

***STUDENTS' PERCEPTION ON THE USE OF CONTENT-BASED
INSTRUCTION IN LEARNING ENGLISH FOR NURSING***

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Abstract

Teaching English to learners should have specific goals and purposes. English for nursing is considered teaching English for specific purposes. Mastery of English is a very important aspect for nurses who are involved in medical services. The lesson of English for nursing requires the teacher to choose an appropriate teaching method. This study focused on Students' perception on the use of content-based instruction in learning English for nursing. It examines the learner's views towards the use of content-based instruction in teaching English for nursing, how well content-based instruction supports learners to master English for nursing, the challenges. The subject of the research were 41 nursing students of Politeknik Yakpermas Banyumas. It used a descriptive quantitative approach. The data were gathered through interviews and questionnaires. The results of this study showed that the learners have a positive view towards using content-based instruction in teaching English for nursing. The positive learner's view is the topics, materials, and activities used in class are relevant, meaningful, interesting, and useful to them in learning English for nursing. Content-based instruction supports learners to master English for nursing: learners actively participate in the learning process, learners use language for communicative purposes rather than grammatical patterns and learners develop their English language skills. Moreover, this study hopefully will contribute to the field of EFL teaching methodology as the study of English for specific purposes and in education research.

Keywords: Content-based instruction; English for Specific Purposes; English for Nursing

INTRODUCTION

Hutchinson and Waters (1987:19), in (Nurindah, Suhartini, and Nggawu 2019) define ESP as "an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning". Robinson (1980), in (Muhria & Solihin 2022) has defined it as the teaching of English to learners have specific goals and purposes. According to him, these goals might be professional, academic, scientific, etc. Concerning that learners' needs are varied, ESP courses should be organized and taught based on those certain needs of learners and reflect their goals.

One of the branches of English for Specific Purposes is English for Nursing. Dudley-Evans and St. John (1998) in (Nurindah, Suhartini, and Nggawu 2019) argued that EMP was an ESP branch designed for medical students. Maher (1986:121) in (Nurindah, Suhartini, and Nggawu 2019) also gives a wide-accepted concept of English for medical purposes (EMP) which refers to "the teaching of English for doctors, nurses, and other personnel in the medical profession. EMP can be categorized into smaller units such as English for medical doctors, English for nurses, English for laboratory and other medical professions regarding what language area be and to whom English is needed (Maher, 1986) in (Nurindah, Suhartini, and Nggawu 2019).

ESP requires students to be able to communicate with other people in their field including doctors, patients, and other health professionals. Medlin (2009) in (Nurindah, Suhartini, and Nggawu 2019) also emphasized that as nurses are required to communicate with various people and various nursing-related topics, English for Nursing Purposes appeared to help nurses communicate with all people worldwide.

Dudley-Evans and St. John (1998), in (Kailani & Murtiningsih 2019) define ESP characteristics as follows:

1. ESP courses are designed to meet discipline-specific learning goals with different levels of proficiency.
2. It is informed by a specific approach with a specific instructional design.
3. The learning materials and methods are developed or adapted for responsive instruction.
4. ESP courses involve discipline-specific knowledge, genres, discourses, and specific context.
5. In the ESP course, students gain knowledge or concepts from their specialization.
6. It requires students to have knowledge about specific genres and sub-genres in which the language itself operates.

Basturkmen (2010) in, (Kailani & Murtiningsih 2019) categorizes the different ESP branches as follows:

Branches	Sub branches	Examples
English for academic purposes	English for general academic purposes English for specific academic purposes	English for academic writing English for law
English for professional purposes	English for general professional purposes English for specific professional purposes	English for the healthcare sector English for Nursing
English for occupational purposes	English for general occupational purposes English for specific occupational purposes	English for the hospitality industry English for the hotel receptionist

From the explanation above, English for nursing is considered English for professional purposes which is the sub-branches of English for specific professional purposes. The mastery of English is a very important aspect for nurses who are involved in medical services. The development of English for Nursing as English for Specific professional Purposes also influenced the use of teaching methods. One of the teaching methods is Content-Based Instruction. Content-based Instruction is very popular among EAP (English for Academic Purposes) teachers as it helps students to develop valuable study skills such as note-taking, summarizing, and extracting key information from texts. Nunan (2003) in Sjamsiar (2019) stated that CBI refers to the teaching of language through exposure to content that is interesting and relevant to learners. This content serves several purposes. First, it provides a rich context for the language classroom, allowing the teacher to present and explain specific language features. Additionally, it provides comprehensible input, challenging language that is slightly above the current linguistic level of the students.

