



# Understanding Frontline Needs: Perspective of Indonesian Nurses on the English Coursebook Materials

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**ABSTRACT**

English proficiency is critical for nurses to provide optimal patient care and in advancing careers, but existing course materials often lack authentic workplace needs. Therefore, this study aimed to explore Indonesian nurses' perspectives on the English coursebooks needed to effectively perform professional duties. A mixed-methods design combined both questionnaires (n=60) and semi-structured interviews (n=5) conducted with nurses working in Indonesian healthcare environments. The results showed that nurses prioritized the course material topics directly related to core nursing tasks, such as administering medication, educating patients, and explaining symptoms. Additionally, the course materials should enhance writing skills for clinical documentation and job applications. Concerning language skills, participants emphasized the need for authentic listening, speaking, reading, and writing activities adapted to the nuanced communication

	<p>demands of healthcare. Examples included understanding detailed medical reports, writing observation notes, reading textbooks, and presenting at conferences. This study further discussed the valuable insights gained from frontline nurses to determine topics and skill focus in the coursebooks to correlate with the authentic language needs faced by nurses in the clinical practice environment. By incorporating target workplace demands, nursing graduates could enter the profession equipped to provide safe and high-quality care. Integrating the needs analysis of frontline nurses was crucial to developing effective English coursebooks and adequately preparing students for the transition from nursing education to clinical practice.</p> <p><b>Keywords:</b> needs analysis, English for nursing, English coursebook</p>
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## Introduction

As the demand for health-related professions grows worldwide, there is an increasing need for health workers to enhance English language skills (Sudusinghe & Gamage, 2023). This trend also extends to the nursing field, where nurses who are fluent in English enjoy significant professional advantages across multiple dimensions. A strong English proficiency allows nurses to stay updated on medical publications and new treatments, improve patient care and health education, communicate with healthcare teams, as well as interact with foreign caregivers (Bosher & Stocker, 2015). Furthermore, English language proficiency is important for developing nursing expertise and careers (Anazawa et al., 2011).

Nurse-specific coursebooks are crucial materials in the English language learning process for healthcare professionals. Riazi (2003) further argued that coursebooks played a significant role in language teaching and learning as the materials were considered the second most essential factor in the classroom after teachers. In the specific context of nursing, coursebooks prepare students for nursing-specific language skills and cultural content essential for achieving success in the workplace (Bosher, 2010). The materials should also equip learners with confidence through authentic nursing-related practice of listening, speaking, reading, and writing customized for healthcare settings (Pradana et al., 2022). Consequently, the content should focus on nursing-related topics including patient education, effective communication with patients and the families, nursing care, medical treatment, diseases, and medications (Wahyudi, 2016).

Nursing English coursebooks lack appropriate customized materials specific to the profession in Indonesia. Frequently, these courses use general commercial materials without relevant nursing content, leading to a mismatch between the instruction and the real-life linguistic challenges nurses face in the profession (Puluhulawa et al., 2021). The materials in coursebooks do not match the qualifications and communication skills that nursing students need to work effectively in healthcare environments (Ilmi & Madya, 2019). The coursebooks tend to include inappropriate general English content rather than providing ESP materials specifically customized to nursing tasks (Fadiah & Sugirin, 2019; Pradana et al., 2022; Wahyudi, 2016). Therefore, the mismatch between the course materials and the real needs of the Indonesian nursing profession negatively impacts the graduates' communicative competence in the workplace.

Conducting an in-depth needs analysis as a first step is important to address the negative impacts on the graduates' communicative skills by effectively developing the English-language nursing coursebooks. A rigorous needs analysis is also crucial not only to customized content specifics but also to influence the entire instructional design process which facilitates nursing students' learning (Nashir et al., 2022). Additionally, needs analysis can help educators determine the appropriateness and suitability of the content provided for the learners' objectives and needs (Boroujeni & Fard, 2013).

Certain existing studies have addressed the need for English course materials for nursing students in the Indonesian context such as Husna & Hindriyastuti (2023), Hilman (2022), Wahyudi (2022), Nurakhir & Palupi (2018), and Puluhulawa et al. (2021). However, a significant gap still exists as the publications do not directly incorporate the perspectives of nurses practicing in clinical settings. Kolomiets et al. (2020) emphasized that key factors influencing changes in the educational process were influenced by both students' needs in teaching English for Specific Purposes (ESP) and determining the actual needs of workers in the field. Without input from professional nurses who have accumulated expertise in the application of nursing knowledge and skills on the job, the resulting coursebooks lack adequate coverage of certain important areas essential for work readiness. Therefore, conducting a needs analysis for working nurses could gain a crucial perspective on the daily English communication requirements of nurses on the job. This could better inform the development of nursing English course materials preparing students for the actual linguistic demands to be faced. The study further emphasizes the urgency of conducting a needs analysis that primarily seeks input from practicing nurses across Indonesian health services to address the following formulated research questions:

1. What nursing-related topics need to be included in English language coursebook to meet the needs of nursing students?

2. What language skills materials should be included into English language coursebook to perform nurses' duties and job-related activities in the workplace?

