



Situational Syllabus in Vocabulary English for Nursing Book: Occupational Purposes

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ABSTRACT

This study aims to design a syllabus for "Vocabulary English for Nursing" book for occupational purposes with a specific focus on enhancing vocabulary acquisition, speaking proficiency, and pronunciation skills. ADDIE instructional model as a guide commonly used in designing learning materials and program was employed in this study. While ADDIE has five stages namely Analysis, Design, Development, Implementation, and Evaluation, this study only focused on the Analysis and Design stages resulting in syllabus design. The syllabus results in ten units, each unit was designed to foster dialogue practices, simple expressions, and vocabulary enrichment. The learning competencies integrated into this syllabus align with the Independent User B1 of CEFR (Common European Framework of Reference for Languages: Learning, Teaching, Assessment). The outcome of this study includes a designed syllabus for "Vocabulary English for Nursing" book and the organization of the book. Future research will cover the further stages of ADDIE that are Development, Implementation, and Evaluation stages.

Keywords: syllabus design, vocabulary, English for Occupational Purposes, nursing.



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1. INTRODUCTION

1.1. Introduction

English for Occupational Purposes as a part of English for Specific Purposes (ESP) is learned based on the students' needs. EOP aims to emphasize the practical aspects coming from needs analysis (Sudipa, Aryati, Susanta, & Anggayana, 2020). ESP instructions encourage students to have English ability based on real-life situations, consequently, students are better prepared to apply their language skills in their future occupations and to gain a comprehensive

understanding of all difficulties linked to their specialty and field (Hijuelos-cruz, Medina-carballosa, & Pérez-almaguer, 2020). Since English is widely employed as a means of communication across diverse international contexts, including academic domains encompassing an array of disciplines such as literature, journals, and other scholarly publications, nursing students must be able in communicating using English if they are interested in studying or developing their careers. Nursing students who master English well have of a broader spectrum of career opportunities within the nursing profession (Nashir, Laili, Sholihin, & Wirawati, 2022).

After graduation, nursing students must comprehend medical terminology, nursing paperwork, and care plans in English in order to interact successfully with patients, patients' families, doctors, and other medical professionals. Furthermore, they will need to have high English proficiency while taking a test to obtain a license to work in another country. As a result, an adequate syllabus in English is required to give benefit to them not only to increase their motivation but also to help their future jobs and to create benefits for the institutions they have been learning (Usman & Anwar, 2021).

In their capacity as nurses, they are required to acquire proficiency in essential linguistic components, including vocabulary, speaking, and pronunciation for the purpose of developing effective communication abilities. Many nurses are challenged to communicate appropriately in English caused of lack of vocabulary, despite the fact that communication competence is dependent on knowledge of vocabulary (Afzal, 2019). Vocabulary learning, in this context, does not imply that students memorize lists of words, but instead that they learn the meaning as well as the use of vocabulary in a spoken or written context (Andini, Sutarsyah, & Sudirman, 2019).

Besides vocabulary, speaking is a crucial skill to develop since vocabulary and speaking improve foreign language proficiency (Vina Sukrina, 2013). Speaking is regarded as the most crucial ability in foreign language acquisition (Rao, P, 2019) which is required to communicate one's perspective in a variety of speaking situations. Speaking is assumed a challenging skill to master (Sudarmo, 2021). Students need pronunciation as part of their speaking skills when learning a foreign language (Aziz & Ngadiron, 2019; Pan & Xu, 2011). However, the students, particularly non-native speakers, become affected by their mother tongue or Indonesian where English and their native language are in opposition. It then leads to incorrectly pronouncing English words, which alters their speaking abilities.

Concerning speaking and vocabulary are important to improve in learning English, this article illustrates an EOP course for English for nursing books to develop speaking skills, particularly pronunciation and vocabulary. This study develops a situational syllabus which aims to facilitate English for nursing based on the specific needs of real-world situations or made up contexts experienced by the students after they graduate. Situational syllabus is a subset of the semantic syllabus (Salman Sabbah, 2018) that stresses that language is governed by the context, where the context appears to be learned (Mokoagouw, 2023; Putri et al., 2022). The goal of this syllabus is to try to predict situations so that students can use previously predicted situations connected to selecting and applying language content (Mokoagouw, 2023; Pandya, 2017). The linguistics skill in this syllabus is the language used in certain contexts, which is not separated each other. In the situational syllabus, the most efficient way to describe the situation is through the dialog. The language structures are learned through the sentences, expression, and lists of vocabulary. As product-oriented syllabus (Raxmatillayeva, 2023), situational syllabus is appropriate to be applied in vocational education where the students need to develop specific skills and knowledge which can be used in their future careers. Situational syllabus is similar with topic-based syllabus. The difference is that situational syllabus focuses more on the situations which are predicted to happen and topics-based syllabus emphasizes more on topics or themes rather than situations.

