

SEKOLAH TINGGI  
ILMU KESEHATAN



**saptabakti**

**JURNAL PERKULIAHAN  
BAHASA INGGRIS I (01145032)**

**MAHASISWA TK. II SEMESTER III  
PRODI DIII KEPERAWATAN  
T.A. 2020/ 2021**

# SYLLABUS

## ACADEMIC YEAR 2020-2021

### A. Subject Identity

Subject : English For Nursel  
Study Program : Nurse Academy  
Semester/credit : 3 (three)/ 2 credit  
Lecture : Ns. Siska Iskandar, MAN

### B. Competence standard :

Students are capable of applying learning design procedures, conversation Methods and learning strategies in order to produce subject learning system /the lessons that are held at school or university/ college and are based on the norms of academic English specific purpose (English For Nurse)

### C. The short Description of subject:

This subject is a developmental skill for intermediate to advance students of nursing academy; communicative aspects of understanding and conversation are more fully developed and regularly introduce topics of interest to stimulate the free expression of ideas in speaking as well as open discussion for students. The interactive aspects emphasis in many of the exercises formerly designated and encourages interactivity for students to decide what degree of interactivity best suits their needs. The controlled-response exercises to aid initial understanding of the form, meaning, and usage of the target speaking. It also includes practical topic s for nurse that based on speaking skill.Nursing is truly global profession, providing opportunities for individuals to gain valuable experience in other healthcare systems. Many International nurses have already completed the program and have successfully adapted to our health service, including some working. It has been a joy to see their communication skills develop as the program progress. Their confidence and their professionalism are testimony to the success of this approach. In today's multicultural health service, good communication is key to safe nursing practice and to the delivery of a service that meets the needs of patients, similarly from diverse backgrounds.

B.LESSON PLAN :Meetings	Basic-competence		Learning materials		Learning Strategies	Achievement indicator	Score
			topics	Sub-topics			
	1	2	3	4			
1	Applying of the role-play and cooperative learning that used the conversation and making discussion for stimulating students in order to practice.	English for Medical Purpose: <i>Pain that Comes and Goes (Doctor and Patient)</i> Conversation about Surgeon (Medical Professional)	a. Conversation (listen and practice) b. Class activity (performance for useful expressions)		Cooperative learning, orientation for discussions, and review for making conclusion that based on imagination development.	1. Detail explanation of subject for communicative and interactive approach. 2. Discussions for making innovation learning styles that based on the conversation and performance 3. Detail explanation of the basic conversation forms concept of English for nurse.	10
2	- Making practice of short dialogue in front of the class and making interactive for speaking . - To create innovation of speaking style that grows the confident to the students. Show-over their English	English For Medical Purpose (troubling Symptoms) <i>(dialogue Doctor and Patient)</i>	- Conversation and useful expressions.		- Constructivism development learning process. - Orientation and discussion - Explanation	4. Guide the students to comprehend the expression forms and how to apply in the sentences. 5. Making conclusion	10

	ability in front of the class	Nurses conversations Useful expression for speaking		Concepts and feed-back - Review of the kinds of expressions and making conclusions of conversation meanings.	that based on the teacher's explanations especially for conversations	
3 and 4	-Detail describing of about reading Passage (nurse is a good Job). - Practice for some names of ward and department in hospital and names of profession in hospital - performance of conversation about working in Hospital	English For Medical Purpose- Feeling Queasy (dialogue Nurse and Doctor)  Practice for names of wards and department in hospital -Performance of conversation in hospital - practice for names of profession in hospital	Conversation  - Reading Passage - Names of ward and department in hospital - conversation in hospital -grammar focus (present tense with verb - writing of description about nurse Rosa	- orientation - making feedback - review for the lessons - making conclusions are based on the discussion result	6. give short explanation of pattern conversations 7. give the free opportunity to students in order that students are able to make conclusions-feedback	11
5	- Making comprehend the conversations and expressions that based on dialogues.	English for Medical Purpose :	- Conversation Dr. sandy and his nurses	-Interactive strategy: create interaction	8. making explanations that based on basic	12