## **Literature Review**

### **The Role of Coursebooks in ESP Course**

Coursebooks were essential in EFL learning, serving as the primary source of language for learners and offering ready-made materials (Hutchinson & Torres, 1994). Additionally, coursebooks served as a framework for the course (Richards, 2001) and a syllabus (Cunningsworth, 1995). This outlined the sequence of topics, the classroom activities, the teacher's teaching methods, and the students' roles. Furthermore, coursebooks were considered the primary source of knowledge for students which provided guidance and fostered autonomy, particularly when the teacher was absent (Sahragard et al., 2014).

ESP course served a critical role in exposing students to the language as the most visible component of any teaching program. This exposure was because ESP courses emphasized the comprehensive capacity of English practical application to effectively use language abilities in achieving interpersonal interaction and professional learning in specific workplaces (Ru-gang, 2013). Furthermore, the content of the material was tied to certain disciplines, jobs, and activities establishing principles for producing versatile student-generated courses with diverse career content and interactive activities (Špiranec, 2016). ESP coursebooks were concluded to directly address the needs and professional interests of learners by integrating practical and context-based exercises focused on specific skills.

### **Characteristics of ESP Coursebooks**

A crucial aspect of ESP instruction was the use of effective coursebooks customized to students' needs. Gatehouse (2020) emphasized that the courses should enable students to succeed in work-related communication through the skill to use specialized professional jargon, adopt relevant academic skills for occupational settings, and engage in informal daily interaction. Consequently, ESP coursebooks often incorporated ideas for discussions on topics relevant to students' future professions and provided definitions of complex terms or phrases (Wisniewska, 2012).

The fundamental characteristics of effective ESP coursebooks was designed based on a comprehensive needs analysis, which identified the specific language skills, topics, and communicative situations pertinent to

students' professional or academic contexts (Basturkmen, 2010). A needs analysis was crucial to ensure the course materials correlated with the real-world linguistic demands that learners would face in the respective fields. The materials became more engaging, meaningful, and directly applicable to students' target language use by customizing the content to the identified needs (Belcher, 2009).

Another key feature of ESP coursebooks was the incorporation of authentic materials that reflected real-life language and communication in the target domain (Hutchinson & Waters, 1987; Pašalić & Plančić, 2018). These authentic materials such as technical reports, journal articles, manuals, or recordings of workplace interactions exposed learners to the language and discourse patterns encountered in the respective fields (Benavent & Peñamaría, 2011). The authenticity enhanced learner motivation, engagement, and preparation for the linguistic demands of the future workplaces (Gilmore, 2007).

Effective ESP coursebooks further integrated the development of various language skills such as listening, speaking, reading, and writing in a cohesive as well as contextualized framework (Dudley-Evans & St John, 1998). This integrated method mirrored the interrelated nature of language skills in real-life communication, helping learners develop the comprehensive communicative competence required in the fields. Furthermore, ESP coursebooks could incorporate task-based and communicative activities that simulated authentic interactive situations and promoted active language use (qizi, 2023; Nadia, 2020). The activities also engaged learners in meaningful interactions, problem-solving tasks, or projects that reflected the language use and cognitive processes required in the target professional contexts. By incorporating these characteristics, ESP coursebooks could better equip learners with the language proficiency, communicative competence, and domain-specific knowledge required for success in the respective professional or academic fields.

### **The Role of Needs Analysis in Developing ESP Coursebooks**

The role of needs analysis in the ESP coursebooks was evident as the model was the first step in the design providing validity and relevancy for all subsequent activities. The importance of conducting ESP needs analysis was to verify that the language being taught matched the language required by student's field of study (Nashir et al., 2022). Conducting a needs analysis helped educators determine when the content offered was appropriate for students' language learning objectives and better correlated to the needs (Boroujeni & Fard, 2013).

Several ESP studies have investigated the development of approaches and models for needs analysis. Hutchinson & Waters (1987) defined needs analysis as the linguistic features students should understand and produce in various situations. Therefore, the model included two factors namely target situation and learning needs analysis. Target situation analysis addressed what the learner needed to accomplish in the specific conditions, outlining necessities, lacks, and wants. However, learning needs analysis referred to the knowledge and abilities learners required to perform the necessary level of competence in the target situation.

