

Developing ESP Nursing Based on CLT in STIKES RS Baptis Kediri

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ABSTRACT

Keywords:

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Background: 5 ESP nursing materials is an important component in the success of educational programs, especially in the field of nursing. The development of English learning is now more emphasis on the authenticity of the material that is contextual activities or work involved, one of which is in nursing profession. Communicative language teaching (CLT) sets principles about the teaching of communicative competence not confined to verbal communication but also includes written communication, consists of four skills especially on ESP nursing based on nursing care (assessment, nursing diagnosis, planning(intervention & implementation, and evaluation) as the main source of objective achievement in teaching learning process.

Methods: The development method used R&D adapted from Borg and Gall's model involved 24 students, 1 expert in English education, 2 experts in nursing education, and 1 practitioner of hospital. Researchers developed materials (4 chapters) based needs analysis (students' need and reviewing existing syllabus) with four language skills. Result of expert validation (materials evaluation based on contents, exercises, communication, and general elements) was very good (average score 3.5)

Results: result of students' try out to give the decision of the product quality, the average score was 3.2, it meant the materials was acceptable and eligible to be used by the nursing students as autonomous learning.

Conclusions: In conclusion, the final product can be used as a model of instructional materials to teach English nursing as ESP materials.

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I. INTRODUCTION

An instructional material (ESP Nursing) is one important component in the success of educational programs, especially in the field of nursing. The development of learning English is now more emphasis on the authenticity of the material that is contextual activities or work involved, one of which is in nursing profession. The learning in the context of real (natural) is more effective than learning English focused on mastery of grammatical competence. Some textbooks/course books, there is no longer compatible with the latest developments in language learning theory, for example, in the textbooks/course books still feature-based grammar lessons. The weakness, when students are directly involved in the context of real communication, they are not able to speak fluently and accurately, in other words the need for improved communication competence is huge demand.

Principles of Communicative Language Teaching

According to Richard⁽¹⁾, communicative language teaching (CLT) can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. CLT sets as its goal the teaching of communicative competence. Communicative competence includes the following aspects of language knowledge: (1) Knowing how to use language for range of different purposes and functions. (2) Knowing how to vary our use of language according to the setting and the participants (e.g. knowing when to use formal and

informal speech or when to use language appropriately for written as opposed to spoken communication). (3) Knowing how to produce and understand different types of texts (narratives, reports, interviews, conversations), and (4) knowing how to maintain communication despite having limitations in one's language knowledge (e.g. through using different kinds of communication strategies).

In recent years, language learning has been viewed from a very different perspective. It is seen as resulting from processes such as: (1) interaction between the learner and users of the language, (2) collaborative creation of meaning, (3) creating meaningful and purposeful interaction through language, (4) negotiation of meaning as the learner and his or her interlocutor arrive at understanding, (5) learning through attending to the feedback learners get when they use the language, (6) paying attention to the language one hears (the input) and trying to incorporate new forms into one's developing communicative competence, and (7) trying out and experimenting with different ways of saying things. The kinds of classroom activities that best facilitate learning with CLT began a movement away from traditional lesson formats where the focus was on mastery of different items of grammar and practice through controlled activities such as memorization of dialogs and drills, and toward the use of pair work activities, role-plays, group work activities and project work.

The type of classroom activities proposed in CLT also implied new roles in the classroom for teachers and learners. Learners now had to participate in the classroom activities that were based on cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They were expected to take on a greater degree of responsibility for their own learning. Teachers now had to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher had to develop a different view of learners' errors and of her/his own role in facilitating language learning.

Communication is now not limited to oral communication but also includes written communications. Communication consists of four skills of reading and listening skills as receptive as well as productive speaking and writing skills. For nursing students have the language skills that match the competency of nursing, especially in nursing care (assessment, nursing diagnosis, intervention & implementation, evaluation) is necessary, because the challenges of the working world in the era of ASEAN Economic Community (AEC) requires nurses have the skills/competency to communicate English in the line of duty nursing.

