

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

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2015

Abstract

Need Analysis is very important before developing instructional materials for ESP. This research is aim 1) To explore the learning needs of English speaking skills for the nursing students. 2) To investigate the language needs of English speaking skills for the nursing students And 3) To develop an instructional material to meet the needs of English speaking skills for the nursing students in Toraja based on ADDIE stages.

This research worked out Research and Development (R & D) with ADDIE (analysis-design-develop-implement-evaluate) approach. In analysis, the students' needs obtained by employed questionnaires of 60 nursing students and 5 lecturers in Toraja, Indonesia and 14 nurses who have worked in hospital for English speaking community. Design and develop instructional material for nursing students based on Need Analysis. Instructional material developed by involving experts and the small group students at another Nursing Collage by using checklist and analyzed in quantitative method.

The result shown that 1) learning needs cover language skills, and learning preferences in terms of activities and method. In language skills, writing, listening speaking and writing are recognized to be more suitable skills. In learning preferences; working in out of the class work or interaction with native speaker, demonstration or debate, and working large group work are needed in learning English than others. 2) language needs deal with language the important of English and English in the workplace. The important of English; for study and looking for the job are more preferred than others. English for workplace covers the situation in hospital where English used commonly. It is stated that situation such as giving advice, explaining laboratory test, and administering medication commonly use English. 3) English material developed based on needs analysis throughout ADDIE stage.

Keywords: *Instructional Material, English for Nursing Purposes (ENP), Need analysis, STIKES Toraja*

A. Introduction

Needs analysis in language teaching has a vital role in the process of developing any language course, whether it be English for Specific Purposes (ESP) or a General English (GE) course to meet the needs of a particular group of learners. It is the first essential step in course design and it provides relevancy for all course design activities. It places the learners' purposes in the central position within its framework. This manuscript 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 in Toraja, whom are in the undergraduate nursing program. The literature review that follows explores the centrality of needs analysis as a prerequisite for developing an English language course that precisely responds to and articulates learners' academic and clinical language needs.

Related to Needs Analysis. West (1994:19) proposed a pedagogic needs analysis as an umbrella term to describe three elements of needs analysis: deficiency analysis, strategy analysis or learning needs analysis and means analysis. According to the researcher, deficiency analysis provides data about both the gap between present and target extralinguistic knowledge, mastery of General English, language skills, and learning needs analysis provides data about the strategies that learners employ in order to learn another language. Means analysis provides information about the environment in which the courses will be run and attempts to adapt ESP courses to the cultural environment in which they will be run, i.e., ESP syllabi should be sensitive to the particular cultural environment in which the courses will be imposed. In the field of health care, little attention has been given to needs analysis either to increase the number of nurses from culturally diverse backgrounds in the USA or to welcome the increasing number of multicultural students already in nursing programs (Furuta & Lipson, 1994:665; Brink, 1995: 658; Bluford 1995: 28; Castiglia, 1995: 676). These researchers pointed out that recognizing and promoting the importance of cultural diversity in health care professions is a necessary first step in removing any obstacles or constraints on developing programs and initiatives that