	<ul style="list-style-type: none"> <li>- Practice the short conversation in front of the class. (role play ).</li> <li>- Read loud in front of the class about personal identity</li> </ul>	<p>Helping Purpose (dialogue Patient and Nurse)</p> <ul style="list-style-type: none"> <li>- Conversation between Dr. Sandy and his nurses.</li> <li>- (grammar focus- WH questions)</li> <li>- Fill the blank space for the short article</li> <li>- How many and how much</li> </ul>	<ul style="list-style-type: none"> <li>- Fill these blank spaces with your personal identity</li> <li>- Useful expressions</li> </ul>	<p>between students and lecture</p> <ul style="list-style-type: none"> <li>- making feedback</li> <li>- making conclusions that based review</li> </ul>	<p>concepts of conversation's patterns</p> <p>9. explain the meanings of conversation and then give explanation about useful expressions.</p>	
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6	<ul style="list-style-type: none"> <li>- Explain the tense forms for implementation that refers to conversation</li> <li>- practice for polite, necessity, advisability, and suggestions expressions</li> <li>- Practice the dialogue When will you Bring Me to OT, Nurse?</li> </ul>	<p>English For Medicine-a doctor'sview</p> <p>How Much should I pay for this consultation? (Short conversation)</p> <p>Short conversation : when will you</p>	<ul style="list-style-type: none"> <li>- Polite request, necessity, advisability, and suggestions.(c onversation)</li> <li>- Cardinal Number</li> </ul>	<ul style="list-style-type: none"> <li>- orientation</li> <li>- making feedback</li> <li>- review for the lessons</li> <li>- Communicative approach for discussing</li> </ul>	<p>10. encourage students to ask suggestions</p> <p>11. Give good Instructions to the students in order to make good organization for learning process.</p>	13
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		bring me to OT, Nurse?				
7	<ul style="list-style-type: none"> <li>- Give detail explanations about conversation ( Can you Convert Fahrenheit Into Celsius, Please?</li> <li>- Illustrate about how to use expressions that based on the conversation and practice it in the front of class.</li> <li>- Practice for Adverb of Frequency , word power and abbreviations for nursing</li> </ul>	<p>Conversation : I have a terrible stomachache and Nurse and Visitor</p> <p>Conversation : Can You Convert Fahrenheit Into Celsius, Please?</p>	<ul style="list-style-type: none"> <li>- Forming the expressions and abbreviations.</li> </ul>	<ul style="list-style-type: none"> <li>- applying FREQUENCY hypothesis strategy for teaching-learning in the classroom</li> <li>- orientation</li> <li>- making feedback</li> <li>- review for the lessons</li> <li>- Communicative approach for discussing</li> </ul>	<ul style="list-style-type: none"> <li>- Describing of focus on conversation forms and improving students' ability for practicing</li> <li>- Interaction process between lecture and students for finding the solution students' problems</li> </ul>	14
MID – SMESTER (practice for conversation in front of the class)						
8 and 9	<ul style="list-style-type: none"> <li>- Explain the conversation and the implementation that refers to dialogue, and to show over in front of the class</li> <li>- To Guide our students for making conversation in front of the class.</li> <li>- Reading practice (read loudly in front of the class)</li> </ul>	<p>Conversation : Doctor's Scene and Booking Doctor's Appointment</p> <ul style="list-style-type: none"> <li>- Conversation : Doctor's Diagnosis</li> </ul> <p>When is Dr. Frank's Schedule?</p> <p>Short conversation : time expressions,</p>	<ul style="list-style-type: none"> <li>- Short dialogue : About Dr. Frank's schedule</li> <li>- Writing in simple paragraph</li> </ul>	<p>Interactive strategy: create interaction between students and lecture</p> <ul style="list-style-type: none"> <li>- making feedback</li> <li>- making conclusions that based review</li> </ul>	<ul style="list-style-type: none"> <li>- applying for expressions and many kinds of clauses that included using simple present and progressive.</li> <li>- developing students' ability for practicing.</li> <li>- to guide and to filter the reducing process for</li> </ul>	15

		simple Present Progressive (spelling -Ing)			implementation conversation  - explore how to use gerund, common preposition are followed by gerund, using GO is followed by gerund Common verbs are followed by infinitive and gerund	
10 and 11	<ul style="list-style-type: none"> <li>- Explain the conversation-implementation</li> <li>- Explain how to practice the dialogue about surgical ward in front of the class.</li> <li>- Read the map of Arneza Hospital, practice your positions at the hospital</li> <li>- Practice about useful expressions to ask and show the direction</li>   <li>- Practice the dialogue : Let me inject this at your Buttock sir?</li> </ul>	<ul style="list-style-type: none"> <li>- Conversation : With Doctor</li> <li>- Conversation : How Do I get to surgical ward at the hospital.</li> <li>- Arneza Hospital Map</li> <li>- Useful expressions</li> <li>- Conversation : let me inject this at your buttock,sir?</li> </ul>	<ul style="list-style-type: none"> <li>- Preposition of Places</li> <li>- Short dialogue</li> <li>- Useful expressions</li> <li>- conversation</li> </ul>	<ul style="list-style-type: none"> <li>- Constructivism development learning process.</li> <li>- Orientation and discussion</li> <li>- Explanation Concepts and feed-back</li> <li>- Review of the kinds of tenses and making conclusions</li> </ul>	<ul style="list-style-type: none"> <li>- Describing of focus on conversation forms and improving students' ability for them</li> <li>- Interaction process between lecture and students for finding the solution students' problems of useful expressions</li> </ul>	16
12	- Give detail explanation about how to practice the dialogue about " Let Me Check Your Blood Pressure"	Conversati on: Doctor-Patient	- Two stages ( let me check your blood	- applying FREQUENCY hypothesis strategy	- explore how to practice the dialogue	17