Some previous studies discussed about developing syllabus including for writing course (Ping-Ju CHEN, 2017) and for hospitality purposes (Su, 2011). The syllabus design in this study focuses on the English practice to improve communication skills in nursing environment, especially in occupational situations. This syllabus will be used to develop English for occupational purpose to assist nursing students to for improving their English communication skills.

1.2. Research question

This research was conducted to answer the research question of "How is the design of syllabus for Vocabulary English Nursing Book for Occupational Purposes?"

1.3. Significance of the study

This study is purposed to produce a design of a syllabus for "Vocabulary English for Nursing" book that focuses on Occupational Purposes. The syllabus of this research is expected to be used in the next step of materials development which is developing a book. The English book for nursing is expected to provide appropriate materials which can be used by both nursing

students and nurse to prepare them in the work field. The book can be developed using the involvement of communication technology as digital book or audio book to help all the users easy in learning and practicing the content of the book independently.

2. METHOD

2.1. Research Design

This study is a qualitative study purposed to develop English for Occupational Purposes in “Vocabulary English for Nursing” book. This study applies ADDIE instructional model designs. ADDIE instructional model is widely used in designing education programs, teaching and learning materials (Budoya, Kissaka, & Mtebe, 2019; Mustafa, Nordin, Embi, & Zahruddin, 2017) since this model is valuable as a source of information extraction by providing the best teaching and learning practices (Spatioti, Kazanidis, & Pange, 2022). This model is purposed as a guide to make learning materials based on students' needs (Wang & Hsu, 2008) to make teaching process can be delivered more effectively and efficiently. There are some stages in ADDIE models including Analysis, Design, Development, Implementation, and Evaluation. Analysis phase focuses on needs analysis, target audience analysis, topic and task analysis. Design phase is more on establishing specific learning goals, activities, and instructional strategies and materials. Meanwhile, Development phase is about creating and building all components based on design phase and ensuring the program available on selected media of delivery. In Implementation phase, the focus is on implementing instructional materials to the user sand using evaluation instruments to find out the values of the program. The last stage that is Evaluation phase, the designer is evaluating the effectiveness of the program developed, finding out the achievement of learning objective, and identifying the modification in the future. (Budoya). Since all the stages need certain time to conduct and the development phase is in progress which has not been finished to report, this study only employed Analysis and Design steps of overall procedures. The Analysis and Design phases are the basic and important stages needed to consider thoroughly before going to the next stage that is Development. Therefore this study only discussed syllabus design focusing on vocabulary, terminology, and simple expressions for the EOP book based on the result of needs analysis.

In the Analysis stage, a needs analysis as the first important step to identify the students' needs was conducted by the researchers (Malicka, Gilabert Guerrero, & Norris, 2019). The needs analysis was conducted through interviews to know the initial description about what nursing students needs especially after graduation. The results of a needs analysis were expected to

reveal learning needs related to what English language skills (reading, writing, speaking, listening, grammar, vocabulary and pronunciation) preferred by the students. The information including knowledge of the respondents' experiences, interests, and purposes to learn English will determine the next step of designing materials that is designing the syllabus for a course book. EOP needs analysis will focus more on the specification on the job (Sudipa et al., 2020). In this study, it is more about in what situation English is needed especially by nursing students or those who work as nurse in hospital and what nursing students need to help them master English related to their job. Therefore, the research procedures of this study are: (1) conducting needs analysis in interviews form to both students respondents and lecturers of nursing program, (2) analyzing the results of needs analysis by coding and categorizing, (3) determining the learning competencies and teaching objectives based on the result of needs analysis, (4) selecting the type of syllabus which is appropriate to the learning competencies and teaching objectives, (5) determining the topics and unit by conducting text observation/observing some English for nursing references and textbook, (6) determining sub topics to reach learning competencies and teaching objectives based on the needs analysis results.