will help English as a Second Language (ESL) students succeed academically in health care programs and beyond in their respective professions. According to Smukler and Kramer (1996:75), many of the culturally diverse students, including non-native speakers of English, who enter nursing, have difficulty succeeding academically in their nursing program. The needs analysis Dudley-Evans and St. John (1998) conducted of their ESL nursing students combined target situation analysis (TSA), i.e., communication in the target situation with present situation analysis (PSA), which estimates the learners' strengths and weaknesses in language skills. In addition to the objective needs of the ESL students in Associate of Science (A.S.) and Bachelor of Science (B.S.) degree nursing programs, Dudley-Evans and John indicated that students who enrolled in the health care communication course completed two questionnaires which helped in assessing their subjective and learning needs. The first questionnaire asked them about themselves and their learning needs, the second questionnaire asked them about their subjective needs or wants with regards to health care communication. This information was used along with an assessment of students' proficiency in English, to tailor the course content and pedagogy to their needs in the courses. The (Conference on Emerging Issues in Cultural Competency, 2000), directed attention at the ways of bridging the cross-cultural and linguistic gap between clients from culturally diverse backgrounds and health care providers. According to Richards (2002), the target population in a needs analysis refers to the people about whom information will be collected. For example, in conducting a needs analysis to determine the focus of an English program in a public secondary school in an EFL context, then the target population might include policy makers, ministry of education officials, teachers, students, academics, employers, vocational training specialists, parents, influential individuals and pressure groups, academic specialists, and community agencies. Kavaliauskiene and Uzpaliene (2003:6) pointed out that learners often find it difficult to distinguish between needs (the skills which a student sees as being relevant to himself or herself), wants (those needs on which students put a high priority in the available, limited time or lacks (the difference between the students' present competence and the desired competence or what the learner does not know). The researchers went on to say that

needs cannot be determined alone by institutions, teachers, parents, or even society, but it is the learners themselves as the main sources that should be involved in determining their own learning needs, particularly in language learning needs. Miyake and Tremarco (2005: 23) conducted a study to explore the needs of undergraduate, postgraduate and professional nurses based on a needs analysis and discuss the implications for EFL teachers. The focus of the investigation was on the balance between Social and Technical English in terms of syllabus design, classroom activities and professional requirements. An analysis of the results suggested that Social English is more important as it enables nurses to communicate with patients and enriches them as individuals. It also showed that classroom activities should promote confidence in using social communicative English throughout a course focusing on listening and speaking. The results also suggested that Technical English should be introduced incrementally and is better limited to basic technical vocabulary. Takaki (2006, 19) viewed needs analysis as the systematic collection and analysis of all relevant information necessary to satisfy the language learning requirements of the students within the context of the particular institutions involved in the learning situation. There is an instrument called General English Language Needs Analysis instrument (GELNA). This particular instrument, which was developed in 2005, has seven sections which correspond to the seven courses offered in the program. Listening, speaking, reading, writing, culture-oriented, test preparation, and computer-assisted language learning (CALL). The GENLA instrument was designed to measure the extent to which the overall curricular goals matched students' perception of their own learning needs. This idea was also elaborated by Songhori (2007) that concepts of needs analysis include information about the situation in which the course will be run; personal information about learners, language information about their current skills and language use, the gap between the present situation and professional information about them, their needs from course, effective ways of learning the skills and language determined by lacks, professional information about them, i.e., the tasks and activities they are or will be using English for and how to communicate in the target situation. The needs that are identified can be from many sources and the methods that are used in deriving these

needs can also vary to a great extent. Among these methods, identifying learning needs would be an effective means of performing a need analysis and there are several types of learning needs that should be assessed in different instances, such as:

1. Normative needs, i.e., the expected standards in knowledge in relation to a trained individual in a particular discipline;
2. Prescribed needs, i.e., curriculum revisions can be thought of as being based on prescribed, needs;
3. Perceived needs, i.e., students' perception on what they want to learn;
4. Expressed needs, i.e., what the students' say that they want to learn and
5. Unperceived needs, i.e., needs which are not usually recognized by the students as needing to learn.

Following recognizing different types of learning needs, it is vital to decide on a type of a needs assessment which provides both accurate, as well as practical, means of information to study the needs. In short, needs analysis thus includes the study of perceived and present needs as well as potential and unrecognized needs.

In the line of needs of learning, English Specific Purpose (ESP) is a major study around the world today. It is an enterprise that involving educational, training and practice, and drawing upon three major realm of knowledge; language, pedagogy and the participants' specialists area of interest. The formal concept was established during the 1970s by the Council of Europe Modern Language Projects group in field of ESP (Richterich, 1980). This group aimed to promote language learning in Europe and offered guidance and support to the many partners for learning was necessary for creation of a coherent and transparent structure of provision for effective learning to the learners' needs of the learners and the society.