CLT is a method of teaching and learning. The purpose of this method is to guide students have English skills better. This method is also intended to achieve communicative competence. Its competence is designed through the implementation of student centered learning in the classroom. The idea of student-centered learning is shown through task-based language teaching (Task-Based Language Teaching- TBLT) as the core of the communicative approach or CLT. The important concept in this approach is to engage students in real world communication through a series of communicative duties with the balance between fluency and accuracy⁽²⁾. Teachers provide communicative task to give description that build student competence in producing and enriching the English proficiency on nursing. To achieve communicative competence as a goal in language classes, Brown⁽³⁾ states that there are four kinds of communicative competence that teachers should pay attention to, (1) organizational competence (discourse grammar), (2) pragmatic competence (functional and sociolinguistic), (3) strategic competence, (4) psychomotor ability. Those our competences towards the principle that the same accuracy is important with eloquence have the feeling that the language used accurately, fluently, and acceptably.

Several factors affect the characteristics of the CLT. Brown⁽³⁾ defines the following characteristics: (1) overall goal, focus to all destinations within the communicative competence. (2) relationship of form and language function, this technical is designed by asking students to use as a pragmatic, authentic, and function for meaning purposes. (3) fluency and accuracy, focus to students comprehensive process and production focusing on accuracy based techniques communication. (4) focus on real-world communication context, students in the class required to use the target language either both receptive and productive in context without preparatory training held outside class. (5) autonomy and strategic involvement, the students were given the opportunity to focus on the learning process itself through increased awareness according to the

learning style and through the development of strategies that fit the expected results and comprehension. (6) Teacher's role, teacher's role is as facilitator and mentor, not the person of who knows everything. (7) Student's role, students actively participate in language learning independently both in class and outside class.

Characteristics of task-based language teaching (TBLT) as the core of the communicative approach, TBLT and content-based instruction involves students not only focus on the form of the language or the language itself, but also focus on how to use the language in communicative interactions, conversations, and the use of language⁽⁴⁾. In fact, in a social context or in the workplace, it is almost impossible to ask students about the structure of language such as the present tense, past tense, simple passive sentences, and grammar. What happens in the interaction between people is based on science that has students. However, it does not mean that the grammar is not necessary in the real world communication. TBLT not mean grammar totally ignored by paying priority meaning in communication. There are two approaches applied in TBLT to make an accurate and objective communicative activities: focused approach focused approach forms and meanings. Focus on form comes before the students engage in communicative activities. The purpose of this method is intended communicative students can apply the structures they have learned in real-world tasks. Educators try to teach students about grammar communicative to limit inaccuracies although they are welcome when generating a language with many inaccuracies. Educators give students the opportunity to use the language in the classroom to authentic communication with a focus on the meaning⁽⁵⁾.

Principles of Materials Development

There are sixteen principles that Tomlinson⁽⁶⁾ summarizes of what he thinks many SLA researchers would agree to be the basic principles of SLA relevant to the materials development for the teaching of languages. These principles are briefly outlined in this section. They are as follow:

1. Materials should achieve impact.
2. Materials should help learners to feel at ease.
3. Materials should help learners to develop confidence.
4. What is being taught should be perceived by learners as relevant and useful.
5. Materials should require and facilitate learner self-investment.
6. Learners must be ready to acquire the points being taught.
7. The learners' attention should be drawn to linguistic features of the input.
8. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.
9. Materials should take into account that the positive effects of instruction are usually delayed.
10. Materials should take into account that learners differ in learning styles.
11. Materials should take into account that learners differ in affective attitudes.
12. Materials should permit a silent period at the beginning of instruction.
13. Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement, which stimulates both right and left brain activities.
14. Materials should not rely too much on controlled practice.
15. Materials should provide opportunities for outcome feedback.
16. Teachers preparing instructional materials based communication competence, as a source of learning for students is a challenge.

An instructional material is one important component in the success of the education program. Instructional materials referred to in the form of textbooks, teaching materials (textbooks), or instructional media plays an important role in teaching. Textbooks should serve as towing the interest and motivation of learners and readers. Motivation reader can arise because the language is simple, flowing and easy to understand. Motivation can arise due to many ideas and new ideas. Motivation can arise, because the textbook contains a variety of information that is relevant to the needs of learners and readers. Teaching materials (textbooks) is a handbook of the course, prepared by experts related fields, meet the standards of textbooks, officially published,

and disseminated ⁽⁷⁾. In English teaching on nursing, teaching materials compiled based on communication competence is seen as the main source in the achievement of objectives in teaching and learning.

