

DEVELOPING NURSING ENGLISH INSTRUCTIONAL MATERIALS BY USING SIMULATION TECHNIQUE TO INCREASE ENGLISH ORAL COMMUNICATION SKILL FOR NURSING UNDERGRADUATE STUDENTS

Tenny Murtiningsih

Ahmad Kailani

English Education Department, Faculty of Teacher Training and Education

Universitas Muhammadiyah Banjarmasin

Email: tennymahatma@gmail.com

ABSTRACT

Nursing English is one of the branches of English for Specific Purposes (ESP) that require the instructors to take into account specific students' learning needs. This is a Research and Development aimed: (1) to know the problems which are faced by the nursing students in studying English, (2) to develop nursing English materials by using simulation technique. There were 58 nurse students of the sixth semester at a private university in Indonesia invited to participate in the study. The data were garnered through questionnaires. Interviews were also conducted with students, teachers and subject specialist teachers. To enrich the data focus group discussions were carried out. The findings indicated that students' speaking skill increased even though this method seemed challenging to them. Subject specialist teachers were familiar with this teaching technique since in the nursing field almost all the subjects need a simulation. This research contributes to the TESOL methodology and future research may expand the findings from another perspective.

Keywords: English for Specific Purposes (ESP), Instructional material, Research and Development, Simulation Technique

INTRODUCTION

It is unsurprisingly anymore if having good command in English is as a requirement for some job markets, included for nursing job. In this global area, nursing students and professional nurses are also expected to have good English. English is of particular importance to health care professionals and nursing students because it is the principal language of textbooks, not just the international language of professionals (Chang, *et al.* 2013). By having good English, it is hoped to support health care professionals and also the nursing students to give professional service in the hospital.

That's why developing English for the nursing students is important to prepare them for job market. Most of job markets need the

candidate of their employee has good English. Having a good English is as a need now for a nurse who wants to get a job in Indonesia hospitals and also hospitals aboard. Meanwhile, Rafidiyah, *et al* (2019) states that Indonesia just sends 36% for all of the nurse demand aboard, it is because some nursing graduated are lack of English skill.

It is clearly enough, that having good English competency is needed in nursing job market even if they want to get a job aboard. So the nursing students must have good English competency if they want to get better job, especially to get a job aboard. It means that nursing student's English competency should be developed seriously. The English competency development of nursing students

can be done by giving English for Specific Purposes for them.

English for Specific Purposes (ESP) is an approach to learn language based on the learner's need (Hutchinson and Walter. 1994). This idea meets with Smoak (2003), he defines that ESP is a form of English instruction through the fundamental of students' actual, immediate needs who must perform real life tasking. Meanwhile Evan, T.D and John, M.J (1998) state that ESP concern with needs analysis, text analysis and preparing learners to communicate effectively in tasks prescribed by their study or work situation.

More detail, Harmer (1996) states that ESP has been applied to situations where students have some specific reason to learn the language. Here, the nursing students need to learn English because they want to increase their English competency, especially nursing English. They want to communicate their nursing as their background in English fluently. So by knowing the need and reason why the learner study the language is important to apply it into some tasks which relates to the student real life tasking, and it is given by having Nursing English Class as ESP.

Since ESP is needed in developing English competence for nursing students, the oral communication skill is as the target to be prepared (Evan, T.D and John, M.J.1998). This idea is also explained at the result of needs analysis of Sismiati, *et al* (2012) that the ability to communicate orally is a need to get a job in international hospital. As productive skill, oral communication needs proficiency. This idea is also supported by Byrne (1986:9), he mentioned that as productive skill, speaking needs the fluency. The fluency in teaching speaking for nursing student can be reached by giving some speaking practices in nursing activity in the class. One of the activity to develop their speaking skill is by giving them nursing simulation.