Within the most developments human activity, ESP was planned as a phenomenon that grew out of a number of converging trends. Hutchinson and Waters (1987:6) and Wello and Dollah (2008:3) identify three main reasons common to the emergence of all ESP: (1) the demand of a Brave New World, (2).A revolution in Linguistics and (3) Focus on the learners or educational psychology.

Hence, the growth of ESP was brought about a combination of three important factors; the expansion of demand for English to suit particular needs, the development in the field of linguistics and educational psychology. All three factors seemed to point towards the needs for increasing specialization in language learning.

Need Analysis serves as the basis of training programs and development programs. It is the cornerstone of ESP and leads to a focused course. Gardner and Winslow (1983) stated "to produce information which when acted upon makes courses better adapted to students' needs and part of the object of formal need identification is to back up one's proposal with quantitative evidence of particular needs". Analyzing the specific needs of particular group of learners serves as an important starting point in ESP course design for it determines the essence and the underlying reasons of an ESP course. It will help select and prioritize what students

need. Besides, the purpose of ESP course is to enable learners to function adequately in a target situation in which learners will use the language they are learning. The ESP course design should be able to identify the target situation and then carry out complete analysis of the linguistic features of the situations. This process is termed as 'Target Situation Analysis' (Hutchinson & Waters, 1987).

In sum, it can be established that the concept 'needs' is so dominant in any ESP curriculum and that irrelevant materials are not to be included. All researchers give strong emphasis on analyzing the learners' need in order to arrive at a proper ESP curriculum. Needs Analysis is then a crucial stage as it tells curriculum developers about the specific language used by the learners in their own contexts. Course writers, hence, can manage to develop real-life simulative materials.

English for Nursing Purposes (ENP) can be considered as a specific sub-branch of ESP. What distinguishes ENP from other ESP sub-branches is that ENP has its own set of medical discourse. Gylys and Wedding (1983) argued that medical discourse is a particular terminology employed to effectively and accurately achieve a communicative purpose in health care settings such as diagnosis. Celce-Murcia (2001) states that ESP branches and sub-branches are hard to classify since the specific nature of each ESP context is so diverse to the extent that there is even an ESP for prisoners. Along the numerous ESP subsections, ENP comes under the umbrella of English for Science and Technology (EST), which is, in turn, a branch of ESP. ENP has been steadily growing around the world (Master, 2005) with an increasing rise in ENP courses delivering specific communication topics, grammar, and EMP discourse. This has led researchers to meticulously study what materials and topic to be chosen when designing ENP textbooks. Orr (2002) examined a two-year ENP course designed for student nurses at an Australian university which was intended to prepare non-native speaker of English nurses. The main focus of the course was English for admission and registration. The course materials were designed by both a nursing instructor and English teacher, which brings to light the significance of content instructor's input in designing and delivering an EMP course. In other words, an ENP course needs to cover not only the linguistic and communicative features of the topic, but also the content areas related to medical topics such as conversations among patients, doctors and nurses.

In terms of ESP's main characteristics, there is, however, general consensus among ESP researchers that the learners' needs in ESP is paramount and it has been the driving force in any ESP course design since the emergence of ESP courses in the 1960s. Strevens (1988) illustrated ESP in terms of four absolute and two variable aspects. The absolutes are:

