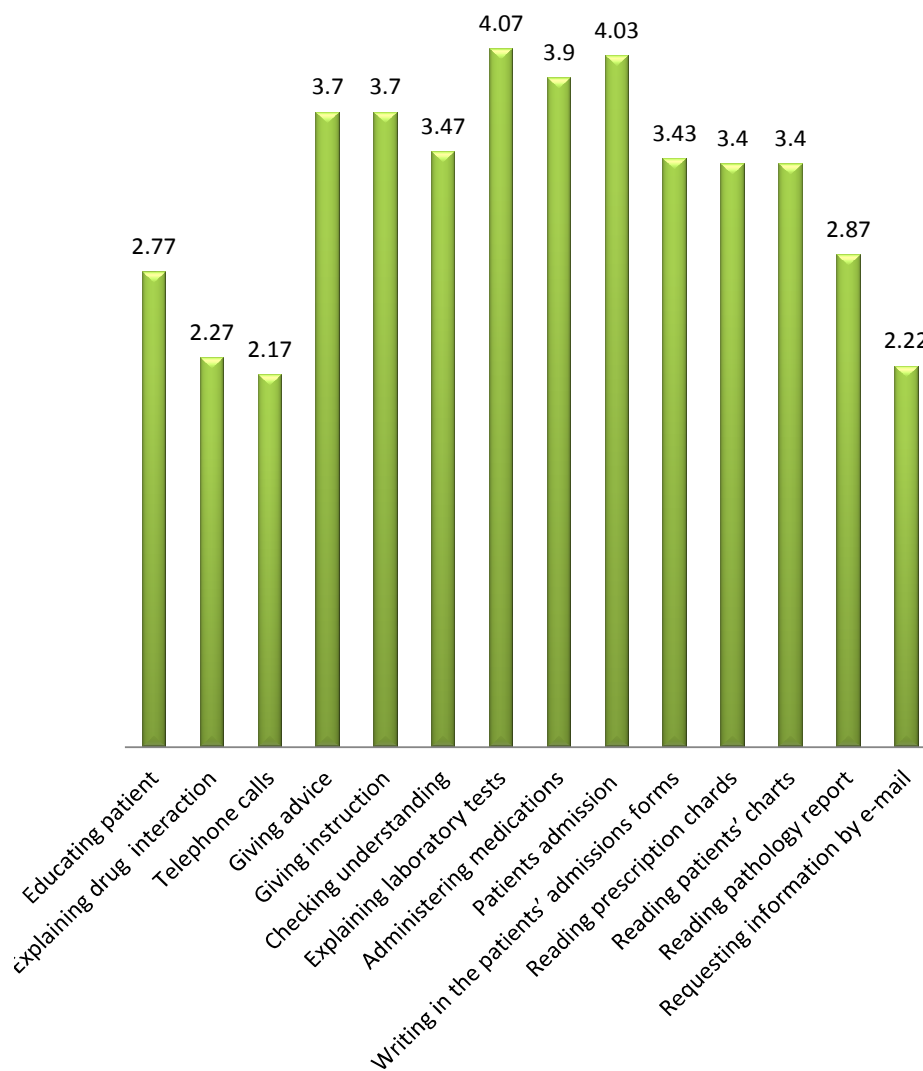
5.1 Language's needs of English Language learning