Edgecombe *et al* (2013:1) in Murtiningsih argues that simulation is a teaching and learning technique that is increasingly used in nursing education to prepare students for clinical workplace. In

nursing simulation, the students are not only developed their communication skill but also their nursing skill. They act out their future reality job by having nursing simulation. They have some practices to apply their nursing skill based on nursing standard operation procedure in their nursing simulation.

Nunan (2003) contends that simulation is more elaborate than role plays. In simulation, props and documents a somewhat realistic environment for language practice. This idea also supported by Hyland (1993), he says that a simulation is a problem driven activity which occurs in a clearly described realistic setting. In simulation students are given a task to perform or a problem to solve, and it is happen in daily nursing simulation. The student is given task or problem to solve based on their nursing standard operation procedure. Hyland also explains more that simulation can provide an environment which allows learners to use the language creatively and communicatively. We can conclude that by using simulation technique in language teaching can develop student's oral communication skill. He also explains more detail that the using simulation in language teaching has some advantages, they are namely:

1. Motivation
Simulation can encourage student's motivation because they ensure that communication is purposeful, rather than artificial
2. Fluency development
Fluency is encouraged in simulations because learners are immersed in a language-rich environment where language use is centered on immediate communicative need
3. Integration skills
Simulation provides the opportunity to learn the pragmatic skills of using language appropriately, to develop nonverbal components of language and to acquire intercultural and interpersonal competence in a second language
4. Active participation

Simulation provides a unique means of encouraging learners to respond actively and to participate with their fellow

5. Reduced anxiety

There is no error correction to undermine confidence and divert attention to utterance form

To support the idea above, Chang, *et al* (2013) reported from their research that using simulation-based learning indicates that students show a positive increase in cognitive, psychomotor, and effective learning, such as enhancing knowledge, developing technical proficiency, therapeutic communication, self-confidence and critical thinking.

There are some integrated aspect while the students have nursing simulation. One of them is therapeutic communication. Therapeutic communication is used in nursing simulation. Practicing therapeutic communication in nursing simulation can develop the nursing student's oral communication. Although nursing simulation gives more advantages both in nursing skill and oral communication but performing nursing English simulation still difficult for the students. It is because performing nursing English simulation needs fluency in oral communication. That is why this research is purposed to answer: (1) to know the problems which are faced by the nursing students in studying English, (2) developing ESP instructional materials for nursing by using simulation technique.

METHOD

This is a research and development (R&D). The model of this R&D is based on Borg and Gall (1989). According to them, there are some steps in R&D, namely : Identifying the problem, reviewing the problem into the theory, obtaining the information through the need of survey, focus on group discussion, writing manuscript, expert judgment, revision, tryout, revision and expert validation. The steps above are used in this research.

There were 53 students of nursing undergraduate program of a private university in Indonesia invited as the research subject. They have studied Nursing English 2. Here, the students are gathered and involved in the process of obtaining information, needs analysis through filling in questionnaires, having interview and try out. Besides that, the researchers also invited some nursing lecturers for doing focus group discussion and interview as the subject specialist.

FINDINGS AND DISCUSSION

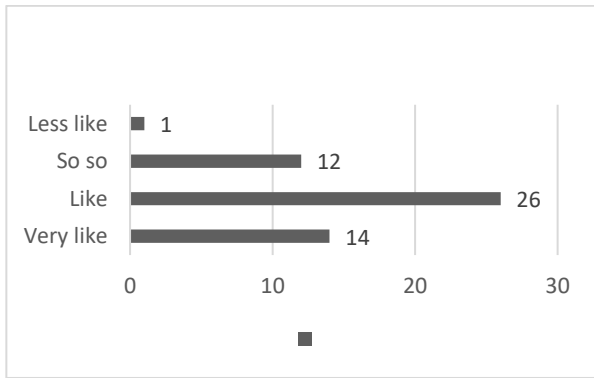
Jeffries in Chang, HA ., *et al* (2005) states that simulation-based learning offers a real life setting closely. In this case the students should perform some nursing activities in caring the patients by using nursing standard operation procedure. This simulation does not only ask the nursing student understand more about their nursing standard operation procedure but also ask them to practice the therapeutic communication in nursing. It means that the fluency in oral communication is needed for accomplishment of the nursing duty. And it must be practiced appropriately as written in nursing standard operation procedure.