In understanding content-based instruction one should be clear about the content. It also offers demonstration, imitation, and miming, those recommending the use of objects, pictures, and audiovisual presentation and proposals supporting translation, explanation, and definition as aids in understanding the meaning in language teaching.

Language learning is proportional to the learning of content in CBI; therefore its objectives are stated as the objectives of the content course. According to Brinton et al. (1989) in (Adhikary, 2020), the objectives of CBI are as follows:

1. To activate and develop existing language skills.

2. To acquire learning skills and strategies that could be applied in future language development opportunities.
3. To develop academic skills applicable to university study in all subject areas.
4. To broaden students understanding of English-speaking people. (Richards and Rodgers, 2009, p.211)

According to Larsen-Freeman (2009, p.41) in (Adhikary 2020), the principles of CBI are as follows:

1. The subject matter content is used for language teaching purposes.
2. Teachers should build on students' previous experiences.
3. When learners perceive the relevance of their language use they are motivated to learn. They know that it is a means to an end rather than an end in itself.
4. The teacher 'scaffolds' the linguistic content, i.e. helps learners say what it is they want to say by building together with the students' complete utterances.
5. Language is learned effectively when it is used as a medium to convey informational content of interest to the students.
6. Vocabulary is easier to acquire when there are contextual clues to help convey meaning.
7. When they work with authentic subject matter, students need language support. For instance, the teacher may provide some examples, build in some redundancy, use comprehension checks, etc.
8. Learners work with meaningful, cognitively demanding language and content within the context of authentic material and tasks.

There have been some earlier investigations on this subject. The first study, titled "Developing English Learning Materials based on Content-based approach for nursing students of Stikes Payung Negeri Pekanbaru," was carried out by Wahyudi (2016). The study focused on creating content-based learning resources for English. The study's findings demonstrated that students' proficiency in English for Nursing Purposes can be enhanced through the utilization of nursing content-based learning resources.

The second study, titled "Integrating Content-Based Instruction in a Foundation Program for Omani Nursing Students," was written by Baby Thomas (2018). Analyzing and assessing how content-based instruction (CBI) might support and encourage efficient language learning techniques is the aim of this study. When it comes to helping students improve their English language proficiency, CBI may be more beneficial than more conventional language teaching methods. It is predicated on the idea that grammar and language are interdependent and that teaching language via content is the most effective way to do so since it considers the functions of language and the main goal of meaningful communication in EFL/ESL environments.

Finding the best content-based syllabus for EFL nursing students and identifying appropriate and pertinent themes for the language learning process at Politeknik Kesehatan Makassar were the goals of the third study, which was carried out by Kordja et al. (2022) and published as "Exploring Content-Based Syllabus for Indonesian EFL Nursing Students at Politeknik Kesehatan Makassar." The results of the study indicate that a topical syllabus organized around particular subjects or themes is the best curriculum for nursing students at Politeknik Kesehatan Makassar. Themes that were appropriate included broad issues, suggested topics, and content-related matters.

From all previous studies, it can be seen that they share the same focus, i.e., the implementation of content-based instruction for nursing students. Content-based instruction is an appropriate method to support students' mastery in learning English for nursing. Therefore, the writers concerns with this study entitled 'Students' Perception on the Use of Content-Based Instruction in Learning English for Nursing' which focuses on learner's views towards the use of content-based instruction in teaching English for

nursing and how well content-based instruction supports learners to master English for nursing. The implication of this research is to be contributed to the field of EFL teaching methodology as the study of English for specific purposes, the research in education, and second/foreign language acquisition.