Chart 5.1: The important of English Language Learning



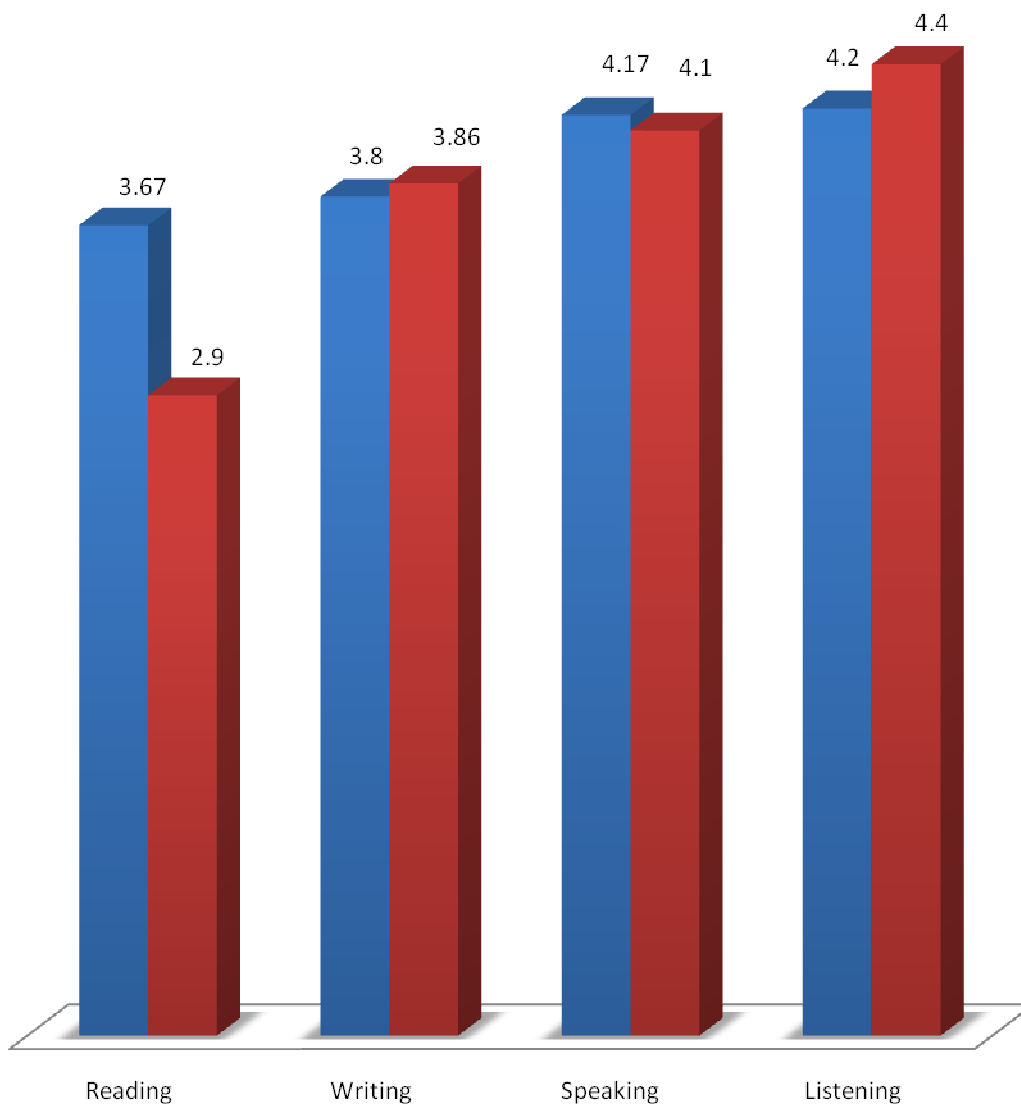
For study For carrier For information For scholarship For individual need Looking for the
Most of the respondents recognized that having English competencies are important for the study, for carrier and for information that indicated by score 3.83 to 4.07.