II. METHOD

The research design was research and development (R&D). According to Latief ⁽⁸⁾, “educational research and development is a research design aimed at developing educational products, like curriculum, syllabus, textbooks, instructional media, modules, assessment instrument, etc”. The objective is to develop ESP Nursing material uses communicative English language teaching based on nursing care (assessment, nursing diagnosis, intervention & implementation, and evaluation). The development method used is adapted from Borg and Gall's model. The product was course book for 3-year nursing study program in second semester at STIKES RS Baptis Kediri. The research involved 24 students and 1 expert of English education, 2 experts of nursing education, as well as 1 hospital practitioner. Development model is based on Borg and Gall's model. (1986) in Gunadi ⁽⁹⁾. The researchers proposed R&D cycle as follow: (1) student's need analysis, (2) developing materials, (3) validation by experts, (4) revision, (5) and try out the product.

III. RESULTS AND DISCUSSION

Student's Need Analysis - Observation

In the process of English teaching learning, a teacher often faces some problems, such as students' low motivation and students' poor capability in language skills. Students are not interested in English since they consider it as a difficult and boring subject. They seem to have a heavy burden when the teacher asks them to write a composition, doing presentation or role-plays to practice communicative skills.

In this research, it leads the researcher (also as the teacher) to observe the students of Undergraduate nursing study program, STIKES RS Baptis Kediri in order to know the causes of the problem. The result of the observation showed that in writing skill, the students do not organize their writing well, their ideas are not coherence, they do not use right tenses in the right context, they have lack of vocabulary and their understanding of mechanic is low. So, they cannot continue their writing. They also think that time for writing is limited. Because of these, they become unmotivated and have low interest in writing. Some students even give up and do not try to solve their problem. In contrary, the students like to listen from the teacher's explanation without giving questioning feedback; it becomes teacher center learning because of passive classroom situation. They like to read the materials in their handbook given by the teacher, but when the teacher asks them to answer the questions or discuss to make a composition, it seem they prefer discuss other things so that they need a lot of times to finish it. Even, in speaking skill, they seem that they don't have self-confident.

Reviewing of Related Literature

Doing this step, the researchers did reviewing related literature by recheck the contents of already existing syllabus and other relevant document such as curriculum. The institutional curriculum of Undergraduate nursing program for *Mata Kuliah Pengembangan dan Kepribadian (MPK)* consist of 6 credits that were distributed in semester 1, English (MPK 1205) for 2 credits; semester 2, English for Nursing I (MPK 2206) for 2 credits; and semester 3, English for Nursing II (MPK 3207) for 2 credits. It seemed that English for Special Purposes (ESP on Nursing was important for the students. It was appropriate for preparing students' language competency as professional nurses.

Particularly in English for ESP Nursing, the competency elements that must be achieved understood speaking in nursing, reporting in nursing and presentation of nursing activity and its situation related to nursing. The teacher might have different interpretation one to another according to these competencies. Based on this concept so the researchers proposed communicative language teaching (CLT) approach that developed communication materials which had correlation to nursing field in the instructional materials based on nursing process (assessment, nursing diagnosis, planning, implementation, and evaluation). Meanwhile reviewing previous syllabus done to check relevant and appropriate materials taught in first semester. The researchers found that the students had received theory of nursing process. According to researchers, the subject was appropriately placed in second semester.

To help the students be in active learning, Burns and Erikson (2001) summarize there are five approaches, which are worth implementing in a language curriculum: problem based learning, cooperative learning, project based learning, service learning, and work-based learning. In the Standard ESP curriculum, the aspects covered are on activating students activeness in experiential learning based on the contents they have. So, problem based learning, project based learning, and service learning are types of learning that are helpful for the students to improve their English proficiency by doing something with their English to do something they really know.

Development of Teaching Materials (Book Mapping)

From result of problem identification, get information from requirement analysis. The researcher developed a teaching material consisting of 4 chapters. Researchers include four language skills arranged in textbooks. All language skills were integrated into a single book followed by learning outcomes and indicators. Learning outcomes and indicators were developed based on the elements of competence consisting of speaking comprehension in nursing, nursing reporting and presentation of nursing activities and situations related to nursing care. Here is the development of teaching materials in research development based on competence in implementing nursing care consisting of: (1) Nursing Assessment, (2) Nursing Diagnosis, (3) Nursing Intervention & Implementation, and (4) Nursing Evaluation.

Result of Expert Validation

There were three experts involved in this step. 1 first-expert was in English Education, 2 second-expert were in nursing education at STIKES of Baptist Hospital Kediri, and 1 third-expert was a hospital practitioner. Consultation with experts about developing material was needed because nursing students used the material. So, the book should fit their needs and the nursing profession. The book should prepare them to become professional nurses in the future. The results of the consultation make the textbook better. Evaluations for expert validation include content, exercises, communications, and general elements, as well as whole comments about textbooks. Quantitative evaluation results from all three experts and one hospital practitioner were reflected in the following tables.