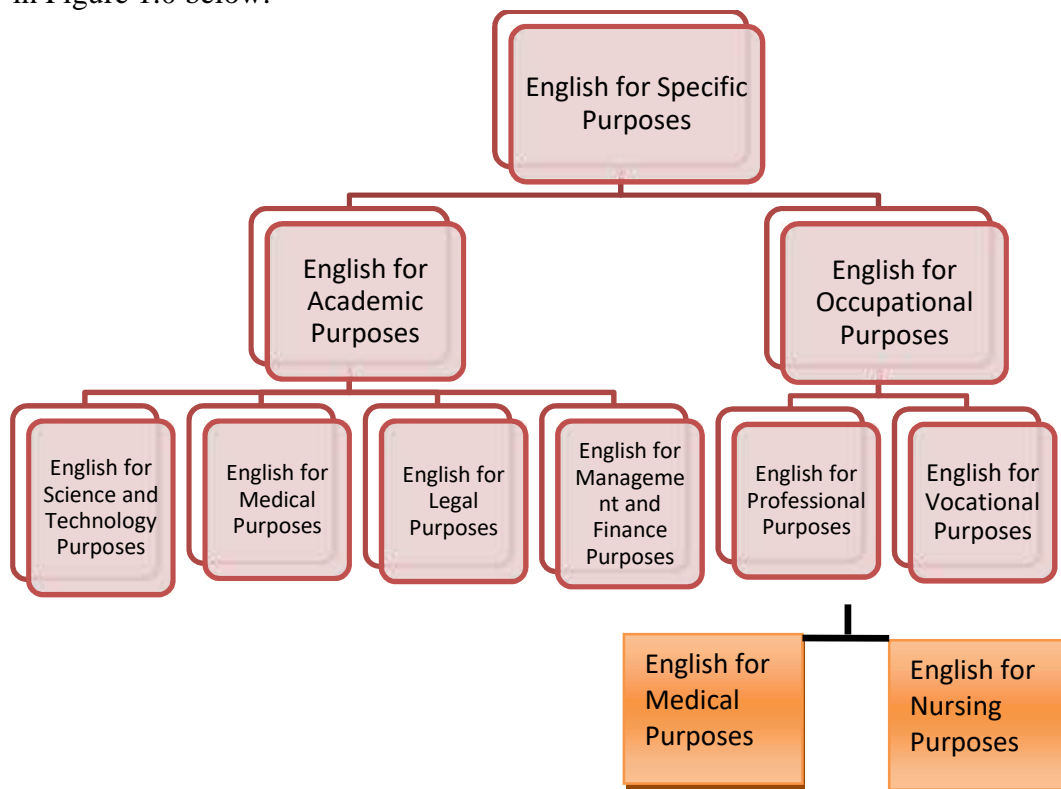
1. intended to meet the learners' specific needs;
2. related in its themes and topics to particular disciplines;
3. centered on appropriate discourse analysis of the discourse; and
4. placed in contrast with „General English“.

The variable features are:

1. ESP may be limited as to the learning skills (e.g. writing) to be learned;

2. ESP may not be taught in terms to any predetermined methodology. It means that a specific teaching technique mainly focusing on, for example, communication skills is to be adopted in some teaching and learning contexts but not a general teaching approach.

Dudley-Evans and St John (1998) in their analysis of ESP tried to resolve the debate of what ESP is and what is not. They also produced a diagram for ESP sections and sub-sections in terms of discipline or profession area which is illustrated in Figure 1.0 below.



In addition to the approaches above, ESP course plan was designed for an ESP program focusing mostly on task-based instruction, and was designed especially for nurses. In this type of instruction, learners participate in communicative tasks in English. Tasks are defined as activities that can stand alone as fundamental units and that require comprehension, production, manipulation or interaction in authentic language while attention is principally paid to meaning rather than form.

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A study related to ENP was conducted by Ibrahim (2001) who examined the nature of doctor-patient conversation. He found that it is somehow comparable to traditional teacher-student communication in terms of Speech Acts theory (Searle, 1975) where Initiation (on the part of the nurse or doctor) and response (from the patient) occurs frequently. He found that language miscommunication commonly occurred in medical contexts in hospitals. Doctor-centered communication was more beneficial as it led to communication exchanges with less linguistic demands on patients and health care professionals and that patient-centered approach within multicultural regions. This shows that when designing an ESP or ENP course the notion of communication and fluency should outweigh accuracy, but in a balanced way. This can be achieved by including more speaking and listening activities than reading and writing ones.

At this time, there are few English for Nursing books in Indonesia. Beside that from this book, there is a bit book that contains material that is really needed by the nurses to support their professional career in the nursing field in the future. To overcome this, the author decided to develop materials based on needs analysis throughout ADDIE approach.