Chart 5.2: The situations at hospital where employees often use English



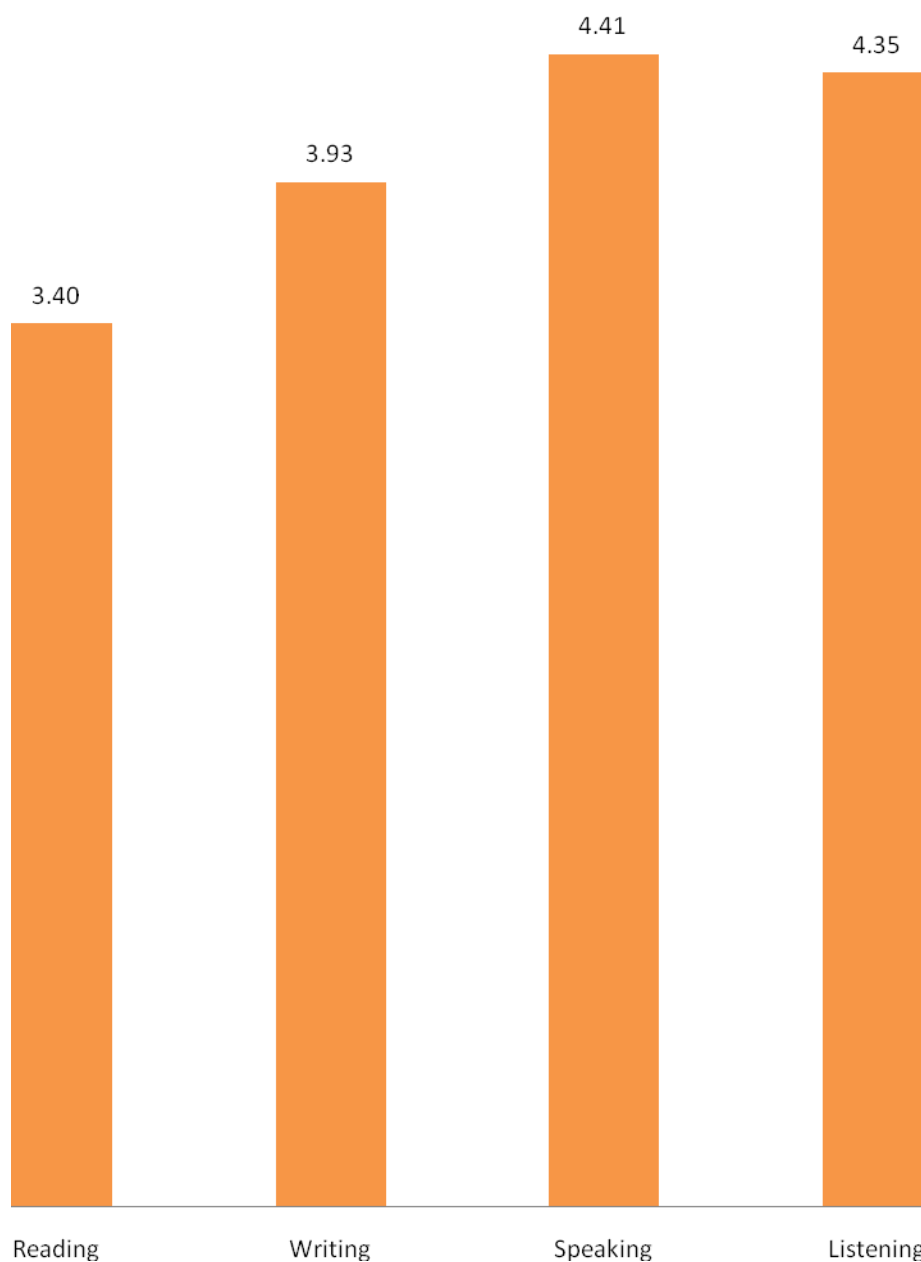
The situations in the workplace where employee's frequency use English such as, explaining laboratory tests, patients admission, administering medications, giving advice and giving instruction are the situations in hospital where employees sometimes use English which recognized by score in between 3.70 to 4.07.

Chart 5.3: The **expectation** and **difficulty** of English skills encountered by nursing students