As a research and development, this research wants to develop ESP instructional materials by using simulation technique. To support this research, here some data discussion which was gotten from the need of survey :

Result of need of analysis

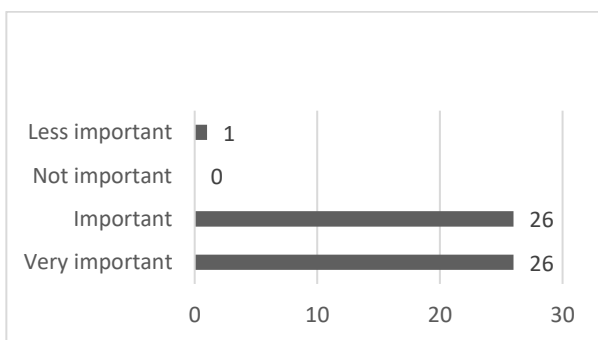
The result of need analysis questionnaire which is given to the students are discussed below :

1. Students' attitude toward English



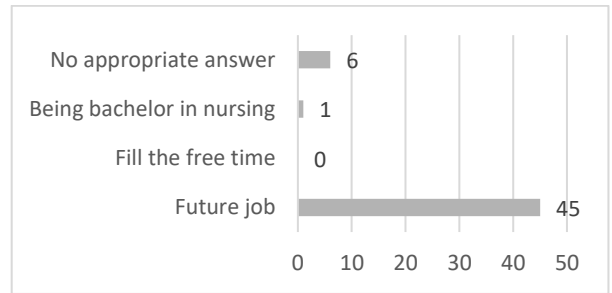
It is clearly seen that most of students like nursing English subject (26 out of 53 students) whereas only one student who does not like the subject. This really reflect students' positive attitude toward nursing English lesson. The number of students who really like the lesson is also quite fairly high (14 students).

2. The importance of learning English



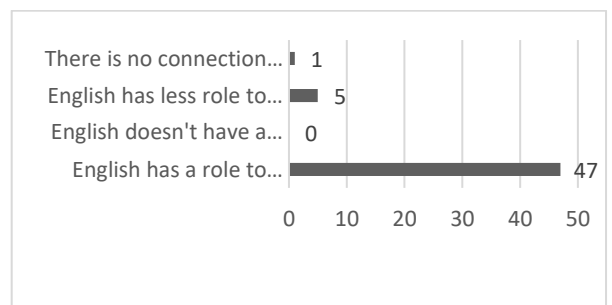
The data depict that either the number of students who perceive that nursing English is "important" and "very important" are equal (26 students). Students realized about the urgency of learning English and even to some extent, English has been considered as the most important lesson to master.

3. The nursing student's opinion about the English usage



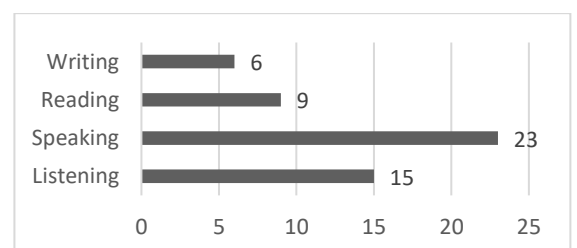
It can be deciphered that almost all students agree that nursing English benefit them for their future career (45 responses out of 52). This is in line with the previous students' response to the importance of learning nursing English.