Another model of needs analysis was proposed by Richterich & Chancerel (1980) namely present situation analysis. This model was used to identify a student's level of language proficiency in the initial stage of the course. It could be both objectives including age, proficiency, and prior learning experience, as well as subjective such as self-perceived needs, strengths, and weaknesses. Furthermore, the present situation analysis estimated strengths and weaknesses in language, skills, and learning experiences. Information was also provided by present situation analysis on students' knowledge, what was already known and not known about the language.

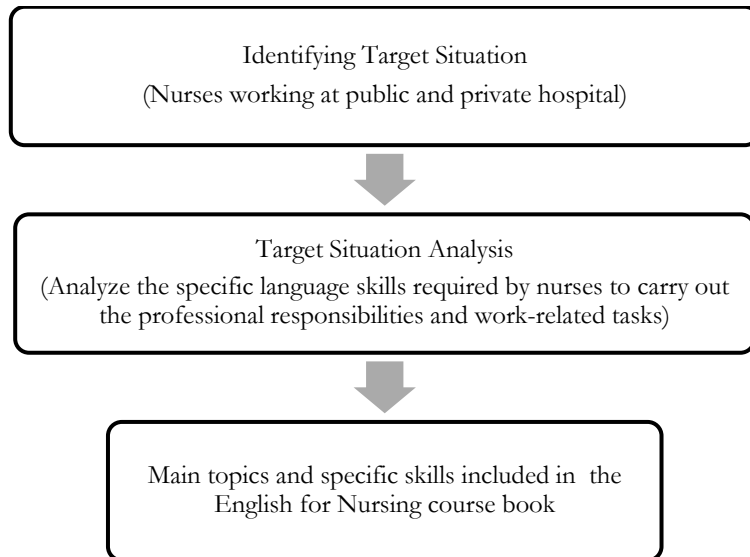
Basturkmen (2018) divided the needs analysis model into four aspects namely target situation, present situation, learner factor, and teaching context methods. The objective of target situation analysis was to identify language-related tasks, activities, and abilities learners should perform in the profession, job, or study environment. Present situation analysis included assessing learners' ability to perform the language-related tasks, activities, and skills concerning the demands of the target situation. Learner factor analysis focused on identifying the motivation, learning styles, and perceptions of the needs. Finally, teaching context analysis was concerned with identifying factors about the environment in which the course was conducted.

Hyland (2006) recommended triangulating data from various data collection methods to achieve a comprehensive and reliable needs analysis. Using multiple methods ensured the validity and reliability of the data interpretation. Long (2005) also suggested several data collection procedures for needs analysis, including expert intuitions, participant and non-participant observation, structured and unstructured interviews, surveys and questionnaires, as well as tests. Similarly, Woodrow (2018) asserted that information about needs could be obtained using quantitative methods such as questionnaires, language audits, and language tests, as well as qualitative methods including interviews, observations, and discourse analysis. Other methods specifically recommended for ESP needs analysis included detailed, longitudinal observations of the target setting, focus group discussions, and analyses of participants' diaries and journals (Flowerdew, 2013). Anthony

(2018) further emphasized that a comprehensive needs analysis typically comprised a broad scope and multiple data collection methods and resources. The most commonly adopted methods included reviews of literature and materials, questionnaires or surveys of stakeholders which comprised learners, instructors, administrators, specialists, and employers, interviews or discussions with stakeholders, observations of learners and professionals in the target context, analysis of learner and target language samples, as well as testing of learner performance at different stages.

Data sources or respondents were another factor that was considered to ensure the validity and reliability of the needs analysis. It was critical that information sources and respondents accurately reflected the entire target population. Dudley-Evans & St John (1998) emphasized that participants in the needs analysis included all relevant stakeholders such as ESP teachers and instructors, students, governing bodies, alumni, subject matter experts, professionals working in the field, sponsors, and employers (Nurpahmi, 2014; Woodrow, 2018). The perceptions of needs and lacks varied among different stakeholder groups and also differed from the actual requirements of the target communicative situation. Varying levels of power and influence within the stakeholder network also impacted the design and implementation of ESP courses. Therefore, carefully selecting a representative sample of stakeholders was essential to gain a comprehensive understanding of the needs and ensure the validity and reliability of the needs analysis results.

Needs analysis in this study referred to an investigative process focused on collecting data to determine the material necessities of nurses concerning English coursebooks for nursing. Summarily, the conceptual framework for the model adopted emphasized target situation analysis in terms of necessities and the language requirements learners needed to perform in the target situation (Dudley-Evans & St John, 1998; Basturkmen, 2018). Furthermore, the target professions for this study were nurses working in public and private hospitals in West Sumatra Province, Indonesia. Questionnaires and semi-structured interviews were used to collect data from the nurses. The conceptual framework was depicted in the following figure.