2.2. Instruments

The instruments of this study are interview results. The researchers interviewed four nursing students who graduated from colleges and five lecturers teaching nursing. The students' respondents are aged from 23 to 24 years old. They are all female and they graduated from nursing program from different nursing college in Yogyakarta. Two of the respondents are working in Public Hospital in Yogyakarta and two others are continuing study in Nurse profession program. Meanwhile, the lecturer respondents are nursing lecturers in STIKES Surya Global Yogyakarta who have been teaching nursing for more than five years. They come from different nursing field as complementary nursing, maternity nursing, pediatric nursing, medical surgical nursing, and disaster crisis emergency nursing. The respondents were selected based on the researchers' convenience. The interviews were in semi-structured interviews through WhatsApp in which the researchers distributed the questions to the respondents then asked them to answer the questions. The researchers then give additional questions if needed based on their responses. WhatsApp is chosen as interview media since the respondents are not in the same location as the researchers. This platform is also easy to use. The respondents, both the students and the lecturers are more comfortable giving their opinion through WhatsApp rather than in direct interview.

The researchers delivered two main questions of (1) when are English important to be mastered by nursing students? and (2) after graduation, what skills are needed to be mastered by nursing students?. The respondents then answered by texting and the others by voice note. The researchers also delivered some additional questions about their opinion about ideal English book they expect to have. The voice note answers were converted in to transcription to make it easy in interpreting the answers. The researchers used Flixier transcription online to change the voice to text and then downloaded the transcription. Since some of the respondents' answers through voice note are not clearly transcribed due to poor quality of the sound level, the researchers needed to recheck and fix the transcriptions by listening the file directly. The irrelevant and wrong transcribed words or sentences were then revised. All the answers given by the respondents were then analyzed using coding and categorizing.

The followings are the categories of the interview.

Table 1. Construct and categorizing in interpreting interview results

Questions	Category and sub category		
Question 1	Importance of English during education	Importance of English after graduation	Difficulties
	<ul style="list-style-type: none"> • Learning sources and references • Language used in teaching process • Others 	<ul style="list-style-type: none"> • Continue study • Preparing to nurse registered test • Finding job in hospital • Others 	
Question 2	English skills to master	Sub-skills to master	Objectives
	<ul style="list-style-type: none"> • Speaking • Reading • Writing • Listening 	<ul style="list-style-type: none"> • Vocabulary • Pronunciation • Grammar • Others 	
Additional Question	Criteria for ideal English nursing book	Skill contents	Objectives
	<ul style="list-style-type: none"> • Physical criteria • Content criteria 	<ul style="list-style-type: none"> • Contents to discuss in the book 	

3.FINDINGS AND DISCUSSION

3.1. Findings

The findings are about designing syllabus for “Vocabulary English for Nursing” book for EOP. There are three parts of findings in this study namely needs analysis, learning competences, and the syllabus.

3.1. 1 Needs Analysis

The needs analysis are done by interview. The results of need analysis can be seen as the following:

Table 2. Results of Needs Analysis of English for Occupational Purposes for Nursing