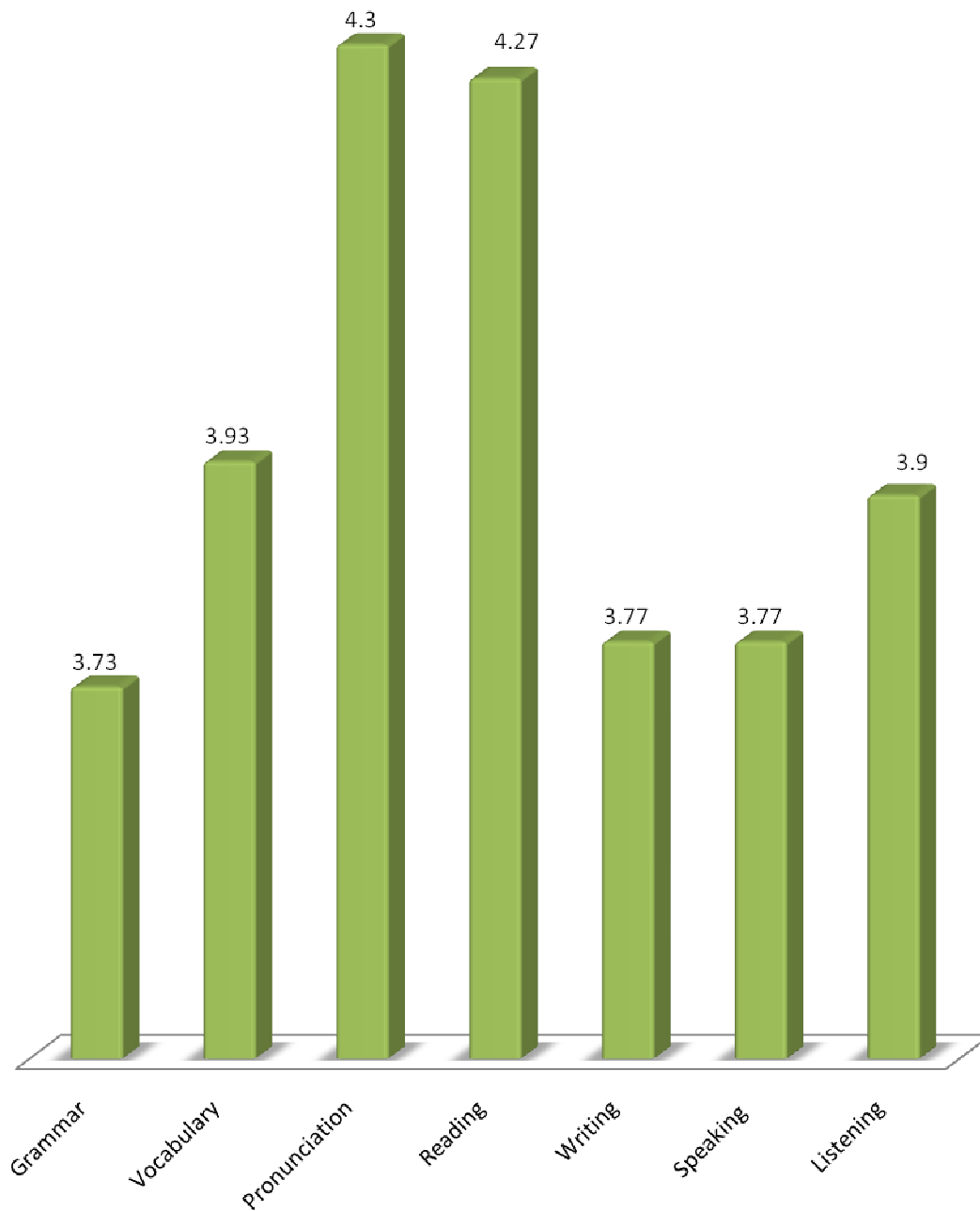
It sought that listening and speaking skills are expected by nursing student at ESP course which is recognized between score 4.10 to 4.40. Dealing the English skills faced difficulty by respondents are listening, speaking, and writing skills are difficulty faced by them which is recognized by score of between 3.80 to 4.20.

Chart 5.4: The important skills success to course of study and workplace.



Speaking, listening, and writing skills are important skills to success both at the course of study and workplace, indicated by average score 3.93 to 4.35.

