




Education About English Competencies Needed by Nursing Students of Baiturrahim Vocational School Jambi

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Abstract

English is an international language that is very important in communicating, especially in the health sector. This implies that it is necessary to master English appropriately to respond to intensive interactions in every country, especially in the global era. Therefore, as the most widely spread international language, mastery of English is a must. In Indonesia, English is still seen as a luxury language. The reason why English is included as a subject in elementary schools, as a basis, is that English should be a necessity for students in their future, especially in the era of globalization. This Community Service (PkM) aims to educate the English language competencies needed by nursing students in learning English to prepare them to continue their health education and become nurses at an international level. The competencies needed by students and nurses will later be used for the future of students majoring in nursing at Baiturrahim Vocational School. This community service takes place at Baiturrahim Vocational School. This educational method uses the approach of providing materials and leaflets to students and teachers at Baiturrahim Jambi Vocational School which is located at Jalan H. Syamsoe Bachroen No. 32 RT. 04, Selamat District. Sipin Lake, Jambi City, Jambi Province. This series of service activities has started in September 2022 - March 2023. The results of this education include increasing students' knowledge about the ten main competencies that nursing students must master in order to function well in the nursing

A. Introduction

English is a global tongue that is crucial for communication, particularly in the medical field. This suggests that, especially in the global period, it is essential to properly grasp English in order to respond to extensive interactions in every country. Since English is a formal language used in communication, it is the language of choice for many reference works on nursing care. Because English is the most frequently spoken language worldwide, proficiency in it is essential. English is still regarded as a high-class language in Indonesia (Hananuraga, 2022; Kamarudin et al., 2020; Setiatin et al., 2022; Sukmawati & Syamsuriyati, 2020). English should be a must for children in the future, especially in the age of globalization, which is why it is included as a subject in elementary schools. Both a global and a regional language, English has been called. As a result, the context and learning requirements must be taken into account when teaching English. The primary requirement for success in meeting the difficulties of the modern day on a worldwide scale is proficiency in English (Khosiyono, 2018).

To properly carry out these worldwide communication operations, certain competencies are needed. Therefore, the main goal is to give students the ability to communicate effectively in English in both the

classroom and at work. The end result of this education takes the shape of instructional materials that integrate communication exercises with the English language's necessary communicative skills.

Nurses are medical professionals who work in the nursing field. The care, safety, and recovery of those who are acutely or chronically ill or injured, the preservation of good health, and the handling of life-threatening crises are under the purview of nurses, who are both men and women. healthcare facilities. A nurse needs communication skills and interpersonal relationships management prowess to assist their duties in providing care (Islamy et al., 2020; Mahaputri et al., 2019; Setiani, 2018; Widyatuti, 2008).

Because students were not exposed to English in their previous formal education, learning English in the nursing department is not an easy undertaking. Teachers are frequently mistaken for the only "model" of education. If pupils in this situation are merely "good viewers" and "good listeners" without any interactive dialogue, the learning process will become monotonous. The pupils in this session will be passive, which goes against the fundamentals of language learning—be active and use more practice. When the teacher occupies more space in the classroom, passive students can result as a result of the learning conditions.

When meaning must be negotiated due to a communication issue, two-way interaction is a particularly effective technique to deliver intelligible input because it enables learners to gain additional contextual information and input that is ideally customized (Ardiansyah et al., 2022; Lisa et al., 2019). If the teacher speaks to them in English and expects them to comprehend and answer, it may make habitual learners who are only exposed to English in their own tongue feel awkward at first. For them to develop their communicative competence, they must make an effort to understand the core of the matter and apply techniques to interpret, convey, and negotiate meaning.

One of the biggest difficulties EFL nursing students face is speaking English as a foreign language (EFL) properly. Language support throughout the program, language proficiency testing for nursing programs, and actions made by faculty to lessen content and test bias and facilitate material and tests are all strategies that schools utilize to help students overcome these obstacles. students of EFL who took. We clearly learn to communicate through communicating, as the name "communicative" implies (Syukur & Nugraha, 2019).