**Figure 1***Study Conceptual Framework***Methodology****Research Design**

This study adopted a mixed-methods design which combined a survey (quantitative method) and interviews (qualitative method). This design included collecting and analyzing quantitative data initially, followed by collecting and analyzing qualitative data to provide a more comprehensive understanding of the study topic.

**Participants**

The study included two participant groups with the first category consisting of 60 nurses working in public and private hospitals in West Sumatra Province, Indonesia. The nurses were selected through purposive sampling to complete a form using Google Forms. A purposive sampling was adopted because the method allowed the inclusion and exclusion of participants based on pre-determined criteria to select participants whose views could best show the English coursebook requirements. The selection criteria for the nurses included a minimum of a bachelor's degree in nursing education, worked in public or private hospitals in the selected region,

working in various hospital departments, being aged between 25 to 50, and having a minimum of 5 years of nurse experience. The second group consisted of five nurses who participated in a semi-structured interview selected by applying quota sampling. This sampling method ensured that the interview participants represented diverse perspectives in nursing profession.

## **Research Instruments**

### ***Questionnaire***

The questionnaire consisted of questions with a four-point scale to investigate nurses' perceptions regarding the need for English coursebooks to support job performance. Aini et al. (2018) described that scale questions provided a structured format for participants to rate or rank responses, facilitating easy data collection and analysis. The response choices were categorized as very important, important, less important, and not important. Furthermore, the questionnaire was administered in Bahasa Indonesia to ensure clarity for the Indonesian nurse participants. The topics and skills covered in the questionnaire items were designed to comprehensively address the needs for carrying out daily nursing tasks effectively as well as develop long-term competencies to grow and advance careers within the nursing field. The study contained 29 close-ended items focused on assessing the importance of various English language skills and topics related to nursing duties.

The topics included in the questionnaire were carefully selected after a comprehensive review of eight different English-language nursing textbooks. This review included five commercially published English for Nursing textbooks from major ELT publishers including Oxford, Cambridge, Pearson, and Express Publishing, as well as three local Indonesian publishers namely EPN Consultant, Widya Medika, and Pustaka Baru Press. In the selection process, the study used a set of criteria to ensure the relevance and comprehensiveness of the selected topics. The criteria included (1) relevance to common nursing communication situations that nurses face in the workplace, (2) correlation with workplace competencies and skills needed for effective nursing practice, (3) representation of key language functions that nurses need to perform, such as giving instructions, explaining procedures, and discussing treatments, and (4) thorough coverage of all four language skills including reading, writing, listening, and speaking. The questionnaire items were then subsequently developed to assess the perceived importance of the selected topics and language skills among working Indonesian nurses.

The provided statements were to be read by Indonesian nurse employees and responses were to be suggested. The questionnaire was conducted online via Google Forms, enabling the data results to be directly stored in a data file. Minto et al. (2017) asserted that the format offered benefits such as cost-effectiveness, time efficiency, and data-entry errors control, along with increased flexibility, functionality, and usability.

The questionnaire items were validated by three experts to ensure reliability and validity including ESP nursing lecturer and two lecturers at the tertiary level. Specifically, the experts evaluated the format, number of questions, and content. The reliability was assessed using Cronbach's alpha with a result of 0.86 suggesting good internal consistency.

### ***Semi-Structured Interview***

The semi-structured interview served as the second data collection tool, selected for the efficacy in obtaining qualitative data. Peters & Halcomb (2015) suggested that semi-structured interviews could produce powerful data offering insights into participants' experiences, perceptions, or opinions. The interview included five participants working in private and public hospitals in West Sumatera Province, Indonesia, with diverse educational and work experience. The participants were selected from a pool of individuals who had previously responded to the questionnaire and were bachelor's degree holders. In terms of work experience, the participants had between 5 and 15 years of clinical practice in different hospital departments, such as emergency, intensive care, surgery, maternity, and general wards.

The interview questions primarily aimed to obtain nurses' perspectives on the essential topics and language skills that English coursebooks materials for nursing students should cover. The key discussions explored included (1) the most essential nursing-related topics to be included in English coursebooks, (2) the required listening materials students need for clinical and professional communication, (3) speaking material students should prioritize to facilitate effective interactions with patients and colleagues, (4) reading materials essential for building students' reading skills in nursing field, and (5) writing materials nursing students should focus practice on in English coursebooks.

## Data Collection and Data Analysis

### *Questionnaire*

The questionnaire was designed using Google Forms, generating a link for nurses working at public and private hospitals in West Sumatra Province, Indonesia. The study used an online questionnaire as a data collection instrument to obtain extensive information from the nurses. Following this, the collected data was carefully organized into a spreadsheet and subsequently summarized. The study then analyzed the outcomes using descriptive statistical methods and finally presented the results through well-constructed tables.