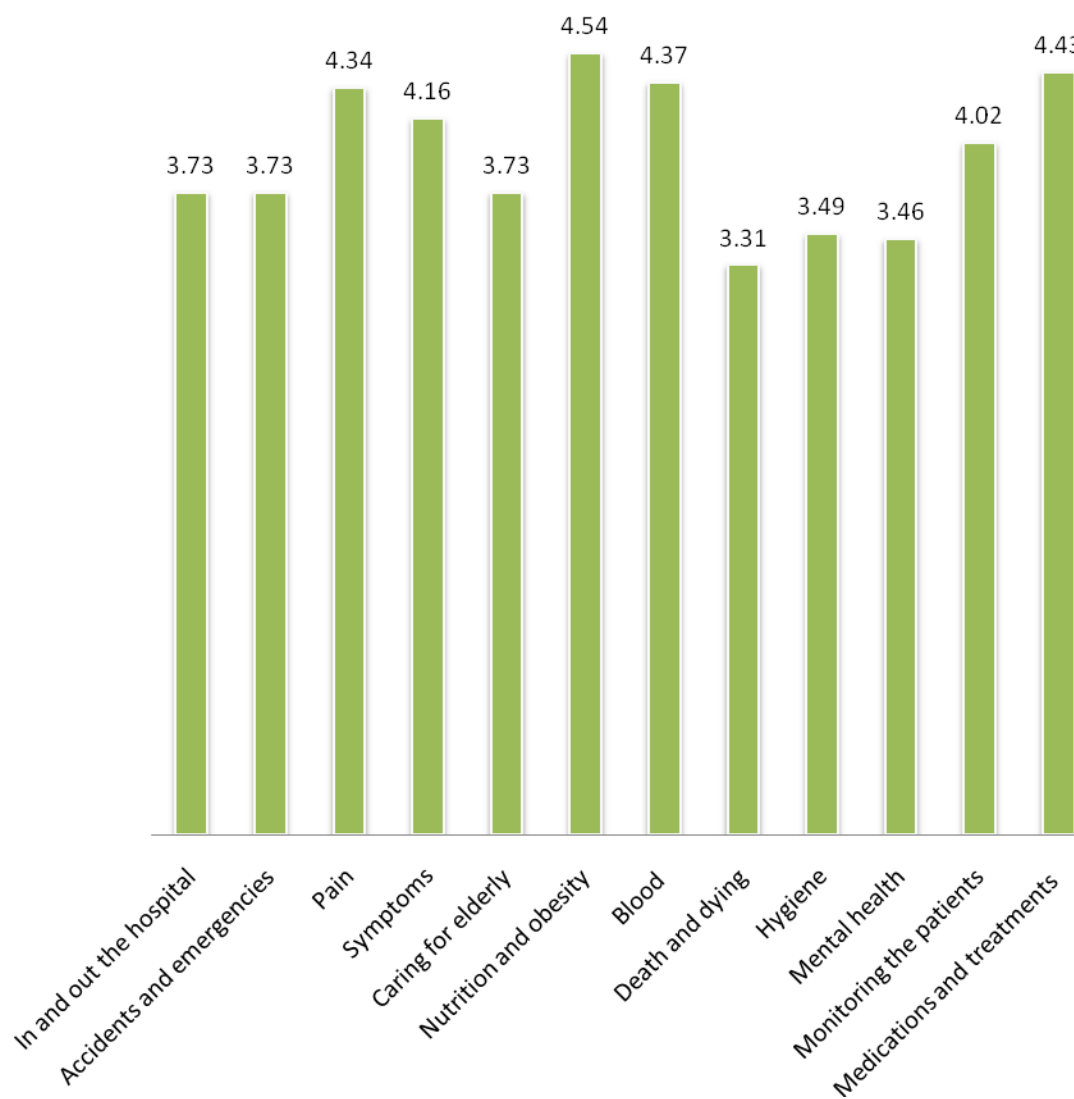
Chart 5.5: English Language Proficiencies *suit* to English course and workplace.



It is clearly and succinctly described that pronunciation, reading, writing, vocabulary, and listening skills are suitable for both in English course and in workplace, are recognized by average score 3.77 to 4.30.

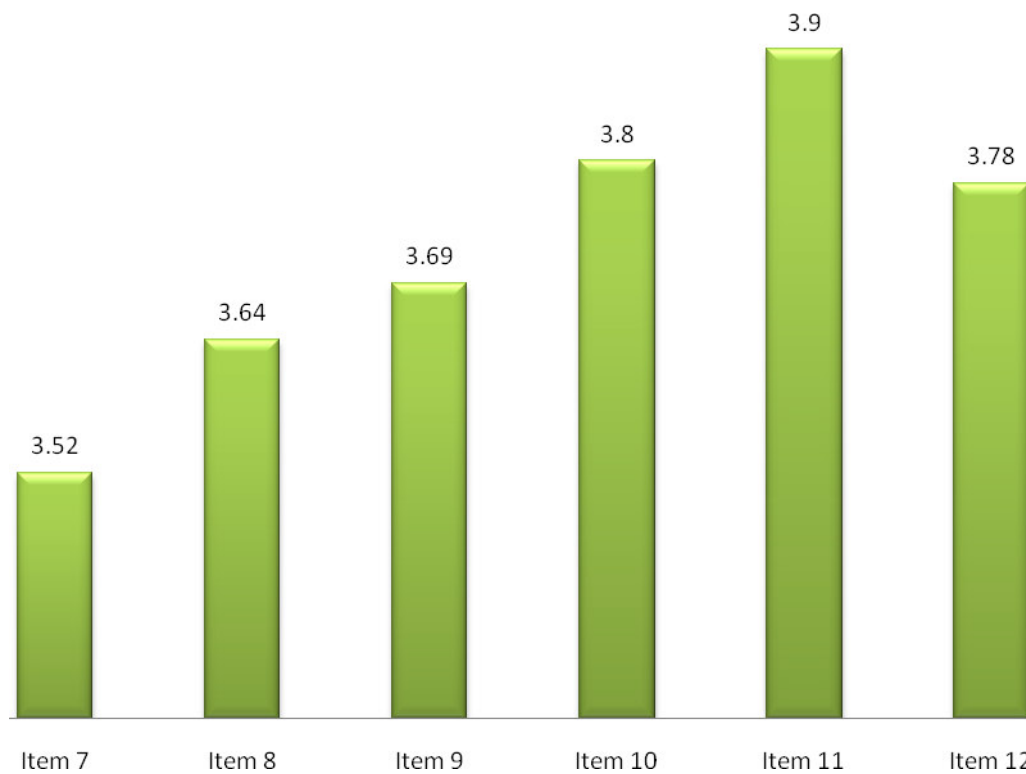
5.2 Learning Needs of ESP Speaking Course