4. The link between English mastery and future job



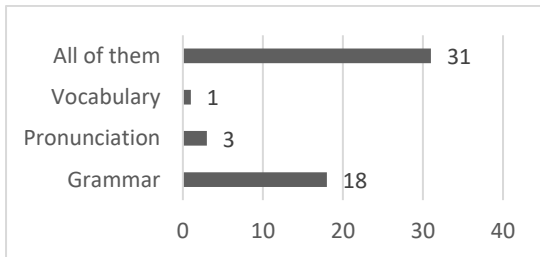
Most of the students agree that English has an important role to develop their carrier at work. Mastering English well when they have got the job, it can give them surplus of their working skill and the next, it will be able to develop their position at work better. All these positive evaluation can be seen form the number of students responded that "English help them develop the skills for their future job" (47 out of 53 responses)

5. The English skill preference



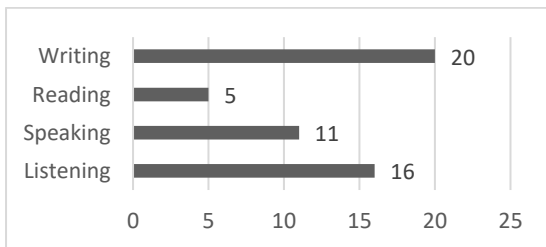
From the data, we can see that speaking is the most preferable skill to learn (23 respondents) whereas listening is the second most preferable lesson for students to learn. Writing was considered as the least preferable subject for students. Only 6 students opted for this.

6. The difficult English content



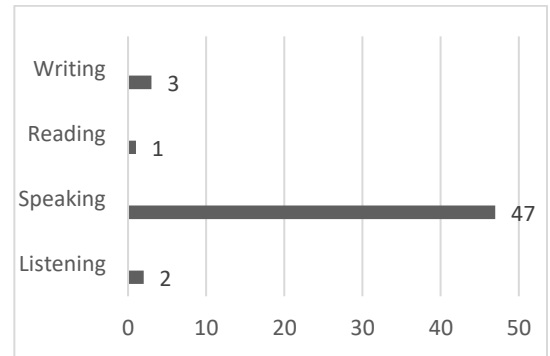
Even though, they like English and they are aware that English is important for their future job, but they are realized that grammar is still difficult for them. Grammar is still perceived as a problem in mastering English. More often, some students have difficulty in grammar, vocabulary and even grammar.

7. The most hated English skill to learn



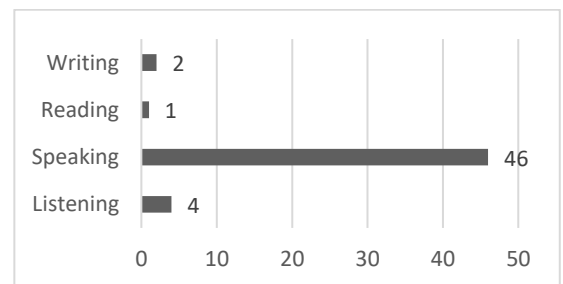
Dominantly students thought that writing (20 out of 53 students) is the least favorite subject to study whereas reading and speaking are the most popular one to learn (5 and 11 responses respectively). Listening (16 responses) is also considered as the least favorite subject for students.

8. The English skill which will be used more in future job



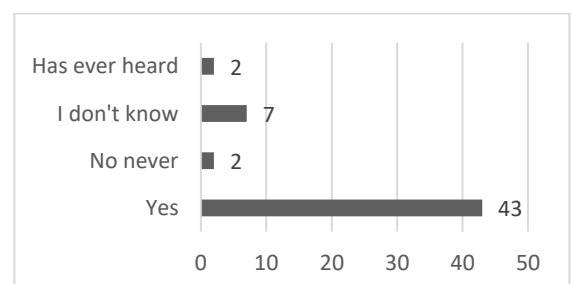
Speaking is the most useful skill to master for students' future job. It is indicated by 47 students opted for the response while other skills are still considered less important for them.