In order to teach the four language skills in a way that recognizes the connection of language and communication, the communication approach attempts to make communicative competence the end objective of language learning. The communicative approach places more emphasis on language's semantic and communicative dimensions than only its grammatical ones. It is founded on the idea that language is a "vehicle for expressing functional meaning" (Laily, 2015; Mariza & Mardiah, 2020; Suryani, 2022).

According to Nababan, language serves as a tool for social communication in general. An ideal speaker's ability to communicate comprises implicit and tacit knowledge of language structure, which is typically not available for spontaneous reporting. With the exception of the increasing prevalence of speech in the environment, it depends on innate structures and develops without the influence of sociocultural traits. Language proficiency is the capacity to speak and understand a language with proper grammar. Linguistic performance refers to the actual use of language in real-world contexts, but according to Lyons' idealization, performance neither directly reflects nor significantly influences competence.

According to Ashworth and Morrison (1991), the notion of competence is broad and encompasses a number of attributes, including attitudes, reasons, personal interests, responsiveness, acceptance, maturity, and components of personal identity. This is in addition to skills and knowledge. Therefore, is it permissible to refer to these many traits as competencies, and how much do they aid in learning?

Dudley-Evans & St. John (1998) also examine needs from a variety of angles, including personal information about the learner, linguistic information about the target context, professional information about the learner, how to communicate in the target environment, and language learning needs. the atmosphere, student deficiencies, and course-related requirements for pupils. But Hutchinson & Waters and Dudley-Evans & St. John concur that the main goal of a needs analysis is to first identify the language needs in the target situation (i.e., what learners need to know to function effectively in the target situation) and then to formulate learning needs (i.e., how to achieve the target needs in the teaching and learning process).

English for Specific Purposes (ESP) is a language teaching strategy that tries to fulfill the requirements of particular learners, according to Hutchinson and Waters (1987: 21). Thus, creating lessons that are suitable for various learner groups constitutes a significant portion of the work done by ESP teachers in practice. The learner's needs for a specific English course must be the foundation for the ESP design in order to produce good performance, which then dictates the kind of syllabus and teaching materials.

As Robinson (1991: 2) suggests, a variety of characteristics are frequently used as criteria for ESP courses. ESP is typically goal-directed, to start. Students pick up the language because they need it for school or for jobs. Second, ESP programs are built on requirements analysis, which seeks to pinpoint as precisely as possible what it is that students should be doing when using English as a second language. It places emphasis on the course's ultimate goals or criteria. Third, participants in ESP courses are typically adults. This indicates that they have mastered basic English. ESPs must continue learning English in a more focused fashion that is connected to their studies or jobs. Last but not least, everyone taking ESP classes in class should be the same. Students must have the same kind of work or specialised study despite their differences in age or educational background. In an ESP course, it is uncommon to have students from different studies or occupations in the same class.

Students' requirement for English language proficiency is the key issue covered in this PkM, which has as its fundamental goal giving students the ability to operate appropriately through the use of English in both the classroom and the workplace. In terms of English language learning activities, nursing students' future job, and the competences necessary to successfully complete these communication tasks, the material and other components must be suited to these needs.

In other words, the success of the teaching and learning process actually depends on the instructor. Teachers are initially responsible for the teaching and learning process. Therefore, it is the duty of the instructor to produce the elements required in the teaching and learning process, such as the content and the instructional strategies for presenting real material to students. Teachers need to take certain factors into account when developing and utilizing authentic material in order to accomplish their objectives. Students must be able to use language in everyday life thanks to the teaching methods used.

From the initial survey conducted at Baiturrahim Vocational School, there were still students whose knowledge was lacking regarding terms in English and students were still very stiff in communicating using English. Some of them still don't know the special terms in the health sector and the specifics of nursing care

Due to the importance of English communication, especially in improving the competency of nursing students, this Community Service (Community Service) activity aims to improve the English language competency required by Baiturrahim Jambi Vocational School Nursing Students at Baiturrahim Vocational School, namely to educate English language competency for students majoring in vocational school nursing. Baiturrahim and it is hoped that it will increase the knowledge of students majoring in Nursing at Baiturrahim Vocational School.