Nursing Students	
Opinions	<ul style="list-style-type: none"> • The nursing students' respondents are difficult to communicate using English since the duration of learning English at college was limited. They are lacks of confidence in practicing English. • Related to after graduation, nursing students who graduated from college need to have sufficient English proficiency since they must have TOEFL test to continue their study (for Ners). They also need to be able to communicate in English when they want to have overseas careers. In job environment, sometimes as nurses, they meet foreign patients that they must have proper skills in communicating using English. Instructions in some prescriptions are also using English so that the nurses need to understand before administering to the patients.
Skills to master	<ul style="list-style-type: none"> • To continue their study, they need some skills as reading and writing, and to communicate with foreigner patients or have job overseas, they want to have sufficient English speaking skill.
Ideal English Book	<ul style="list-style-type: none"> • There are some criteria of English book which are needed by nursing students such as (1) the book is in small size and better in pocket book, (2) the book is easy to bring anywhere, (3) the book doesn't contain many content. They also require the book to have content of examples of communication between nurse and patient, some terms in nursing field, simple grammar, and completed by the way the words are pronounced.
Lecturers	
Opinions	<ul style="list-style-type: none"> • Related to academic needs, the lecturers are in agreement that the students need to learn English since the references as academic articles (especially about evidence based nursing) or materials are in English. Some subjects, seminar, and academic lecturers (especially for those held by other countries) are delivered using English. Nursing students who want to continue study or join to students exchange with abroad university need to be able to communicate in English and have sufficient English proficiency. Technology applications related to nurse field are also using English. • Related to occupational needs, they agree that nursing students need to be active in speaking English to support their job (the patients sometimes are foreigner), and to continue their careers overseas. Nursing recruitment for international job (job overseas) put English mastery as the requirement (TOEFL, interview in English, competence test in English). Nurses are required to have sufficient English proficiency since there are many hospitals with foreigner patients.
Skills to master	<ul style="list-style-type: none"> • Overall, the students will need communication skills, including speaking skill. To join to competence tests and understand academic articles, reading and writing are also important.

Ideal English Book	<ul style="list-style-type: none"> The lecturers' opinion about ideal English book are related to the skills needed to master by nursing students. There are vocabulary, conversation, writing, reading, and listening. The book must contain vocabulary related to nursing, medical and health field. The content of conversation is about the application of real communication with the patients or other medical staff. Writing and reading are also needed to be delivered to understand type of academic articles. For listening skill, audio book and digital book are needed to enhance communication skill. Book with audio will be very helpful to fix the students pronunciation.
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As illustrated in Table 2, both nursing students and lecturers are in agreement that English is important to be mastered by nursing students related to academic and occupational purposes. It is supported by the respondents' statements as follows:

“Yes, English is needed by nursing students since it can help them in the classroom learning. English is also helpful for nursing students to get job (after graduation) ...” (Q1A1RM1)

“In my opinion, (nursing students) need to learn English. Point 1 (English is important to support nursing students in education) and Point 2 (English is important to support nursing students after graduation) are all relatable. It is because sometimes we have patients from abroad, such as the tourist” (Q1A1RD5)

About the importance of EOP, both nursing students and lecturers assumed that speaking skill is crucial to support them in their jobs both as nurses in hospitals to have good communication with foreigner patients and in career overseas, which also requires good English communication. It can also be seen from the following statements,

“Yes, English speaking is a must for a nurse. In career life after graduation, (English) can be useful to have career abroad. Communicating with the patient needs English.” (Q2A2RM4)

“...when they want to continue their study (graduate program), they are required to master TOEFL and English speaking in interview process and to work in hospital as many foreigners coming as the patient especially in the tourism city, ...” (Q1A1RD1)

“And besides TOEFL, another important skill to master is speaking. TOEFL is to pass administration test, and speaking is to communicate. Speaking for communication

with the audience (patient) is also important. So both (TOEFL and speaking) are important.” (Q2A2RD3)

Furthermore, it is acknowledged that English proficiency is a prerequisite for nursing students when considering the nursing competence assessment.

“...some universities require English for those who registered in Ners program or to get STR (Registration Certificate), nursing students need to master TOEFL ...” (Q1A1RM4)

“English is important especially (for those) who want to do registered Ners to get job abroad, the test is delivered in English.” (Q1A1RD1).

Related to additional questions about the ideal English book for nursing, both the students and the lecturers are in agreement that the book must contain terms and conversation to enhance nursing skills in English. The book must also be in simple book and easy to take. They also in agreement that the book must contain the way to fix pronunciation in audio form.

“The audio for the book is necessary. It can ease the nurse to learn and to have how the words or sentences are pronounced.” (Q5A5RM2)

“It is better to add audio in the book to make it easier in understanding (the content of the book). It can be added with barcode containing examples of conversation or how to pronounce the words correctly.” (Q5A5RD2)

“(The book) is needed to add by the audio to (show) clear pronunciation.” (Q5A5RD4)

3.1.2 Learning Competences

After conducting needs analysis of EOP for nursing students, the researchers determined the competencies to be mastered by the students. Since the syllabus is designed to make a course book of English for occupational purposes for nursing students, it is offered as supplementary materials for nursing students who have graduated from college. EOP syllabus for “Vocabulary English for Nursing” book in this study is in the intermediate level. The intermediate level is in line with independent user level of CEFR. CEFR levels are divided into basic user (A1 and A2), independent user (B1 and B2), and proficient user (C1 and C2). This study develops syllabus for “Vocabulary English for Nursing” book for intermediate level that is independent user,

especially Independent User B1. The following is the detail about Independent User B1 (Modern Language Division, 2001).