9. The English skill which will be widely used in future job



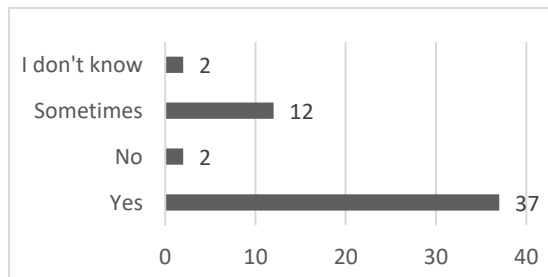
This response is in the same vein with students' response to the usefulness of English. The dominant answers put speaking (46 out of 53) on the top priority of skill to be used in their future job. However, very few students argue that other skills such as writing, reading, and listening are also important.

10. Whether simulation technique has ever been used in nursing classes



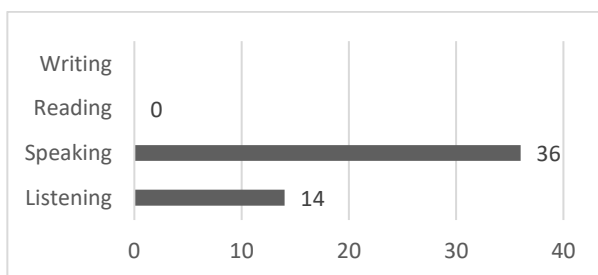
From the data, it can be clearly concluded that simulation is not something new for students since majority of them stated that they ever experience learning through simulation (43 responses).

11. The usability of simulation technique in implementation of nursing skill



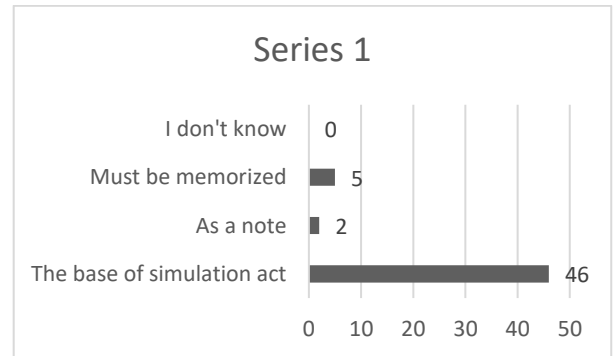
After students are familiar with simulation technique, the majority of them perceive that this technique is really useful for them (37 responses). Very few students thought that this method was not significantly useful for them.

12. The dominant language skill in nursing simulation



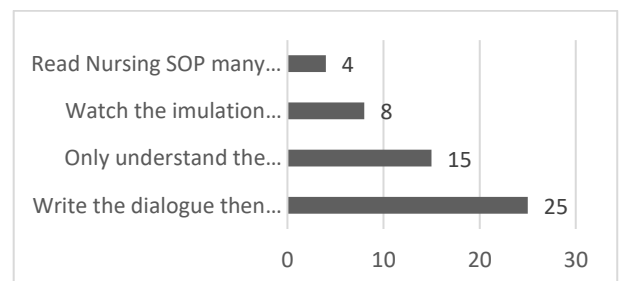
Again, speaking is put on the top list as the dominantly skill used in the nursing simulation (36 responses) whereas listening is less frequently used in that practice.

13. The role of nursing standard operation procedure



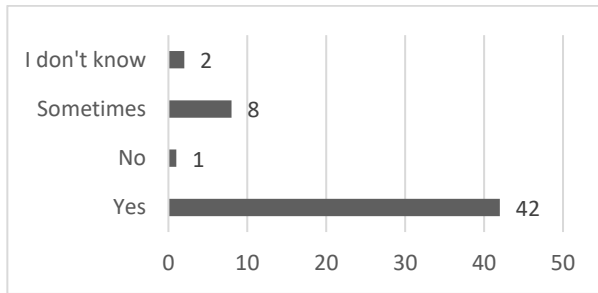
It is clearly depicted that students based their performance on the standard operating procedure given by the teacher (46 responses). There was no student who did not understand the SOP. It is because nursing simulation offers clinical setting as they will have in their future job. As Jeffries (2005) in Chang, et al (2013), Simulation based learning offers a real life setting closely resembling a clinical setting for students to practice their skills in a non-threatening environment.