B. Research Methods

This series of community service activities will start in September 2022 - February 2023, while the education implementation will be carried out on December 11 2022. This community service activity will be carried out for students at Baiturrahim Vocational School Jambi using the approach of providing materials and leaflets to students and teachers at Baiturrahim Vocational School Jambi.

This stage is the initial stage of implementing Community Service, namely in the form of permission from the Principal of Baiturrahim Jambi Vocational School in September 2022. After receiving permission, the Community Service Team then held a short discussion with the school principal and one of the teachers regarding the Community Service that would be carried out.

Next, designing materials and making illustrated posters regarding English language competency education activities. Before delivering the leaflets, the Community Service team delivered material related to English language competency education activities, the definition of competency and the objectives of English Language Competency education activities. Next, give leaflets and explain the leaflets and discuss with the Baiturrahim Vocational School teacher.

Competency in nursing in terms of English communication was discussed explicitly in interviews and implicitly in observations. There are ten main competencies or activities that nursing must have, including providing explanations about basic medical assistance, providing health education, providing explanations about pathology assistance and treatment, translating data collection, medical records and data reports, carrying out basic treatment, using communication skills in service. health, approach to patients, listening, asking and diagnosing, providing explanations and advice, and communicating in terms of involving patients in management.



Figure 1. Group photo of students and teachers at Baiturrahim Vocational School, Jambi



Figure 2. Educational Activities for Baiturrahim Jambi Vocational School Students

Nursing English competency in terms of communicative competence in English communication is carried out to anticipate international communication with foreigners and to support nursing or medical material in written English, in terms of communication activities, by applying language functions. These competencies are then divided into several subcompetencies and language functions. The table presented in each competency presents the sub-competencies and language functions applied by nursing activities when they communicate their competencies. Communicative competency data is obtained through education as follows:

- a) Provide an explanation of basic medical assistance
- b) Provide health education
- c) Carry out basic treatment

Monitoring and Evaluation (Monev) is carried out using interview techniques and direct monitoring of targets. The scope of monev in this activity includes four aspects, namely as follows.

1) Planning Monitoring and Evaluation

In this aspect, the PkM team will evaluate the partner's condition, program objectives, problems and solutions, material content and activity practices, media/tools used, targets in service activities, time for the evaluation (how long and when the evaluation is carried out), facilities and infrastructure. , and the funds used

2) Monev and Implementation of Activities

Monitoring and evaluation activities are explained in Table 1 below:

Table 2. Monitoring and Evaluation Activities

No	Implementation of Activities	Implementation of Monitoring and Evaluation
1.	<ul style="list-style-type: none"> a. Making leaflets b. Education and outreach to students about English language competency c. Assistance from the head of Baiturrahim Vocational School, Jambi 	<p>In implementing this activity, the PKM team will carry out monitoring and evaluation on the following aspects:</p> <ul style="list-style-type: none"> a. As many as 90-100% of the target attends each meeting b. The PkM team's ability to deliver material and practice to students c. Feedback from Baiturrahim Vocational School students
2.	<ul style="list-style-type: none"> Application of English Language Competency 	<p>In implementing this activity, the PkM team will carry out monitoring and evaluation on the following aspects:</p> <ul style="list-style-type: none"> a. As many as 90-100% of the target attends each meeting b. The PkM team's ability to deliver material and practice to students c. Feedback from Baiturrahim Vocational School students
3.	<ul style="list-style-type: none"> Measuring knowledge in this activity was obtained using a questionnaire 	<p>In implementing this activity, the PKM team will carry out monitoring and evaluation on the following aspects:</p> <ul style="list-style-type: none"> a. As many as 90-100% of the target attends each meeting b. The PKM team's ability to deliver material to student participants c. Feedback from vocational schoolstudents Baiturrahim

C. Result and Discussion

Socialization is the instilling of habits or values and rules from one generation to another in a group or society. Socialization carried out at Baiturrahim Vocational School regarding English language competency.