### *Semi-Structured Interview*

The interviews were recorded, transcribed, and translated from Indonesian to English. The study further identified key concepts in the transcript data. Subsequently, the interview transcripts were coded and grouped into topics based on content.

## Results and Discussion

The study investigated nurses' perspectives on the necessity of English coursebooks for carrying out professional duties. The results were categorized into topics and language skills using both quantitative questionnaires and qualitative interview data. The findings were further triangulated, compared, and analyzed in the context of the study objective.

### Nursing-Related Topics Need in the Coursebook

**Table 1**

*Topics in the Nursing Coursebook*

Topics	Mean	Category
Patients' admission	2.00	Less important
Discussing pain, signs, and symptoms	3.51	Very important
Writing job applications and curriculum vitae	3.45	Very important
Nursing care provider	3.56	Very important

Hospital structure organization	3.45	Very important
Educating patients	3.48	Very important
Administering medication	3.46	Very important
Patient hygiene and comfort	1.96	Less important
Job interview	2.91	Important
Academic presentation	3.26	Very important
Medical and nursing instruments	3.26	Very important
Anatomy and physiology	3.31	Very important
Academic writing	3.41	Very important
Health promotion and disease prevention	1.83	Less important

Table 1 showed that several topics were highly important in the nursing study program. The topics that received high ratings included essential nursing skills such as effectively discussing patients' pain, signs, and symptoms, nursing care provider, medical and nursing instruments, hospital structure organization, administering medication, academic writing and presentation, writing job applications, educating patients, and understanding anatomy as well as physiology. However, certain topics were rated as less important than others including 'Patient Admission', 'Patient Hygiene and Comfort', as well as 'Health Promotion and Disease Prevention' with lower average scores ranging from 1.83 to 2.00.

The results suggested that nurses considered two main categories of topics highly important for English language materials. The first category focused on building a strong foundation for quality patient care. This was evidenced by the high ratings for topics such as effectively discussing patients' pain, signs, and symptoms, nursing care procedures, administering medication, medical and nursing instruments, anatomy and physiology, as well as educating patients. These topics underscored the necessity of developing in-depth knowledge and hands-on skills directly applicable to delivering safe and high-quality care services.

The second category emphasized the importance of increasing academic and professional career readiness through topics such as academic writing and presentations, understanding hospital organizational structures, as well as writing job applications and curriculum vitae. Possessing these abilities was invaluable for newly graduating nurses seeking to secure initial roles and experienced nurses pursuing career advancement opportunities, especially in the current globalized healthcare landscape. This correlated with Andre & Graves (2013) who found that discipline-specific academic writing

across the curriculum assisted students develop the study and writing skills needed to succeed both academically and in careers.

The interview outcome further emphasized that the topics should be relevant to nursing. The topics included discussing health problems, nursing interventions, medication administration, patient education, academic writing, and job interviews.

The coursebooks should cover topics related to the nursing context such as giving medication, discussing health problems, and nursing interventions. The materials should also provide nursing students with information on academic writing to enable nurses to develop reports on nursing activities. (P3)

Nursing coursebooks should cover topics relevant to the practical application of nurses. Essential topics included administering medications, assessing patient health, providing nursing care, and educating patients on managing the conditions. The materials should also cover writing skills for patient assessment reports and job applications such as writing strong resumes as well as preparing for job interviews. (P1)

Based on the triangulation of quantitative and qualitative results, nursing coursebooks needed to include topics that prepared students for effective communication in clinical and professional contexts. This correlated with a study by Ulfah & Margana (2019) emphasizing that nursing students needed materials to influence the communicative skills specific to the field. The skills included discussing patients' pain, signs, and symptoms, being nursing care provider, educating patients, and administering medication. Additionally, Pradana et al. (2022) emphasized the importance of topics relevant to nurses' jobs, such as medical tools, hospital departments, anatomy and physiology, and diseases. Capacities in areas such as academic writing and professional documentation were required alongside verbal skills. Su et al. (2022) stated that nurses needed writing skills for accurate understanding and use of English in written documents, admission notes, and patient histories. Therefore, nursing coursebooks had to build strong foundations for speaking and writing effectively in clinical, administrative, and academic settings.

## **English Language Skills Materials Needed in the Nursing Coursebook**

### ***Materials in Listening Skill***

**Table 2***Required Materials in Listening Skills*

Skills	Statement	Mean	Category
Listening	Listening to conversations and discussions with patients, coworkers, or the medical team	3.31	Very important
	Listening to presentations or lecturers on nursing topics	3.35	Very important
	Listening to medical reports or treatment instructions	3.36	Very important

Table 2 emphasized the necessary materials for developing effective listening skills in nursing context. These materials included listening to conversations and discussions with patients and colleagues, presentations and lectures, as well as medical reports or treatment instructions.