METHOD

This study used a descriptive quantitative methodology to investigate learners' perceptions of the effectiveness of content-based education in teaching nursing as well as how well it helps learners become proficient in the language. Questionnaires and interviews were used to collect the data. In order to determine how learners feel about the use of content-based training in nursing and how effectively it helps them grasp the language, questionnaires were sent out. An in-depth interview was conducted to examine the effectiveness of content-based education in teaching nursing English and how well it helps students become proficient in the language. An in-depth interview was conducted to examine the effectiveness of content-based education in teaching nursing English and how well it helps students become proficient in the language. There were ten questions on each of the open-ended and closed-ended surveys. Google Forms was used to distribute the questionnaires to students. 41 nursing students participated in this study as respondents. Google Forms was used to collect the data, and the feedback from the respondents was analyzed to determine their opinions on the use of content-based training and how well it helps students learn English for nursing.

The data analysis method that was employed was narrative analysis. It was selected because the study described how students felt about the use of content-based training in nursing education and how well it helped them become proficient in the language. To provide a succinct explanation of the learner's perspective, the questionnaire results were examined and recounted. The data validity technique used is the triangulation technique. To make the result of this study valid, the writer should triangulate and collect data. Patton (1999), (in Carter, 2014), confirmed that triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena. Triangulation also has been viewed as a qualitative research strategy to test validity through the convergence of information from different sources.

Denzin (1978) in (Damico & Tetnowski, 2014) provided a further description of the process of triangulation. He defined it generally as “the combination of methodologies in the study of the same phenomenon” (1978; p. 291), and he described four types of triangulation: across data sources (e.g., participants), across data collection methods (e.g., observations, interviews, document analyses), across and among different data collectors (e.g., investigators), and across different theoretical perspectives (e.g., behaviorist vs. constructivist). The writer used methodological triangulation. The writer conducted the different methods as stated above, such as interviews and questionnaires.

RESULT AND DISCUSSION

This research examined learner's views towards the use of the content-based instruction in teaching English for nursing and how well content-based instruction supports learners to master English for nursing. There were 41 nurse students as the subject of the research.

The questionnaire used a four-point Likert Scale and was linked with intermediate agreement answer options (scale 4 = strongly agree, scale 3 = agree, scale 2 = disagree, and scale 1 = strongly disagree). The result obtained from the questionnaire revealed that the use of content-based instruction seemed to be effective because of the positive impact it had on affective areas of the language as can be seen that 18 students or 43,9 % strongly agreed and 18 students or 43,9 % agreed that they feel more motivated and interested in learning English for nursing through the implementation of content-based instruction

when the topics, materials, and activities used in class are relevant, meaningful, interesting and useful to them in the present and future needs. It seemed that students feel that learning medical topics such as anatomy, hospital admissions and vocabulary in English has helped them in their other classes where they have to read articles and books in English, they also commented that dealing with topics that they knew and they found interesting made them feel more comfortable when expressing their opinion in English. Meanwhile, about 7,3 %, or 3 students disagreed and 4,9 %, or 2 students strongly disagreed. It might happen that this group of students has a lack of motivation in learning English.

I feel more motivated and interested in learning English for nursing through the implementation of content-based instruction when the topics, materi...gi saya dalam kebutuhan sekarang dan masa depan)
41 jawaban

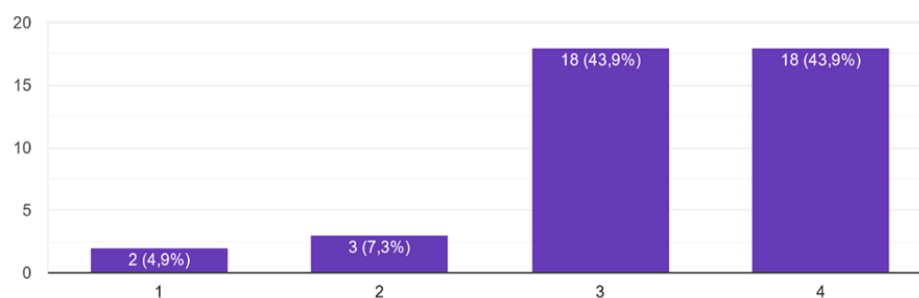


Figure 1. Analysis of learners' views towards the use of content-based instruction in teaching English for nursing

Figure 1 is the analysis of learners' views towards the use of content-based instruction in teaching English for nursing. The results of the analysis come to some discussions. Each of these results will be reviewed separately. The implementation of content-based instruction in teaching English for nursing is the use of language and content through content-based instruction, prior knowledge about some topics allowed students to learn language such as building students' previous experience and the use of authentic material to support the learning process.