Table 3. CEFR Global Scale and Self-Assessment Grid of Independent User B1

CEFR Global Scale B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans.
CEFR Self-assessment Grid B1	
Spoken Interaction	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel and current events).
Spoken Production	Can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes, and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.

In addition, the following is table of Qualitative aspects of spoken language use in Independent User B1

Table 4. CEFR Qualitative Aspects of Spoken Language Use of Independent User B1

Range	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.
Accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations
Fluency	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches or free production.
Interaction	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.
Coherence	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.

From the table above it can be seen that the students are required to master English skill related to simple communication about familiar topics. Although the language proficiency which are related to field of specialization is Independent User level B2, however, because of the English proficiency of EOP is more closely related to communication, the level appropriate used in this syllabus is Independent User level B1.

In this level, the nursing students are expected to be able to master two features. The first feature is the ability to maintain interaction and get across what they want to and the second feature is the ability to cope flexibility with problems in everyday life, in this case is daily routines in hospital.

Therefore, from the CEFR Global Scale, Self-Assessment Grid, and Qualitative Aspects of Spoken Language User for Independent User B1, the learning competences must be mastered by the students in the syllabus of “Vocabulary English for Nursing” book in this study are including: (1) to enable students to use simple expression and connect phrases in simple way in real life situations especially related to their work, (2) to enable students to initiate and deal with most predictable situations at work, (3) to enable students to produce simple connected text on topics about their job and work situations and link sequences, (4) to make students describe experiences and events they face related to their job with sufficient related-vocabulary, (5) to develop students' ability in entering unprepared into conversation, (6) to engage students in expressing their opinion related to the context or situations which need English in their work and (7) to enable students to give reasons and explanations for opinions and plans related to their job.

3.1.3. The syllabus

After determining learning competences and teaching objectives, the researchers determined type of syllabus used to develop “Vocabulary English for Nursing” book. The researchers decided to use situational syllabus. As previously mentioned, this study emphasizes situational syllabus. Since the syllabus is about the predicted situations met by the nurses in the hospital or work field, situational syllabus is considered as the most appropriate syllabus. In this type of syllabus nursing students or nurses are practicing through the dialogue about the predicted situations they meet in real work life. Therefore, the specific situations including sentences, expressions, and lists of vocabulary in the syllabus will be designed based on the situations predicted. The syllabus of “Vocabulary English for Nursing” book can be seen as follows:

Table 5. The Syllabus of “Vocabulary English for Nursing” book

Unit 1	Admitting Patients
Function:	1) Checking patient details 2) Asking patient personal information for medical record 3) Explaining a process/procedures
Expressions:	1) May I see your identification card? 2) Can you please provide me with some basic information? 3) Where do you live? 4) Who is your next of kin? 5) Who is your GP?
Vocabulary:	1) Personal information: name, date of birth, basic information, health insurance, next of kin 2) Previous and past medical history and allergies 3) Personal contact: emergency contact, family contact, family number contact.
Unit 2	Asking Patients’ Symptoms and Common Health Problems
Function:	1) Asking, describing, and assessing symptoms
Expressions:	1) What seems to be the problem? 2) Can you please tell me about any signs or symptoms you've been experiencing? 3) Do you have other symptoms? 4) Are you experiencing any itching?
Vocabulary:	1) Vocabularies of symptoms 2) Common medical problems: cough, flu, ache.
Unit 3	Asking about Pain and Parts of the body
Function:	1) Asking about pain 2) Describing pain level
Expressions:	1) Can you tell me more about the pain? 2) Where do you feel the pain? 3) How bad is it?
Vocabulary:	1) Describing Pain: biting, aching, cramping, dull, gnawing 2) Parts of the body: head, chest, stomach
Unit 4	Taking Patient's History
Function:	1) Asking patient details about patients’ health history, medication history, drug history, life style.
Expressions:	1) Do you use any over-the-counter remedies or herbal or homeopathic medicines? 2) Do you have any allergy to any drug? 3) Does anyone in your family have a serious illness? 4) Do you do exercise? 5) What’s the most you would drink in a week?
Vocabulary:	1) History taking: drug history, family history, social history
Unit 5	Hospital Staff
Function:	1) Describing job description and responsibility of staff in the hospital in simple expressions.
Expressions:	1) Can you explain the difference between psychologists and psychiatrists? 2) Psychologists provide therapy and counseling for mental health.