This research aims to address three main objectives: to explore (1) the learning and (2) language needs of undergraduate nurses at nursing program in Toraja, and (3) to develop materials of English Speaking skills of undergraduate nursing students based on need analysis for the nursing students in Toraja.

2. Method

2.1 The Participants

Sixty undergraduate nursing students (.44 females and 6 males) aging between 19-26 in Toraja, South Sulawesi Indonesia, 5 ENP lecturers (2 males and 3 females), 14 Indonesian nurses (9 females and 5 males) working in English-Speaking communities, such as in INCO/VALE hospital, Sorowako, South Sulawesi Indonesia became participants in this study. This research used both qualitative and quantitative methods and was carried out to explore learner-centered English materials for Indonesian nurses based on need analysis. To ensure validity and reliability of the results, data were collected from multiple sources including nursing students, ENP lecturers, employees in terms of nurses, ESP experts, which is called triangulation method, providing different viewpoints, which enables researchers to look at something from a variety of perspectives.

The instruments used to collect data were questionnaire and interviews, and documentation. The data collected from the needs analysis were combined to develop the new materials and experts evaluation served to improve it.

2.2 Instrument and Procedure

The instruments used to elicit compliments responses were firstly, questionnaires of *Target situation Analysis, present Situation Analysis, Deficiency Analysis, Strategy Analysis, Constraint Analysis, and Pedagogic Need Analysis* of sixty nursing students of nursing department, nursing collage and secondly interviews with EMP. lecturers and professional nurses working in English speaking community.

2.3 Analyzing Data

The ‘frequency score’, the ‘importance score’, the difficulty score’ and the ‘suitability score’ of English speaking ability used both in the classroom and workplace give a score one to four, with the following levels are:

Score	frequency level	important level	difficulty level	suitability level
1	nearly never	unimportant	not difficulty	not suitable
2	seldom	less important	less difficulty	less suitable
3	rarely	undecided	undecided	undecided
4	often	important	difficult	suitable
5	always	strongly important	strongly difficult	strongly suitable

Then multiplied by the total score and divided by number of respondents in each category’

The average score of the respondents’ perception on the students needs for English speaking skills will be converted into the following scale::

1	refers to	0.00 – 1.50	2	refers to	1.51 – 2.50
3	refers to	2.51- 3.50	4	refers to	3.51 – 4.50
5	refers to	4.51- 5.00			

3. Findings and Discussions

3.1 Need Analysis

The following section outlines the results from the quantitative portion of the questionnaire. The results of needs analysis cover (1) language needs and (2) learning needs.

Table 1. Personal Information of respondents

Identity	The Nursing student		ESP Lecturers		The professional nurses	
	F	P	F	P	F	P
AGE:						
20-23	35	60	0	0	0	0
23-26	25	40	1	20	5	37.71
27-30	0	0	1	20	6	42.88
30-up	0	0	3	60	3	20.43.
Total	60	100	5	100	14	100

As described in the table 1, the category of nursing students' age is divided into four categories, and the dominant percentage of students' ages is on the category of 20-23 totaling 60%, ENP lectures Of 30-up is totally 60%, and the nurses is between 27-30 totalling 42.88%. Most respondents are Torajanese.

Table 2. The important of Learning English

Descriptions	Score
For study	4.3
For carrier	2.5
For information	3.7
For scholarship	2.9
For individual need	3.3
For Looking for the job	4.0
For going abroad	3.4

Table 2 described about the respondents' opinion toward the important of learning English. Data proven that learning English *for study* falls into score 4.3 learning English *for looking for the job* falls into 4.0, and for information falls into

3.7. It means that the important of learning for the nursing students at STIKES Toraja is aim for looking for study, for the job, and for information.