Table 1 Result of Expert Validation on Content

No.	Expert Validation											Total	Average	Score	Description	
	1	2	3	4	5	A. Contents			9	10	11					
1	3	3	4	4	3	3	4	3	4	4	4	39	3,5	4	Needed re-arrange layout and sub-chapters	
2	3	3	3	4	4	4	3	3	3	3	3	36	3,3	4		
3	3	3	3	3	3	3	3	3	3	3	2	32	2,9	3		
4	3	3	2	3	3	2	2	2	2	3	2	27	2,4	3	Needed arrangement of sub chapter. .	
Average	3		3	3,5	3,25	3	3	2,75	3	3,25	2,75		3,02	3,5		
Description														Very Good	Very Good	

Table 2 Result of Expert Validation on Exercises

No	B. Exercises								Total	Average	Score	Description	
	1	2	3	4	5	6	7	8					
1	4	4	3	3	3	3	4	24	3,4	4	Very good Properly		
2	4	3	3	3	3	3	3	22	3,1	4			
3	3	3	3	3	3	3	3	21	3	3			
4	3	2	3	2	3	2	2	17	2,4	3			
Average	3,5	3,25	3	2,75	3	2,7	3		2,97	3,5			
Description											Good	Very Good	

Table 3 Result of Expert Validation on Communications

No	C.Communications										Total	Average	Score	Description
	1	2	3	4	5	6	7	8	9	10				
1	4	3	3	3	3	3	3	3	3	3	31	3,1	4	More exercises properly based on real fact.
2	2	2	3	4	4	3	4	3	3	3	31	3,1	4	
3	3	3	3	3	3	3	3	3	3	3	30	3	3	
4	2	3	2	2	3	3	3	3	3	3	27	2,7	3	There were communicative excercises
Average	2,75	2,75	2,75	3	3,25	3	3,25	3	3	3		3,0	3,5	
Description												Good	Very good	

Table 4 Result of Expert Validation on General Element

No	D. General Element										Total	Average	Score	Description
	1	2	3	4	5	6	7	8	9	10				
1	3	3	2	4	3	3	3	4	3	2	30	3	3	Need rearrange layout and consistency of vocabulary level on every chapter
2	4	3	4	4	3	4	3	4	4	4	37	3,7	4	
3	3	3	3	3	3	3	3	3	3	3	30	3	3	The book was relevant used for nursing students Still some words were difficult in terms.
4	2	3	3	3	4	3	3	2	2	2	27	2,7	3	
Average	3	3	3	3,5	3,75	3,75	3	3,25	3	2,75		3,0	3,25	
Description												Good	Very Good	

Consultation with experts about teaching material was really needed because students used the textbook. The consultation was conducted on August, 5, 2021. The results of the consultation make teaching materials better. Evaluations for expert validation are contents, exercises, communication, general elements, as well as overall comments on teaching materials.

The first evaluation is about the content. Of the three experts above, they rate very good for content. From table 7, showed the validation results of the expert about the textbook content was very good (with an average of 3.5), which means no revision is required. The input from the expert includes "the need for layout arrangement and arrangement of sub-chapters". Experts think that the contents of the book speak about the actual topic of nursing and its content accommodates the curriculum of the nursing studies program and their content are well organized and challenges the learners to think critically about English in care. Although, the expert agrees that the content is very good, it still provides some recommendations to make the book better by stating that the textbook content reflects certain English in the care that students often use in both teaching and learning activities and clinical practice as reflected in sub-chapter. From the recommendations of experts, researchers review and revise sub-chapters in each chapter by adjusting the four language skills with a focus on nursing procedures and nursing documentation that support nursing content.

The second evaluation is about exercise. Exercise as the main aspect of this textbook because it talks about student activity. From table 8, the results of the expert validation of the exercises in the textbooks are very good (with an average of 3.5), they are considered very good and good for practice. The first expert thinks that exercising was according to topics and activities encourages

students to speak in English, in understanding the practice in textbooks, the expert states that having no difficulty in understanding the exercises, the practice is not difficult and not easy, it is appropriate for students, and in completing the exercise in this textbook, the expert states that the student is able to complete all the exercises. Although, the three experts agreed that the exercises were excellent and good at understanding and completing the practice in textbooks, but he also gave some recommendations to make the book better by saying to try to make a shorter example of patient review.