	3) Radiologists interpret medical pictures.
Vocabulary:	1) Names of hospital staff: nurse, neurologist, internist, midwife, psychologist
Unit 5	Hospital Department
Function:	1) Describing the function of each department in hospital. 2) Explaining the direction about how to get to some departments in hospital.
Expressions:	1) Do you need directions to get there? 2) Can you give me the directions to get to radiology department? 3) Turn left and pass laboratory and birth center. 4) It is on the left.
Vocabulary:	1) Names of department in hospital: emergency room, mortuary, radiology, etc. 2) Vocabularies about direction: turn left, turn right
Unit 7	Instruments and Equipment
Function:	1) Describing medical instruments and medical equipment used by nurse in examining patients. 2) Describing nurse's duties in ward to treat the patient.
Expressions:	1) An otoscope is used to check the ears. 2) First, select the correct syringe size. 3) Make sure to choose the proper needle.
Vocabulary:	1) Vocabulary of medical instruments: stethoscope, syringes, proctoscope, speculum 2) Vocabulary of medical equipment: Wheelchairs, canes, crutches, Ventilators
Unit 8	Taking Vital Signs
Function:	1) Describing the procedures in taking vital signs 2) Giving instructions for taking vital signs (Blood pressure, Temperature check, pulse check)
Expressions:	1) I'd like to check your respiration rate. 2) I'd like to check your temperature. 3) I'd like to check your blood pressure. 4) We'll need to insert the tension meter on your upper arm. 5) You can keep your mouth closed around it.
Vocabulary:	1) Taking vital signs: breathe, breath, pulse, beat
Unit 9	Assessing Patients
Function:	1) Giving instructions for the examination
Expressions:	1) Please lie down on the examination table on your back. 2) Make yourself comfortable. 3) I'm going to check your lower back, so feel free to relax as I do the examination. 4) It's best if you sit up on the examination table, leaning slightly forward
Vocabulary:	1) Examination position: sims, lithotomy, sitting, fowler, etc 2) Instructions: bend, straight, move, etc.
Unit 10	Medication
Function:	1) Asking and explaining how to administer medication
Expressions:	1) Apply the patch to a clean, dry area of skin. Change it every

	morning.
	2) Do not drink alcohol while taking this medication.
	3) Avoid taking warfarin with this, as it may interact.
	4) Take it after meals, please.
Vocabulary:	1) Dosage forms: caplet, capsule, drop
	2) Administering medication: three times a day, by mouth, through the rectum
	3) Types of medication: antibiotics, sedatives, laxatives, antihistamine

Table 5 provides detail information of the syllabus for “Vocabulary English for Nursing” book for occupational purposes. After making syllabus as seen in table 3, the researchers then determined sub-topics and activities in the book. It was purposed to have description about the book organization and content. It can be seen in the following table.

Table 6. Sub-topics and Activities in Syllabus of “Vocabulary English for Nursing” book

Sub-topics and Activities	Description
Introduction	To describe the background and purposes of each topic learned.
Reading	To provide a simple reading text related to the topic learned.
Types of Reading text	Simple reading text of descriptive, narrative, and exploratory.
Short Dialogue	To provide examples of short dialogue related to the topic learned.
Long Dialogue	To provide examples of longer dialogue related to the topic learned.
Simple Expressions	To provide lists of expressions from the short and long dialogue and other expressions about the topic learned. The expressions are delivered in English and Indonesian.
Vocabulary Enrichment	To provide lists of vocabulary to enrich the students’ language input related to the topic learned. The vocabulary lists are in English and Indonesian. To provide phonetics symbols of each vocabulary to assist the user of the book in pronouncing correctly.
Exercises	To enable students to answer the questions related to the topic learned.
Type of Exercise	Gap Filling Exercise (Completing the dialogue by using simple expressions learned previously) Multiple Choice Questions (Answering the questions about the dialogue) Word Search (Findings vocabulary as learned previously based on the definition)

The researchers decided that “Vocabulary English for Nursing” book for occupational purposes is simple book which is easily used by nursing students or nurses as a guidance in learning English anytime they want. Therefore, there are not many sub-topics and activities in the book. The exercises are also delivered in simple ways since the purposes of this book is to

assist both nursing students and nurses to improve their communication skills especially in vocabulary and speaking.