14. The student's preparation for nursing simulation



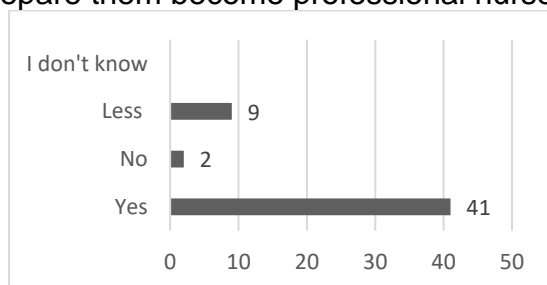
There are some students' strategies in preparing their nursing simulation, 25 students always prepare their simulation by writing the dialogue then memorize it, 15 students prepare by understand the theme of the simulation as brainstorming and others are reading nursing standard operation procedure and watching simulation video first to help them to solve the case which is given for their simulation.

15. Developing student's speaking skill through simulation



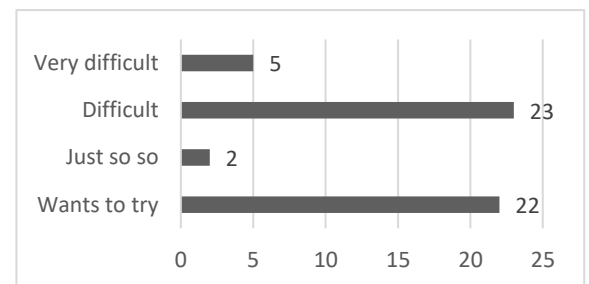
Saragih (2014) in Rafidiyah.,et al (2019) explained that students need not only material to support their career in the future, but also the ability to communicate related to listening and speaking. So speaking is a need to communicate for the students (42 responses). This language skill can be developed by having simulation in their class. Combining the speaking skill with nursing skill in a nursing simulation is an effective way. It is because, the students are not only performing their nursing skill but also to have oral communicate or speaking when they act out their nursing intervention during the nursing simulation. To perform the speaking skill, the students are used therapeutic communication. The therapeutic communication is as nursing communication model to communicate with the client. It is used in every nursing simulation.

16. The use of English in nursing simulation to prepare them become professional nurse



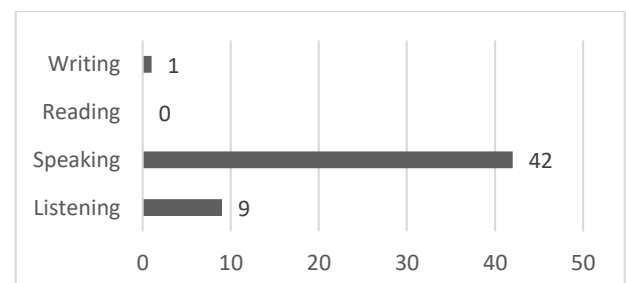
We cannot refuse anymore that English is needed in most of profession, even for nurses. This idea is supported by 41 students. They agree that the purpose of using English in nursing simulation is to prepare them to become professional nurses.

17. Students' opinion if the nursing simulation is done using English



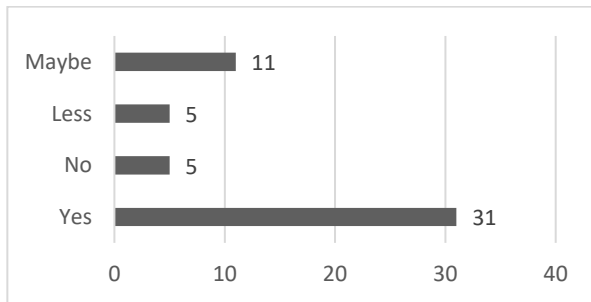
Using English in nursing simulation is not new for them, because they have ever tried using English for their role play. So by offering English for their simulation, it is kind of challenge for them and they are enthusiastic to try it. It is shown by 22 students claimed that they want to try Nursing English Simulation in their class even though they know that using English for nursing simulation is difficult. This fact show us that the students realize that developing their English communication skill is important also for their future job.