Table 3. Students' *needs* and *difficult* towards English Skills

Skills	Needs	Difficulties
Reading	3.7	3.3
Writing	3.7	4.0
Speaking	3.8	3.9
Listening	3.9	4.1

Table 3 described the respondents' opinion toward Students' *needs* and *difficult* towards English Skills. Data proven that learning English skills needed by the nursing students in Toraja are listening fall into 3.9, listening is 3.8 writing and reading fall into 3.7. It means that all skills are needed by the nursing students. Beside that English skills faced difficulty by the undergraduate student of STIKES Toraja based on the data described that listening falls into score 4.1, Listening is strongly difficult, speaking and writing are difficult.

Table 4. Students' perception towards English proficiency suit to the nursing students in learning English

Skills	Score
Grammar	3.4
Vocabulary	3.5
Pronunciation	3.9
Speaking	4.2
Listening	3.7
Reading	3.1
Writing	3.8

The ability description of nursing students is shown up in the table above. In the use of English speaking falls into the highest score (4.2), then followed by pronunciation (3.9). writing (3.8), and listening (3.7). Data indicates that English speaking skills, pronunciation, writing skills, listening skills are suitable for the

nursing students in learning English. This phenomenon might exist due to the process of learning ESP should be focused on the three language skills and pronunciation.

Table 5. The Nurses Preferences Regarding Useful Activities for Learning English

Activities	Scores
Small group	3.2
Pair work	3.4
Discussion	3.6
Large group work	3.6
Demonstration or debate	3.7
Out of the class work (interaction with native speaker)	3.7

Table 5 shows that out of the class work (interaction with native speaker), demonstration or debate, large group work and discussion are difficult activities performed by the nursing students in learning English. Therefore, Out of the class work (interaction with native speaker), demonstration or debate, and large group work are needed by them in learning English.

Table 6. The situations where nursing students often use English

Situations	Scores
Educating patients	2.9
Explaining drug interactions	2.6
Telephone calls	2.4
Giving advice	3.9
Giving instructions	3.7
Checking understanding	3.2
Explaining laboratory tests	3.8
Administering medications	3.6
Patient admissions	3.7
Writing in the patient admission forms	3.5
Reading prescription charts	3.3
Reading patients' records	3.2
Reading pathology report	3.1
Requesting information by e-mail	3.0
	2.4

The above table describes the frequency used opportunities of students in using English. The highest frequency based on the highest score is *giving advice* followed by activities *explaining laboratory tests, giving instructions administering medications and patient admissions*. Other activities rank the lowest. .

Table 7. The Trending medical topics the nurses want most to learn in English

Topics	Scores
<i>In and around the hospital</i>	3.8
<i>Admissions, Accident and emergencies</i>	4.5
<i>Pain</i>	4.3
<i>Symptoms</i>	4
<i>Caring for the elderly</i>	3.6
<i>Nutrition & Obesity</i>	4.3
<i>Blood</i>	3.3
<i>Death and dying</i>	3.5
<i>Hygiene</i>	3.2
<i>Mental health</i>	3.7
<i>Monitoring the patient medication and treatments</i>	4.0

Table above shows that the topics that the students are strongly interested in: *Monitoring the Patient Medication and treatments, Admissions, Accident and emergencies, pain, and blood*, then followed by *medications and treatments, symptom, monitoring the patients, Nutrition & Obesity, In and around the hospital, Caring for the elderly, Hygiene and finally mental health*.

3.2 Design and Develop

a. Design

One basic assumptions 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 aim of this research is to develop instructional material of nursing students in Toraja for ENP classroom based on needs analysis, they are as follows:

- 1) To identify the important of English in general perception.
- 2) To know situations in a workplace, in terms of hospital which the most use English.
- 3) To know the expectation and difficulty of English skills encountered by the nursing students in ENP classroom and employees in workplace.
- 4) To investigate the important skills to success to course of study, and workplace.
- 5) To gain information about sort of English language proficiencies suit to English Course and workplace.
- 6) To know learning activities which are the most preferred by the students in classroom.
- 7) To investigate factors affect for trouble in understanding ENP classroom setting
- 8) To know the frequency of difficulty of speaking skills in ENP Classroom encountered by nursing student
- 9) To identify the most ways in improving the students communication skills.
- 10) To identify trending medical topics suit to ENP classroom and workplace.