3.2. Discussions

In order to enhance the English communication skills of nursing students in a job-specific context, it is essential to provide them with good learning materials, one of which is by designing appropriate course books as learning materials for them to be used anytime anywhere. Designing “Vocabulary English for Nursing” book for occupational purposes is started by designing the syllabus first. The syllabus which is concerned with planning what is to be learned (Salman Sabbah, 2018) in the course book offering valuable guidance for subsequent stages of book development. Since the characteristics of English for nursing are about the situations that are predicted to happen in the job environment, the situational syllabus is chosen.

Before organizing the syllabus, the researchers conducted needs analysis to gain some useful information. This step is a crucial step particularly related to English for Occupational Purposes (Sudipa et al., 2020). The researchers interviewed not only nursing students but also nursing lecturers to gain information about the importance of occupational English for nursing students after graduation. Needs analysis results showed some points including (1) English is important to be taught for both nursing students during the education and after graduation (2) Speaking is a crucial skill needed to master by nursing students and nurse for their occupational purposes and for continuing study, (3) They need media, for example book and book with audio/audiobook to help them foster speaking, (3) The book must contain terms, vocabularies and expression completed by the pronunciation for each. From the results “Vocabulary English for Nursing” book for occupational purposes emphasizes speaking and pronunciation skills than the other skills.

Concerning the organization of the nursing book, there are ten units in the syllabus of the book discussing different topics. Each unit started with an introduction, followed by reading, examples of short and long dialogue, simple expressions, vocabulary enrichment, and exercises to reach teaching objectives and language competencies as targeted. The language competencies are arranged based on CEFR rubrics for Independent User level B1. The organization of each unit is to help the students learn the topics easily.

4. CONCLUSIONS

4.1. Conclusion

Since English is not only needed by nursing students at college but also by those who graduated related to the job environment requirements, sufficient materials are needed to

develop. One of which is by designing “Vocabulary English for Nursing” book. The development process of this book involves a series of steps, with the initial stage entailing the design of a suitable syllabus.

After identifying the students’ and the teachers’ needs for EOP, the researchers designed a syllabus to be used to make “Vocabulary English for Nursing” book focusing on providing practical learning for nursing students in their job-related world. ADDIE instructional models which include Analysis, Design, Development, Implementation and Evaluation is employed in this study. The researchers chose this model since it is the commonly used by many designers to design learning materials and programs. However, only two stages namely Analysis and Design were discussed here. Although the development of the vocabulary book for nursing is presently at the syllabus design stage, which represents one of the five phases within the ADDIE instructional design model, this particular stage plays a pivotal role in facilitating the progression to the subsequent phase, which involves the actual construction of the course book. Through the formulation of this syllabus, the researchers have a comprehensive description of what “Vocabulary English for Nursing” book should be. The strong point of this syllabus is that this syllabus can be developed more details regarding the objectives to provide English for Nursing materials which are appropriate for nursing students and for nurse who work in their field. The book is expected to developed in complete form to guide the user to foster not only speaking and pronunciation but also listening skill based on CEFR grid. As the syllabus is now complete, it is poised to be applied for the further developmental phase that is developing book in simple, easy but helpful for nursing students and nurse.

4.2. Suggestions

It is expected that there will be opportunity to conduct other stages as Development, Implementation and Evaluation in the future as this study only conducted Analysis and Design stages of ADDIE models. Based on the results of needs analysis which revealed that both students and lecturers are in agreement concerning the needs of book completed by audio to help the students and nurse learn independently especially to enhance their speaking and pronunciation skills, the researchers also expect to continue the study in developing the book in the form of audiobook to make the students understand easier about how to use the expressions in a correct pronunciation.

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