The third evaluation is about communication. Communication is the main aspect of this book because it talks about students' communication skills and activities. From table 9, the result of expert validation about textbook communication is very good (with average 3.5). Input from the expert to be enhanced communication practice in real situations (condition of student practice at the Hospital). The first expert is considered very good and good for communication. He thinks that the communicative activity of the book captures the true daily life, the expert feels a useful expression for communication at the hospital, especially in nursing terms, and the conversation captures the true and understandable conversations in everyday life that can be applied to nursing terms. Though, the third expert agrees that communication is excellent in textbooks because the communication of this book is useful for learning in a particular language setting and the conversation is not difficult to understand, but it also provides some recommendations to make the book better. By listing some meaningful terms in nursing diagnoses as an application of nursing science especially in nursing documentation. From an expert's recommendation, the researcher examines and revises and adds the term in an appropriate nursing diagnosis in chapter 2 by distinguishing meaning in diagnosis especially medical diagnosis and nursing diagnoses.

The fourth evaluation is about the common elements. From table 10, the results of expert validation about the general elements of textbooks are very good (with an average of 3.25). The expert input is the need for layout layout and vocabulary consistency on each chapter and still found the words which difficult to interpret. From the expert's recommendation, the researcher revises the layout arrangement by differentiating the sub-chapter from either bold or italic writing, while for vocabulary consistency with difficult words accompanied by a particular meaning in the "vocabulary" sub-section in accordance with the evaluation.

Try Out Results

After revising the material, the material was tested in this study twice in the class. This procedure is done to obtain inputs for teaching materials and to know acceptance or acceptability of teaching materials. The researchers chose two units to be tested namely Chapter 1 Assessment (Nursing Assessment) and Chapter 2 Nursing Diagnosis (Nursing Diagnosis). Researchers choose these units because they think the unit is very important to learn. The topic relates to the daily activities of the nurse. But that does not mean other units are not important either. Researchers conducted trials on September 15 and 21, 2021.

Table 5 Result of Try-Out to Students

No	Try-out										Total	Average	Score
	1	2	3	4	5	6	7	8	9	10			
1	4	3	3	3	3	4	2	3	2	2	29	2,9	3
2	3	2	3	2	2	2	3	3	4	3	27	2,7	3
3	3	4	3	2	4	2	2	3	4	3	30	3	3
4	3	4	3	3	3	2	2	3	3	3	29	2,9	3
5	3	3	4	3	3	3	3	4	3	4	33	3,3	3
6	3	3	4	4	3	3	4	3	4	4	35	3,5	4
7	3	3	3	3	3	2	3	3	2	2	27	2,7	3
8	3	2	4	1	3	4	3	3	3	2	28	2,8	3
9	4	4	3	3	2	3	3	3	3	4	32	3,2	4
10	3	3	4	3	4	4	3	2	4	4	34	3,4	4
11	3	4	3	3	3	4	2	3	3	2	30	3	3
12	4	1	3	1	3	4	1	2	2	1	22	2,2	3

No	Try-out										Total	Average	Score
	1	2	3	4	5	6	7	8	9	10			
13	3	2	4	3	3	2	3	3	2	3	28	2,8	3
14	3	2	4	3	2	3	3	4	3	3	30	3	3
15	1	2	3	4	3	2	1	2	3	3	24	2,4	3
16	3	3	4	3	4	2	3	3	4	4	33	3,3	4
17	2	2	3	3	3	3	3	3	3	3	28	2,8	3
18	2	2	3	4	3	3	3	3	2	2	27	2,7	3
19	3	3	4	3	4	2	2	3	3	2	29	2,9	3
20	3	2	4	2	3	3	4	3	2	4	30	3	3
21	2	1	2	3	2	3	2	1	2	2	20	2	2
22	3	3	2	3	2	2	4	3	3	4	29	2,9	3
23	3	3	3	4	4	3	3	3	3	2	31	3,1	4
24	2	1	3	3	4	4	2	2	2	3	26	2,6	3
Average	2,9	2,7	3,4	3	3,25	3,1	2,9	3,1	3,2	3,3		2,9	3,2
Description												Good	Very Good

Researchers want to have some improvements in learning materials. Researchers created several models of new activities or tasks in the development of materials. It is more interesting for students to make students more interested in learning. Several models of new activities or tasks are proposed in the CTL approach that focuses on communication practice, therefore researchers contribute to material feature conversations, phrases used in the field of nursing as speech enhancement, and vocabulary related to medical / nursing skills as improved reading skills, writing ability. Researchers follow ideas written syllabus and material mapping. Researchers think that 4 written language skills in learning materials. The students are expected to be motivated to follow all activities because the textbooks are communicative and there are integrated skills there. All language skills are integrated into a single book followed by learning outcomes and indicators.