1. Learner's views towards the use of content-based instruction in teaching English for nursing

Related to the data taken by questionnaire and interview, there are some principles of content-based instruction that the use of language and content through content-based instruction, prior knowledge about some topics allowed students to learn a language such as building students' previous experience and exploring the authentic materials supported learning.

The lecturer focuses on instructional decisions on content rather than language criteria in learning process, i.e learning self introduction with the top...l admission' (menanyakan informasi pribadi pasien))
41 jawaban

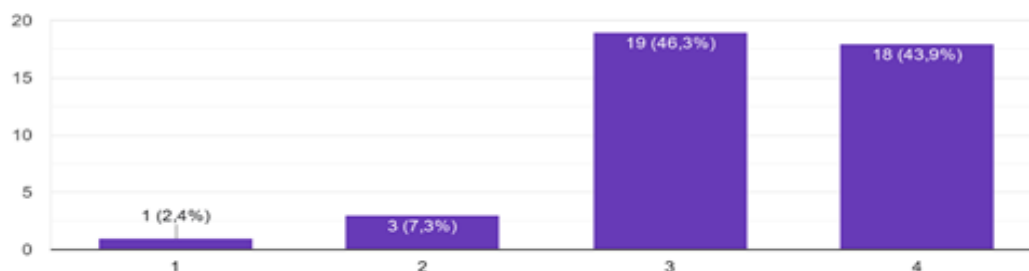


Figure 2. Analysis of the use of content rather than language in the learning process

Based on the data in Figure 2, 37 students, or 90 % of the total respondents commented that the lecturer focuses on the use of content rather than language in the learning process, for instance, the lecturer uses content with the topic 'hospital admission' to teach self-introduction. It was composed of 18 respondents (43,9 %) who strongly agreed, and 19 respondents (46,3 %) who agreed with the statement. According to Richards (2001: 204) in Sjamsiar (2019) defines CBI refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or another type of syllabus.

The lecturer explains prior knowledge about some topics that allow students to learn language, such as the lecturer builds on students' previous experience...hasiswa sebelumnya saat mengunjungi rumah sakit)
41 jawaban

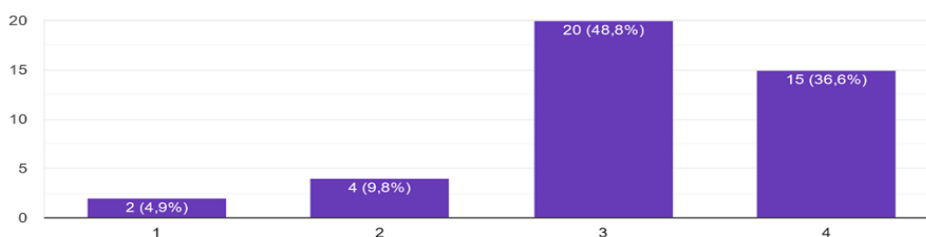


Figure 3. Analysis of prior knowledge about some topics allowed students to learn the language

Based on the data in Figure 3, 35 students, or 85 % of the total respondents commented that the lecturer explaining prior knowledge about some topics allowed students to learn the language such as building students' previous experience. It composed of 15 respondents (36,6 %) who strongly agreed and 20 respondents (48,8 %) who agreed with the statement. According to Larsen-Freeman (2009, p.41) in (Adhikary 2020), one of the principles of CBI is the teacher should build on students' previous experience. Thus, some learners felt that having prior knowledge makes them easier to understand new content, vocabulary, and language features.