Chart 5.6 The Important of Medical topics to the Nursing Students



The respondents' perception of regarding the important of medical topics showing by the nursing' students perceived that nutrition and obesity is a very important topic for English Language learning, then followed by important topics, such as nutrition and obesity, medications and treatments, blood, pain, symptoms and monitoring the patients, blood. It is identified by average score of 4.02 to 4.54.

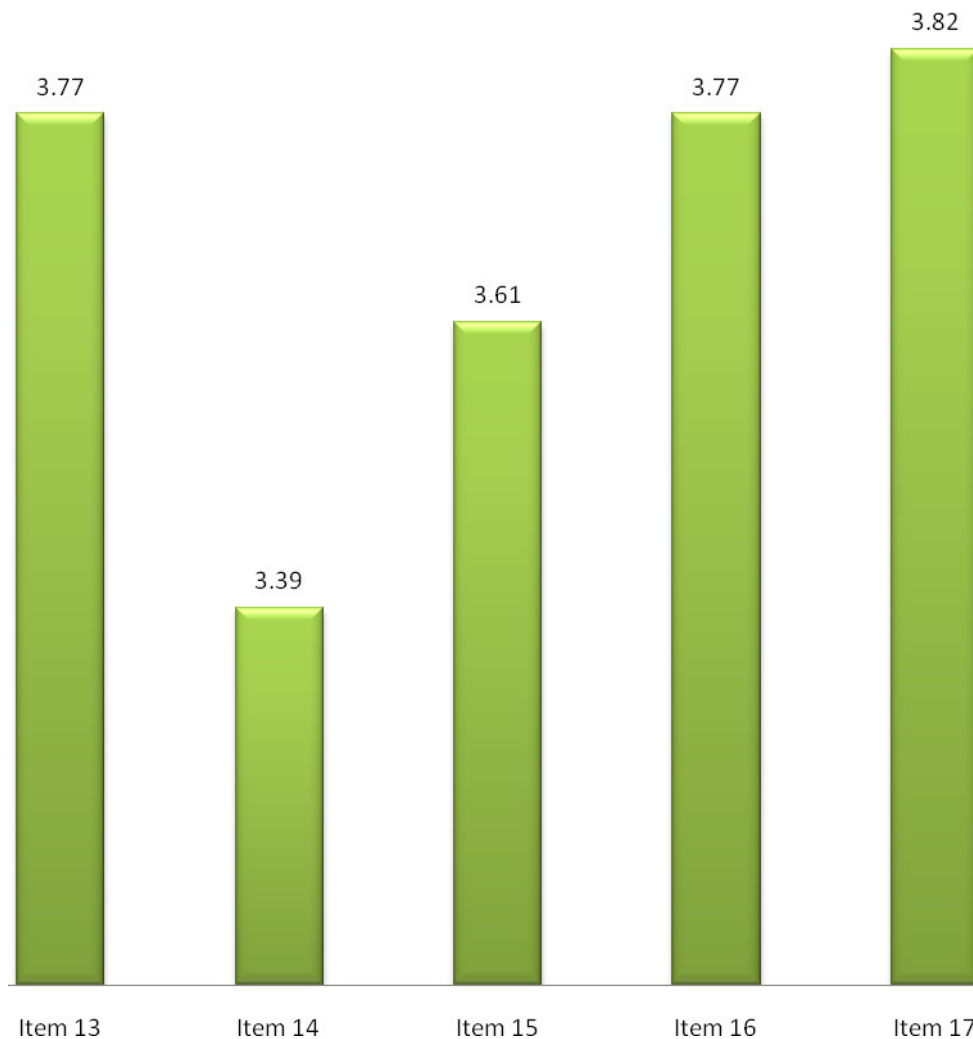
Chart 5.7 Learning activities preferred by the nursing student in English speaking course.