Learning outcomes and indicators are developed on the basis of competence elements consisting of speaking comprehension in nursing, nursing reporting and presentation of nursing activities and situations related to nursing to help students understand the material well. Based on this idea, researchers revise the four chapters that describe the outcomes and indicators of learning and each topic is arranged chronologically. It starts with a nursing assessment whereby students get information about nursing and patient health until students learn nursing activities up to nursing evaluation as the main topics in this product and make nursing documentation.

In addition, Harmer⁽²⁾ argues that the type of ESP teaching materials should be integrated or called multi ESP learning materials. This makes the researcher confident about the model of teaching materials written. It combines the four language skills into integrated skills, and the book is communicative for students as ESP students.

The material that develops above shows that students need English that has a correlation with their field related to nursing care. So, they need nursing English since they studied in college. English for nursing is very beneficial to them.

As Hutchinson and Walter (1994: 18) state that ESP is a language learning approach, based on the needs of learners. So by giving English for care as their needs in their classes, it is easier to understand the material provided and tailored to the ESP approach. ESP training is an approach to teaching English for non-English students to meet their needs in English learning related to their specialization. In this case, to provide what they need, the English teaching materials developed by researchers determine English for Nursing. This subject has a correlation with the field and according to their needs in their future carrier. Instructional materials talk about their background knowledge, life experiences and their real task in care. As a result, the students as users of this textbook got their needs by practicing more exercises through this textbook. Developing materials also give grammatical focus in each chapter. This need is also given to the teaching materials by giving the grammar material in each unit. Researchers provide easy grammar material, followed by

switching to more difficult grammar. This reason by giving easy grammar first, it provides a solid foundation for learning ESP in their classes.

From table 5, the result of students' try out to give the decision of the product quality, the average score was 3.2, it meant the materials was acceptable and eligible to be used by the nursing students as teaching learning process. In conclusion, the final product can be used as a model of instructional materials to teach English nursing as ESP materials.

IV. CONCLUSION

In conclusion, the result from data of need analysis showed that most students agree to develop English materials that are suitable and related to their profession with 4 language skills using communicative language teaching based on nursing process (assessment, nursing diagnosis, planning, implementation, and evaluation). Developing teaching/learning materials has been described from the points of view of the definition, the principles, the procedure, and the practical undertaking of them with the case of developing learning materials for ESP. Developing teaching/learning materials for ESP is more demanded than that for general English because the availability of the ESP learning materials in public is very rare. Because of this, it is suggested that teachers of ESP develop their own specific materials for their own target language learners. In developing the ESP learning materials, every teacher can follow any approach he/she is familiar with and he/she can develop his/her teaching materials by applying the principles and procedures of language teaching materials including formulating their teaching objectives and syllabus, adapting and or supplementing the existing materials, and or creating their own materials. There may be some other possible ways of developing teaching/learning materials than the one described in this paper. As the consequence, the same level of specific language for the same level of students may have different teaching/learning materials especially if the materials developer and the proficiency level of the students are different.

Therefore, there will never be perfect teaching/learning materials that can be used anywhere, anytime for the same level of students. I strongly suggest that a teacher develop his/her own teaching materials for his/her own specific target learners. If a teacher has to use a textbook for some reason, still s/he has to adjust it with the target learners. There may be some parts of the textbook, which are not exactly suitable for the target learners.

The researchers gave some suggestions that the product can be used as a model of instructional materials to teach English nursing for English teachers, and the institution, The product material did not cover all of student's need so the researcher also suggests to use other resources from books or website as discover learning to know more information from the topic discussion. The researcher gives suggestion about product dissemination. This book is also appropriate to use for second semester students of Diploma Nursing Program because they also study English in Nursing I in that semester as main course book or supplementary book. The last, the researcher hopes there are any further development products about ESP material for nursing program. The researcher knows that they are still a lot of topic that can be developed such as concerning in nursing documentation, procedures in nursing intervention or concerning in nursing care.

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