The lecturer uses authentic materials and tasks to support learning process such as: video, pictures, textbook. (Dosen menggunakan materi yang otentik ...mbelajaran, seperti: video, gambar, buku modul)
41 jawaban

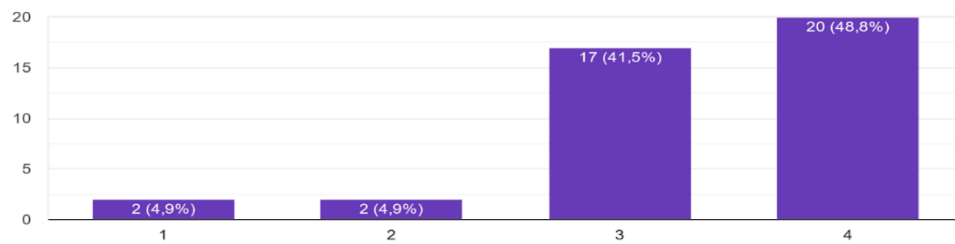


Figure 4. Explore authentic materials supported learning process

Based on the data Figure 4, 37 students or 90 % of the total respondents commented that the lecturer uses authentic materials and tasks to support learning process such as: video, pictures and textbook. It composed of 20 respondents (48, 8 %) who strongly agreed, and 17 respondents (41, 5 %) who agreed with the statement. A key component of CBI is authenticity-both the texts used in the classroom and the tasks that learners are asked to perform (Nunan, 2003: 208).

2. How well content-based instruction supports learners to master English for nursing.

The implementation of content-based instruction supports learners to master English such as students using language for communicative purposes rather than grammatical patterns, learners' participation in discussions, role play, pair or group work and implementing integrated skills.

The implementation of content-based instruction in learning English for nursing supports me in using language for communicative purposes rather t...onton video mengenai topik rutinitas sehari-hari)
41 jawaban

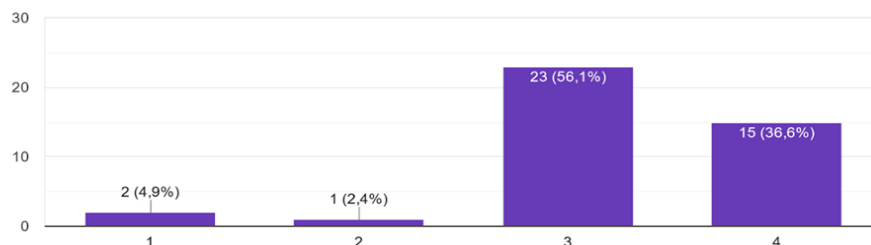


Figure 5. The implementation of content-based instruction supports learners in using language for communicative purposes rather than grammatical pattern

Based on the data in Figure 5, 38 students, or 92, 7 % of the total respondents commented that the implementation of content-based instruction supports learners in using language for communicative purposes rather than grammatical patterns, such as learning simple present tense through video. It was composed of 15 respondents (36, 6 %) who strongly agreed, and 23 respondents (56, 1 %) who agreed with the statement. Learners raise their confidence in speaking English. CBI is against the traditional approaches to language teaching. In it, language forms the primary focus of the syllabus and classroom teaching (Adhikary: 2020). Furthermore, Vyas and Patel (2009: 120) in (Mahsar, 2020) state that CBI is important to produce students who comprehend English without translating into their native language, choosing meaningful content is essential. Through communication-based instruction focused on content, students can pick up not only the communicative skills that are necessary for effective language but also learning new subject matter.

I am actively engaged in the learning process through the implementation of content-based instruction such as practicing role play, having gr...empraktekkan role play, berdiskusi dalam kelompok)
41 jawaban

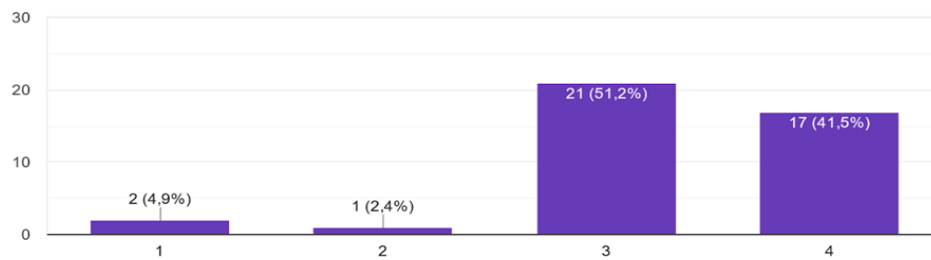


Figure 6. Students' participation in the implementation of content-based instruction

Based on the data Figure 6, 38 students, or 92, 7 % of the total respondents commented that they are actively engaged in the learning process through the implementation of content-based instruction such as practicing role play, having discussions, and doing pair or group work. It was composed of 17 respondents (41, 5 %) who strongly agreed, and 21 respondents (51, 2 %) who agreed with the statement. CBI is student-centered, one of its goals is to keep students interested and motivated by generating stimulating content instruction and materials (Little Wood, 1981) in (Mahsar, 2020).