Regarding the qualitative data obtained from the interview, all participants emphasized the importance of providing nursing students with materials to learn effective listening skills in three key areas. The aspects included listening to conversations and discussions with patients and medical teams, listening to lectures and presentations, and listening to medical reports. Participants asserted that the materials were essential to improve the student's comprehension and preparation. For example, the importance of materials that familiarized students with medical report formats was also emphasized. Nurses often needed to actively listen to detailed medical reports during shift changes, consultations with doctors, or patient discharge.

Nursing students needed listening practice with medical reports. Furthermore, the student should be able to listen closely when other nurses, doctors, and specialists presented important health and care details in medical reports. Therefore, English coursebooks were recommended to prepare students by incorporating medical report listening exercises and assessments. This would help accustom the student to the fast-paced, information-dense environment of clinical settings. (P2)

All the participants reported that 'Listening to conversations and discussions with patients, coworkers, or the medical team' was required for performing nursing duties. By learning to comprehend English conversations such as shift handoff reports, medical team discussions, and doctor

consultations, nursing students could be better prepared to communicate effectively in clinical settings.

Listening to conversations in the nursing context was crucial for teaching nursing students. This greatly influenced the ability to handle situations in the workplace providing quality nursing care using appropriate language. Therefore, coursebooks were recommended to prioritize developing focused listening skills for various forms of healthcare communication to prepare new nurses to communicate properly in the workplace. (P1)

The participants further stated that “Listening to lectures and presentations” was essential to be learned by nursing students. Listening to these materials would enable students to understand key learning concepts and retain knowledge in future clinical practice.

Listening to lectures and presentations was considered as it facilitated students' understanding of nursing contexts. By extensively listening to materials from lectures and presentations, the student would later be equipped with crucial information. (P5)

The data showed that developing strong listening skills was essential for nursing students' education and future clinical practice. The questionnaire outcomes and participant perspectives suggested that key listening materials, such as comprehending conversations with patients/colleagues, engaging with lectures/presentations, and understanding detailed medical reports, should be incorporated into English coursebooks. This correlated with Pradana et al.'s (2022) findings that listening to lectures and conversations about patients' history, symptoms, and requests were the most important skills required by nursing students in Indonesia. Therefore, prioritizing listening skills in nursing English courses would not only support students' academic success but also prepare the student for the demanding communication skills required in real-world nursing practice.

### ***Materials in Speaking Skill***

**Table 3**

#### *Required Materials in Speaking Skills*

Skills	Statement	Mean	Category
Speaking	Greet and interact with patients	3.26	Very important

Provide basic information about the patient's symptoms or condition	3.4	Very important
Participate in academic discussions on nursing topics	2.25	Important
Speaking at seminars, meetings, and presentations related to nursing topics	3.26	Very important

According to the information presented in Table 3, the nursing coursebooks should have included materials on speaking. From the nurses' perspective, prioritizing materials covering how to greet and interact with patients, as well as providing clear explanations of symptoms and conditions. Additionally, materials on presentations at nursing seminars, meetings, or conferences were considered very important. Although academic discussions on nursing topics were still relevant, the most highly rated skill was building trust and rapport in patient interactions as well as communication. This correlated with the findings of Rizal (2020), which underscored the need for nursing materials focusing on interactive communication for hospital nurses and communication strategies customized specifically when interacting with patients. Therefore, the speaking skills materials in the coursebooks focused on compassionate dialogue, effective questioning, and explaining health details in a manner that patients could understand.

The interview outcomes emphasized the importance of including speaking materials that explained patient symptoms and conditions in nursing coursebooks. A nurse stated that the content provided essential examples of typical hospital scenarios to prepare students. Providing students with appropriate phrases and strategies for discussing the symptoms allowed for a more complete understanding of illnesses. Nursing students could respond with appropriate care or treatment suggestions based on the situation by using precise vocabulary when discussing symptoms. This helped nurses in sharpening the skills for obtaining effective patient histories and assessments, which were essential for making nursing decisions about the next steps.

The materials were expected to teach nursing students good phrases to ask about symptoms, enabling nurses to effectively learn how to properly understand what was wrong with patients. Subsequently, nurses provided patients with the appropriate nursing care or treatment. The materials were supposed to include role-play examples with different types of patients. This would have shown students how to politely ask

questions to obtain information on all patient symptoms and illness history. (P2)

Participants asserted the importance of materials that addressed warm greetings and interactions with patients as essential language skills. A nurse emphasized that warmly greeting and interacting with patients in care settings was a fundamental English skill for nurses to develop. Mastering this skill was key to building trust and good relationships initially. Effective communication was critical for establishing caring nurse-patient relationships. Positive initial impressions could be made through respectful behaviors and attentive listening. Nurses could effectively express empathy and promote patient comfort by using polite introductions and focused verbal as well as non-verbal signals when discussing health issues.