	<ul style="list-style-type: none"> <li>- Practice the dialogue in front of the class ( two stages : Let Me check your blood Pressure)</li> </ul>	<p>Dialogue: Stomachache</p> <ul style="list-style-type: none"> <li>- Conversation</li> <li>- How to use modal for the conversation.</li> </ul>	pressure)	<p>for teaching-learning in the classroom</p> <ul style="list-style-type: none"> <li>- orientation</li> <li>- making feedback</li> <li>- review for the lessons</li> <li>- Communicative approach for discussing</li> </ul>	<p>in front of the class.</p> <ul style="list-style-type: none"> <li>- To show over the conversation .</li> </ul>	
13 and 14	<ul style="list-style-type: none"> <li>- Role play – practice in front of the class ( Let me see the file of Ms. Jane, Nurse?</li> <li>- Making dialogue is based on the group in front of the class</li> <li>- Practice the dialogue : Is this emergency Room?Practice the dialogue Let me check the List</li> </ul> <p>The final test</p>	<ul style="list-style-type: none"> <li>- Let me see the file Of Ms. Jane, nurse</li> <li>- Practice for past form in the dialogue.</li> <li>- Where do you inject this medicine</li> <li>- Practice the dialogue : is this emergency Room?</li> <li>- Practice the dialogue let me check the list</li> </ul> <p>(practice about the dialogue)</p>	<ul style="list-style-type: none"> <li>- Nursing vocabulary</li> <li>- Conversation : imperative sentences.</li> <li>- Emergency room conversation</li> <li>- Future time expressions</li> </ul> <p>(practice about the dialogue)</p>	<p>orientation</p> <ul style="list-style-type: none"> <li>- making feedback</li> <li>- review for the lessons</li> <li>- Communicative approach for discussing</li> </ul>	<p>Describing of focus on conversation forms and improving students’ ability for practicing</p> <ul style="list-style-type: none"> <li>- Interaction process between lecture and students for finding the solution students’ problems</li> </ul>	



B. MAKIN G SCORE PROCEDURE

1. INSTRUMENTS :

A. PERCENTAGE OF PARTICIPATION :

- 1. PERSENTATION (ATENDENCE LIST)
- 2. ACTIVITIES ( OBSERVATION FORM SHEET)
- 3. ATTITUDES ( OBSERVATION RUBRIC SHEET)

B. ASSIGNMENTS :

- 1. PRACTICAL EXERCISES FOR CONVERSATION (SCORING SHEET)
- 2. DISCUSSIONS (OBSERVATION FORM SHEET)
- 3. ATTENDENCE (SCORING SHEET)
- 4. SUBJECT PRODUCTION (SCORING SHEET)

c. MID-SEMESTER (TEST)

D. THE FINAL TEST (TEST)

2. SCORING CRITERIA

NO	ASPECTS	Percentage score
1	Participation (Attendance, activities, attitude)	10 %
2	Assignments (PRACTICAL EXERCISES FOR CONVERSATION, discussions, and SUBJECT PRODUCTION	20 %
3	MID- SEMESTER	35 %
4	THE FINAL TEST	35%
	Total	100 %

3. Assignment-plan

Subject : English Specific purpose (for Nurse)  
Semester/credit: 2 credits

1. The purposing of assignment : Students are capable of applying for instructional development procedure In order to produce instructional subject system that based on the academic norms.
2. The common problems of English conversation have to be overcome by all students, and the difficulties they find are similar in all parts, all the dialogue must try out and find practicable and will also prove these conversation useful and valuable to many other students of English. The speaking for nurse in these conversation is graded.as well as the conversation used, but advanced exercises do not necessarily contain difficult words.  
Emphasis on form throughout, and as much variety as possible. Better communication skills and greater confidence lead to more opportunities for taking on responsibilities and extending your professional role. Some conversations provide quick practice in aspects of language- normally vocabulary and pronunciation.
3. Scoring criteria

NO	ASPECTS	COMPONENTS (elements of subject)	Score
1	RELEVANCES	A. INTERNAL (THE COMPONENTS OF LEARNING DESIGNS)	20
		B. EXTERNAL ( RELEVANCE WITH ANALYSIS OF CONVERSATION NEED FOR STUDENTS)	
2	SIGNIFICANCE OF OBJECTIVE	A. SEQUENCES	10
		B. SCOPE	10
3	FLEXIBILITIES	PROBABLY DEVELOPMENT THAT BASED ON OBJECTIVE CONDITION	10
4	PRATICAL	OPERATIONAL SYSTEM	20
5	EFFECTIVE	TO REACH ACHIEVEMENT	20
	TOTAL		100

C. REFERENCES

- Azar, B, S., 2002, *Understanding and Using English Grammar*, Pearson education in United States of America
- Arakelian, C.,2003. Hospital English: the Brilliant learning workbook for international Nurses
- Bartram, M. 2013. Let's Speak English, Nurse, Radelife Medical Press
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- Swan, M., 2000, *Practical English Usage*, oxford University Press

Bengkulu, September 1th, 2020

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NIK. 2009.034

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