The lecturer uses an integrated skills approach to language teaching, covering all four language skills (speaking, reading, listening and writing) as ...lis) serta tata bahasa dan kosakata bahasa inggris)
41 jawaban

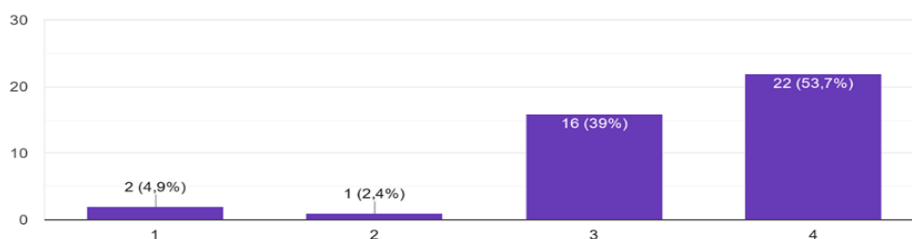


Figure 7. Integrated skills approach to language teaching

Based on the data Figure 7, 38 students or 92, 7 % of the total respondents commented that the lecturer uses an integrated skills approach to language teaching, covering all four language skills (speaking, reading, listening, and writing) as well as grammar and vocabulary. It was composed of 22 respondents (53,7 %) who strongly agreed, and 16 respondents (39 %) who agreed with the statement. According to Brinton et al. (1989) in (Adhikary 2020) the objectives of CBI are to activate and develop existing language skills and acquire learning skills and strategies that could be applied in future language development opportunities.

The Challenges Teaching English for Nursing Using Content-Based Instruction

The art and skill of teaching are combined in teaching. As lecturers, we always want our students to become competent. There is an emerging challenge in English for the included class. First, it originates from inexperienced students, who express challenges in applying scientific concepts, a lack of knowledge application abilities, and unfamiliarity with new learning exercises.

Second, we discovered that anxiousness, which in turn hinders communication, is frequently the result of inadequate comprehension or listening abilities. Students consequently lack a suitable role model to follow.

Third, another difficulty is learning vocabulary and grammar. Students frequently lost interest and drive to speak English, and many reported having inadequate vocabulary mastery. They can't develop their ideas, yet they are ready to discuss.

From the three challenges above, it can be interpreted that lack of knowledge application skills, lack of familiarity with new learning activities, poor understanding, nervousness, and motivation can be factors that influence the successful implementation of English Content-Based Instruction for additional classes.

CONCLUSION

This study shows that teaching English for nursing using content-based instruction can be more effective than more traditional language instruction approaches in helping learners develop their English language skills. It seems that content-based instruction also increases learners' motivation. Moreover, learners feel that the topics, materials, and activities used in class are relevant, meaningful, interesting, and useful to them in learning English for nursing. Content-based instruction succeeds in involving learners actively in all phases of the learning process such as pair work and group work, discussion, and role-play. The learners raise their confidence in speaking English. The learners play roles in the communicatively-oriented classroom as follows: listener, planner, negotiator, and tutor for other learners and evaluator of his/ her progress. The lecturer serves as the organizer of tasks, the controller or facilitator of student-centered activities, and the prompter of student responses. Moreover, the lecturer also uses an integrated skills approach to language teaching, covering all four language skills as well as grammar and vocabulary.

Future study in the same field needs to be undertaken to deeply investigate the implementation of content-based instruction in the ESP context. For future researchers, it would be worthwhile to examine the implementation of content-based instruction in different educational settings, like different levels of English Language College classes, and different English language classes in order to examine the implementation of content-based instruction that may happen across these different educational settings. Moreover, the current study just used questionnaires and structured interviews for data collection. There is a need to employ other methods of data collection to enrich the findings.

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