Notify that item 7 is the respondents' perceptions deals with a small group working, item 8 is peer working, item 9 is discussion in classroom, item 10 is the students participating in large group and debate, item 11 students interact in demonstration, laboratory, and tutorials, item 12 deals with the assignment which require interaction with native speakers in terms of face-to-face interaction with the native speakers.

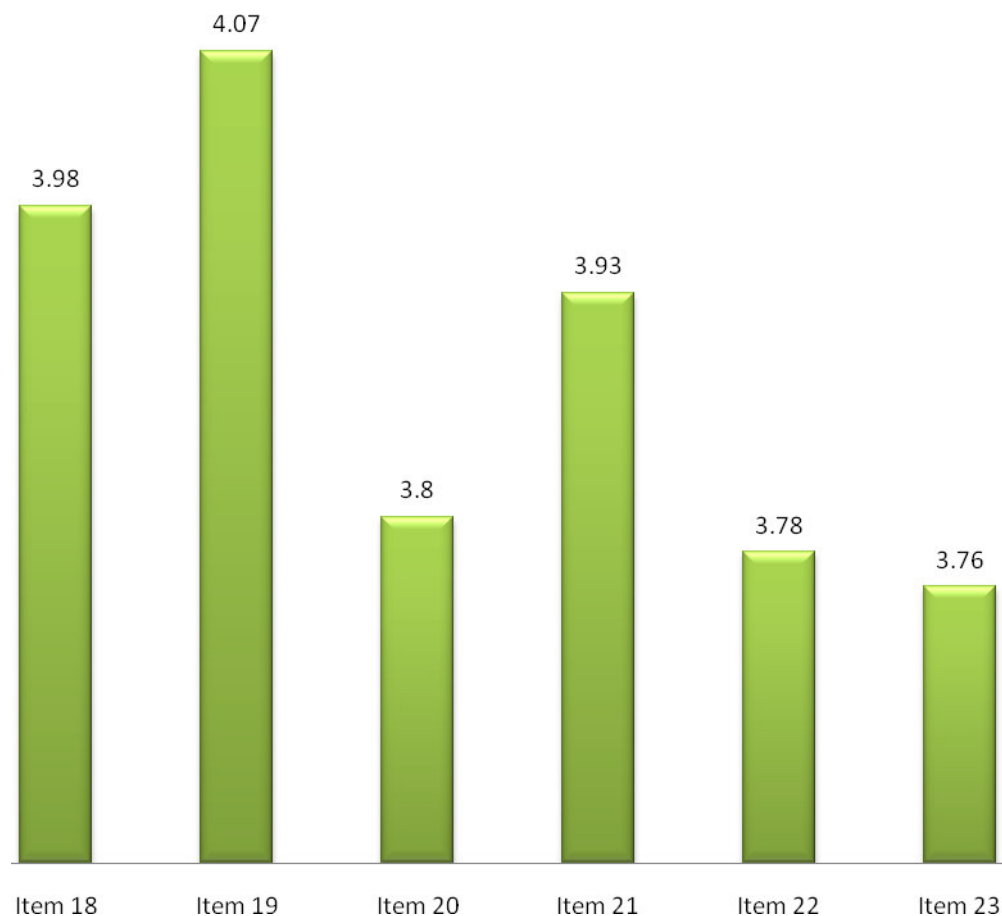
Based on chart 5.7 stated that students faced trouble with the interaction in demonstration, laboratory, and tutorials and assignment which require interaction with native speakers. Therefore, their activities, such as a small group Working, peer-working and discussion in classroom were preferred by the nursing students in English speaking course.

Chart 5.8 described clearly that nursing students had trouble understanding lecturing in ESP Course



It is found that nursing students sometimes have trouble understanding subject matters of a talk of what is being talking about, trouble understanding informal language, trouble lengthy descriptions in English, and trouble effective notes and have trouble understanding lectures. It is recognized by average score differently of between 3.76 and 4.07. Therefore activities such as Activities such as, worry about saying something case you make mistake in English, have difficulty pronunciation of words, and have difficulty pronunciation of words are not faced difficulty by the nursing students in speaking course that are assigned by score of between 3.76 to 3.80.

Chart 5.9: The difficulty in speaking skills encountered by nursing students.



It seems clearly that the nursing students at STIKES Toraja faced trouble and difficulty to all activities during English speaking classroom. This case can be identified by the average score 3.76 to 4.07.

5. 3. Design and Develop ESP Speaking Course Material.