Based on the investigations obtained from the students', ENP lecturers', employees' perceptions on the needs of the nursing students in Learning English in ENP classroom 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 Medical Purposes for the fourth 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 ENP course 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 for nursing 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 speaking and writing practices 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.

This is an English for nursing course for students studying this research applied an integrated of three type 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.

The framework of Instructional Material Design for Nursing for EMP Classroom as displayed in the following table.

Table 8. Framework of Instructional Speaking Skills Materials for Nursing Students in Toraja

Week	Units	Topics	Language Skills and Knowledge
2	TWO Admissions, Accident and emergencies	- Admissions procedure. - Recording patient information. - First aid. - Signs & Symptoms.	- Listening : recording details. - Reading : admission forms. - Writing : completing forms; medical history. - Speaking : giving information. - Grammar : questions and answers; affirmative and

			negative questions - Vocabulary: words meaning - Pronunciation: intonations.
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b. *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.

In this study, only one unit of the course design was developed, then tried out or implemented to produce the final draft as the final prototype. The framework design as the guideline to develop the instructional material and starting with the lesson plan. The draft of instructional material that have been designed and developed based on need analysis which is called as a result of self-evaluation was identified as the first draft or first prototype and the reviewed by one-to-one reviewer and experts reviewers to produce the second draft or the second prototype.

3.3 *Implementing or trying out the instructional material in the small group*

In this stage, the result of the second prototype was tried out in a small group student of nursing department at different nursing program in Toraja, South Sulawesi, Indonesia, after teaching and learning process, the lecturer and students were given the checklist to be completed.

Regarding to the result of checklist in the small group students of trying out, the second prototype of instructional material was considered to be appropriate to the students' needs and level. The result of trying out of the small group the was recognized as the third prototype.

3.4. *Evaluate*

The last step of the research and development was conducting the field testing. In the field testing, The different nursing College at nursing program in Tana Toraja, South Sulawesi was selected as the location of the field testing.

Regarding the results of analysis stated that the draft of instructional material was interesting for the students and they are appropriate to their needs and level. Even though, some suggestions and comments given by the teacher and the students in the evaluation of the course design and instructional material are considered to improve the course design and instructional material. Therefore, the result of testing stage produced the last prototype and one unit of instructional material have been revised then produced in the present study.

4. Conclusion

Based on result above, the researcher finally conclude that the findings describe the real needs of students of English for nurses, the lecturers' view points on the practice of ESP instructions, and descriptions of English for nurses used in English speaking countries or English speaking community.

Related to the problems of this research to what students' needs in ESP in terms of English for Nursing studies and kind of instructional ENP material designed and developed to meet the students' needs. The answered of those questions:

1. The learning needs in English for Nursing studies for the nursing department. The learning needs cover language skills and learning preferences. Overall all language skills are often used in the English for Nursing classroom and in workplace, but speaking, listening, and writing skills needed more often than reading skills. In addition, those skills are recognized as the expected skills and difficulty skills by the nursing student. In learning preferences, in term of learning activities and learning methods. Out of the class work (interaction with native speaker), demonstration or debate, and large group work are needed by them in learning English.
2. The Language needs in English for nursing studies. It covers the expectations, in terms of purposes of nursing students in learning English and medical topics suit to the students ' needs and the situations in hospital where frequency use

English language. Refer to the purpose of learning English for nursing studies, they learnt English for study and for looking for the job more expected than others expectations. Situations in hospital more frequency uses English is 'Giving advice, explaining laboratory test and patient admission. Finally, *Admissions, accident and emergencies, Pain, Nutrition & Obesity* , and *Monitoring the patient medication and treatments* are situations in hospital commonly used English.

3. The Development of instructional materials for nursing student in Toraja based needs analysis throughout ADDIE stage.

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