Warm greetings and positive interactions with patients were considered essential language skills for nurses. Making patients feel comfortable and developing trust from the outset was emphasized as crucial. When a nurse enters a patient's room, nurses should greet with a smile, ask about the patient's well-being, and show attentive listening through verbal and non-verbal cues, setting a caring tone for conversations. Therefore, nursing students need to learn this skill in English when the nurse first enters. (P4)

Materials on speaking skills for seminars, meetings, and presentations were considered very important for nurses to learn. All nurses interviewed expressed that these skills were beneficial in the work. Learning this material in nursing education prepared students to teach others. Nurses often had to give presentations at large healthcare events or important hospital meetings, where students shared new medical studies, suggested better policies, and explained proper procedures. Furthermore, providing material on the skills in nursing education helped nurses in future work.

Materials about speaking skills for seminars, meetings, and presentations were very important competencies for nurses to develop. These skills facilitated opportunities for nurses to actively participate and contribute to the healthcare environment. By equipping nurses with practical presentation skills early in education, more nurses would be able to participate in important forums that shaped the future of healthcare. (P5)

Participant (P3) reported that “participating in academic discussions on nursing topics” was vitally important for professional development in the

nursing field. Three of the five participants claimed that the material was needed to prepare nursing students to conduct good discussions and collaboration in the future when carrying out nursing care actions. Academic exposure to discussing complex nursing issues helped students build skills to better collaborate with colleagues across disciplines and settings.

Yes, nursing students needed to participate in academic discussions on various nursing topics. This would equip students with the collaboration and exchange of ideas skills which were greatly needed after graduating. By discussing real cases and nursing challenges with lecturers and fellow students, nurses learned how to communicate ideas properly. When graduated and worked, medical team discussions would not feel unfamiliar anymore. (P3)

Based on the triangulation of outcomes obtained from questionnaires and interviews, speaking skills materials specifically customized to the communication needs of nurses were considered essential components of nursing coursebooks. Priority should be given to the ability to greet and interact with patients, provide clear information about symptoms or conditions, and speak effectively in seminars, meetings, and presentations on nursing topics. This correlated with Sismiati & Latief (2012) assertion that speaking activities should be customized to the communication needs in nursing settings. Additionally, participation in academic discussions on nursing topics was emphasized as essential for professional development in nursing. Exposure to the discussion of complex nursing issues helped students develop skills in collaboration and idea sharing, ensuring the preparation prepared future interactions in interdisciplinary medical teams. By integrating speaking content with nurses' diverse communication needs, coursebooks could prepare students for the multifaceted communication demands of nursing profession.

### ***Materials in Reading Skill***

**Table 4**

#### *Required Materials in Reading Skills*

Skills	Statement	Mean	Category
Reading	Reading textbooks and medical references	3.28	Very important

Reading medical reports	3.3	Very important
Reading drug prescriptions	3.31	Very important
Reading articles in professional medical journals	2.11	Important

The data in Table 4 showed that nurses prioritized developing competence in reading written health information essential to patient care duties. The statements of reading textbooks and medical references, medical reports, and drug prescriptions received high importance scores ranging from 3.28 to 3.31. Nurses considered the statement essential to build expertise in understanding nursing manuals, patient records, and medication guides to maintain safety standards as well as informed nursing decisions. Additionally, keeping up-to-date with the latest study by reading journals was important with an average score of 2.11. The quantitative feedback showed that reading material for nursing students should primarily focus on developing skills in the practical analysis of healthcare documentation. This documentation served as the foundation for administering patient services, procedures, and medications.

According to the outcomes obtained from the interviews, reading textbooks and medical references, medical reports, and drug prescriptions were mentioned by nurses as essential materials for reading skills required for nursing students. Three participants stated that providing students' preparation with these materials equips nurses with the requisite knowledge and competence necessary for successful and safe patient care.

As a nurse, there was a strong belief in the importance of reading medical textbooks, references, reports, and prescriptions for nursing students. They must diligently read and learn all medical terminology, human anatomy and physiology, and understand the complex health care concepts covered in textbooks and references. Without a thorough understanding of these materials, students will not have the strong knowledge base necessary to provide competent patient care. (P1)

Two participants (P4, P5) stated that reading articles in medical journals was important in the nursing coursebooks. The articles served to keep nurses updated on the latest evidence-based practices, treatment guidelines, and innovations in patient care. By regularly reading journal

articles, nursing students and practicing nurses could incorporate the latest knowledge into clinical practice for optimal patient outcomes.