5. 3.1. Design

One basic assumption of designing and developing instructional materials is educational program in which should be based on an analysis of the learners' needs in order to decide exactly what is the objectives of learning are in a particular course of subject. The needs are:

- 1) To identify the important of English language learning.
- 2) To know situations in a workplace often use English.
- 3) To know the expectation and difficulty of English skills encountered by the nursing students in English course.
- 4) To investigate the important skills to success to course of study, and workplace.
- 5) To gain information to English language proficiencies suit to English Course and workplace.
- 6) To know learning activities are the most preferred by the students in English speaking course.
- 7) To investigate the troubles and difficulties in understanding English course.
- 8) To know trouble and difficulty faced by the nursing students in the speaking activities
- 9) To identify the most strategies in improving the students communication skills.
- 10) To identify the important of the trending medical topics.

Based on the investigations obtained from respondents' perceptions, the needs of the nursing students in Learning ESP Speaking course then designed the desired performances objectives and framework of instructional material.

The objectives are designed based on the needs and the aims of the English for nurse Purposes for the fifth semesters' students of nursing program.

Aims:

The goal of this course is to focus on the functional language needed for success in a specific program of choice.

Overall, this provides students the language, information, and skills needed for their studies and careers in the area of health services. It presents them with English from a variety of nursing-specific topics and situations, and develops their communication skills with patients.

Course Objectives

- 1) To provide English instruction to enhance students' reading and writing in order to provide practice and interest in the language.
- 2) To prepare students to sit for assessments and evaluations such as tests and quizzes in order to test and revise proper acquisition of the English language.
- 3) Build students' confidence and motivation through exposure to facts, figures, quotations, and the latest technological innovations to generate interest in the language from an ESP perspective.
- 4) Provide students the reading and writing practice using a variety of clinical texts to develop skills in patient care.
- 5) To help students to gain key strategies and expressions for communicating with professionals and non-specialists in a clear and effective manner.
- 6) Provide students with facts, figures, and quotations which generate interest for further discussion in the English language.

English speaking course material was developed by integrated three types of syllabuses: Topical Syllabus, Functional Syllabus, and competence Based Syllabus. The integrated syllabus used to provide teaching materials and activities that can fulfill the learning needs, language needs, and curriculum demands.

Table 1: A unit of Instructional Materials has been developed

Units	Topics	Language Skills and Knowledge
Nutrition & Obesity	-Food types. -A balanced diet/ food pyramid. -Lifestyle diseases. -Causes of obesity. - Diabetes & eating disorder.	- Listening – TV commercials. - Reading – analyzing statistics. - Writing – Advising. - Speaking - Giving advice. - Grammar – modal verbs; conjunctions

5.3.2 Develop

Developing the instructional content is the main important part in the language instructional program after deciding the course aims and objectives and designing instructional framework. In order to develop a course rationale, the instructional rationale, a planner needs to give careful consideration to the goal of the instructional, the role of teachers and learners in the course and belief and principles the course will reflect. English speaking course material has been developed, and produced only a unit as a prototype for guidance to develop other eleven units.

6. Conclusion

In the line of finding and discussions, the researcher puts forward the following conclusions as the following:

6.1 The language needs of English language learning for the nursing students at STIKES Toraja are:

The important of language learning by the nursing students is *for the study*, and important for *looking for the job, for career*, and *for information*. It is recognized by score of 3.83 to 4.07.

The situations *at hospital* often use English in, as such as, giving advice and explaining laboratory tests then giving instructions administering medications and patient admissions. It was indicated by score of 3.70 to 4.07.

English skills expected and faced the difficulty by the nursing students are listening speaking an10 skill is important to success at a course of study and work place is listening, speaking, and writing skills are indicated by average score of between 3.93 to 4.35.

English proficiencies suit to English course and workplace is vocabulary and pronunciation. It was recognized by average score 3.77 to 4.30.

Nutrition and obesity is a very important medical topic for the nursing students in English language learning assigned by score 4.54.

6.2 Learning needs for English speaking course of the nursing students at STIKES Toraja.

Learning activities, such as, peer work, working in a small group, discussion and debating, and collaborate project out-of-class study group preferred by the nursing students at STIKES Toraja.

6.3 The development of Instructional ESP Speaking Skills Material

Instructional ESP speaking skill material for nursing students at STIKES Toraja was developed one of twelve units. The development is done based on the language needs of English language learning and for English speaking course through ADDIE approach and integrated by situational syllabus, content-based syllabus are

suitable for English for nursing purposes and health care services.

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