18. Language skill target in English Simulation



Most of the students agree that speaking is as a language target in simulation (42 response). As Chang., et al (2013) explained that simulation based learning indicates that students show a positive increase in cognitive, psycho-motor, and affective learning, such as enhancing knowledge, developing technical proficiency, therapeutic communication, self-confidence and critical thinking.

19. Nursing English Simulation to increase student's English oral communication skill



There are 31 students realize that Nursing English Simulation can increase their English communication skill. The students think that their English communication skill can be increased by practicing nursing English simulation. It is because they also practice therapeutic communication in nursing simulation. They practice how to have English therapeutic communication in every step of the nursing simulation based on Nursing Standard Operation Procedure.

Furthermore, the result of focus group of discussion and interview with the nursing lecturers and subject specialists shows that speaking as oral communication should be given more in the instructional material. It is more effective, if it is given through nursing simulation. They also claim that nursing standard operation procedure should be applied in their oral communication when they do English nursing simulation. By having some nursing simulation, the students do not only understand well about the implementation of nursing standard operation procedure in some nursing cases but it also gives more practicing in their English oral communication skill. They will get a lot of practices how to express in giving some nursing instruction and how to have therapeutic communication in during the nursing simulation. So when nursing simulation is performed in English, it can give more advantages also in the development their oral English communication.

They also recommend some nursing standard operation procedure which are usually needed in daily nursing intervention. They are nursing standard operation procedure about: checking vital signs, applying the infusion, pain assessment, physical assessment, intravenous drug

administration and health promotion. Their recommendation above are written as units in Nursing English Simulation Book as the product research book, namely :

1. Unit 1 : Checking vital signs
2. Unit 2 : Applying the infusion
3. Unit 3 : Pain assessment
4. Unit 4 : Physical Assessment
5. Unit 5 : Intravenous Drug Administration
6. Unit 6 : Health Promotion for family

Every unit in this book gives :

1. Daily nursing conversation which relates to subject discuss in every unit
2. Language focus gives the form of English structure which is used in the conversation above
3. Nursing language expression which is applied to all of the steps from the relates nursing standard operation procedure in every unit
4. Nursing simulation gives a challenge to solve the problem by act out their Nursing English Simulation

The researchers also invited the students to have some pictures relates to the unit tittle to developed the product research book. It is expected to give kind of background knowledge and make the students more interested in when using this book.

The result of try out showed that the students are more motivated in their English class. They seem to have a challenge in their nursing simulation. They tried to solve the problem which is given to their group by act out their English simulation totally. It is because they have to practice both nursing skill and English speaking skill. The pictures which represents the nursing activity also help them to produce English oral communication skill. Their oral English communication activity became life during the simulation. It is because they also acted out totally for their nursing skill as expected from nursing standard operation procedure.

The result of text book evaluation guide from the experts and the students shows that Nursing English Simulation book as the

product research book is really good to practice for their English Nursing Simulation. They think that the book gives practical guide for Nursing English Simulation which is based on nursing standard operation procedure and it really used practically for their future job.

CONCLUSION

English for specific purposes is useful for nursing student to increase their nursing English communication skill. This goal can be reached by giving some nursing English communication task in their English class. One

of them is by giving Nursing English Simulation. Nursing English Simulation needs a practical English guide to facilitate them in developing their simulation as shown at nursing standard operation procedure. Thus, developing Nursing English Simulation is very useful for the nursing student. Because the student does not only practice their nursing skill according to their nursing standard operation procedure but also has some practices in their oral English communication while doing their simulation.

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