Nursing students needed to read articles from reputable medical journals. These articles kept nurses up to date on the latest evidence-based best practices, new treatment guidelines, and innovations in patient care. (P4)

The triangulation of results from both questionnaires and interviews concluded that reading comprehension of various medical materials was essential for nursing students. The data showed that nurses placed a high value on developing the ability to read textbooks, references, medical reports, and drug prescriptions, as the materials formed the core knowledge base for safe and effective patient care. Interview responses supported this idea, with nurses emphasizing the importance of understanding medical concepts, terminology, anatomy, procedures, and medication administration for making informed clinical judgments. The results correlated with Mokoginta et al. (2022) who identified reading comprehension of health-related content as a critical material needed for nursing students.

Both quantitative and qualitative data underscored the importance of including materials for reading professional medical journal articles. Engaging with current journal literature allowed nurses and students to incorporate the latest knowledge into the clinical practice for optimal patient outcomes. In summary, the development of robust reading comprehension materials across various medical texts including textbooks, medication guides, patient documentation, and scholarly journal articles was identified as a crucial requirement for nursing education. Proficiency in interpreting and analyzing the materials also equipped nursing students with the knowledge, skills, and updated clinical competencies necessary to provide high-quality and safe patient care in real-world healthcare settings.

### ***Materials in Writing Skill***

**Table 5**

#### *Required Materials in Writing Skills*

Skills	Statement	Mean	Category
Writing	Writing medical treatment performed on the patient	3.16	Very important

Writing medical reports on patient observation or evaluation	3.25	Very important
Writing a short description of a nursing task or procedure	3.18	Very important
Writing an article or essay on a nursing topic	3.18	Very important

Based on the data presented in Table 5, nurses considered several writing skills to be extremely important for the students. The average scores for all writing materials listed ranged from 3.16 to 3.25, categorizing the figure as "very important". Writing medical treatments, comprehensive patient observation reports, and detailed descriptions of nursing tasks and procedures were critical for ensuring patient safety, maintaining professional standards, and facilitating continuity of care. Additionally, writing scholarly articles and essays was considered important for preparing students and contributing to the advancement of nursing knowledge and best practice. The interview responses further emphasized the importance of writing medical treatments, comprehensive patient observation reports, and providing detailed descriptions of nursing tasks and procedures for nursing students.

Nursing students should receive ample practice in writing detailed descriptions of nursing tasks, procedures, and medical treatments. Clarity and well-constructed writing were essential for effectively communicating patients' conditions and ensuring the continuity of safe and quality care. (P2)

Writing articles or essays on nursing topics was considered as important. According to the response, the materials allowed nursing students to engage in scholarly discourse, explore advancements in the field, and eventually contribute to the growth of nursing knowledge and evidence-based best practice.

The material on writing an article or essay on a nursing topic should be included in coursebooks. By writing articles and essays, nursing students would be familiar with critical information retrieval, processing, and presentation skills. This was essential for building the expertise of nursing practitioners who keep up with advancement in the field and contributed to the progress of nursing profession. (P3)

The quantitative and qualitative results collectively emphasized the necessity of including a diverse range of writing materials in coursebooks.

Specifically, documenting patient care, writing observation reports, detailing procedures, and engaging in scholarly writing were all considered crucial materials. This correlated with the findings of Puluhalawa et al. (2021), who stated that students needed English writing materials related to nursing science to develop the English writing skills. By mastering these various writing tasks, students would be well-equipped with the communication skills necessary to provide safe, quality care, and stay informed of evolving best practices to improve patient outcomes.

### **Conclusion and Implications**

In conclusion, the results showed that nurses placed the highest importance on content directly related to core nursing duties such as administering medication, educating patients, and explaining health issues. Materials were also observed to incorporate writing tasks for clinical documentation and job applications. Regarding language skills, the data showed the need for well-rounded instruction across listening, speaking, reading, and writing customized specifically to nursing contexts. This comprised materials such as explaining symptoms, comprehending medical reports, analyzing textbooks, writing observational notes, and presenting at conferences.

The study had significant implications for English coursebooks development and nursing education. The insights obtained directly from nurses in clinical settings ensured that the materials would provide authentic skills in preparing the students for healthcare careers. By connecting content and language skills with target workplace demands, nursing graduates could enter the field equipped with the communication capacities necessary to deliver safe and high-quality care. In essence, incorporating frontline nurses' perspectives into nursing English coursebooks would significantly strengthen the transition from classroom to professional practice. Further publications could build upon the results through continued needs analysis investigation and by examining the efficacy of customized materials in enhancing nursing graduates' preparation as well as clinical excellence.

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