Education is the process of learning activities for each individual or group whose aim is to improve the quality of thought patterns, knowledge and develop the potential of each individual. The education provided is English language competency.

Socialization and education are carried out for the community, both by institutions and individuals, the world of education, and socialization nationally and internationally. Education is a learning process between two or more people whose aim is to provide information, increase thinking intelligence, which can be done using media or directly.

The following are the results of English language competency for nursing students in communicative competency activities. Competency in nursing in terms of English communication was discussed explicitly in interviews and implicitly in observations. There are ten main competencies or activities that nursing must have. Namely providing explanations about basic medical assistance, providing health education, providing explanations about pathology assistance and treatment, translating data collection, medical records and data reports, carrying out basic treatment, using communication skills in health services, approaching patients, listening, asking and diagnosing , provide explanations and advice, and communicate in terms of involving patients in management.

Nursing English competency in terms of communicative competence in English communication is carried out to anticipate international communication with foreigners and to support nursing or medical material in written English, in terms of communication activities, by applying language functions. These competencies are then divided into several subcompetencies and language functions. The table presented in each

competency presents the sub-competencies and language functions applied by nursing activities when they communicate their competencies.

1. Provide an explanation of basic medical assistance

Competency standards in providing explanations of basic care assistance are able to communicate, verbally and in writing, using appropriate and acceptable fields, tenors and varieties of language related to providing explanations of basic care assistance. In providing an explanation of basic treatment assistance, it is carried out as a process of interaction with patients, families and other staff in taking over the patient's activities in the treatment room, by providing explanations about basic treatment concepts, treatment ethics, stress and adaptation, humans, healthy and unhealthy, the environment. , structuring health services in Indonesia, and the Healthy Indonesia 2010 paradigm. This aims to carry out service activities in the environment, fulfill the rights and obligations that patients must know in the hospital treatment process, patients can feel comfortable and safe in the ward, and create customer satisfaction. When they provide explanations about basic care assistance, they perform several language functions. Language functions are identified as follows:

Table 2. Providing an explanation of basic medical assistance

Competency Activities	Sub Competency Activities	Language function
Provide an explanation of basic treatment assistance	Explain the concept of basic treatment Explain medical ethics Explain human understanding Explain the concept of healthy and unhealthy Explain the meaning of the environment	<ul style="list-style-type: none"> • Greetings • Greet patients when they accompany them to the ward • Explain basic medical assistance • Provide an explanation of nursing care • Ask the opinions of other medical teams

2. Provide health education

The standard of competency in providing health education is being able to communicate, verbally and in writing, using appropriate and acceptable fields, tenors and varieties of language related to providing health education. In providing health education in nursing activities, it is carried out in relation to service communication in the process of interaction with patients, families and other staff in providing explanations to provide standard communication guidelines in hospital care units and providing explanations about basic treatment assistance such as treatment ethics to achieve clarity of information. about providing treatment, handling miscommunication of information or services to patients, families and other staff, human concepts and creating customer satisfaction. When they provide health education in nursing activities, they perform several language functions. Language functions are identified as follows:

Table 3. Providing Health Education

Competency Activities	Sub Competency Activities	Language function
Provide health education	Provide effective communication Explain family planning (KB) with the pill method, IUD, condoms, etc	<ul style="list-style-type: none"> • Greetings • Greet patients • Explain the purpose and purpose of entering the patient's room • Provide health education • Ask for clarification • Thank you and take time off
Provide an explanation about the maintenance of a clean environment		

3. Provide an explanation of pathology assistance and treatment

Competency standards in providing explanations of pathology assistance and treatment are being able to communicate, verbally and in writing, using appropriate and acceptable fields, tenors and modes of

language related to providing assistance explanations. pathology and treatment. In providing explanations of pathology assistance and treatment, it is carried out as a process of interaction with patients, families and other staff in carrying out medical/nursing actions such as explaining types of maternal/family planning (KB) diseases and their treatment, types of internal diseases and their treatment, types of surgical diseases and their treatment. , types of psychiatry and their treatment, and mental health treatment. The goal is to obtain clear information about administering treatment, handling miscommunication of information or services to patients, families, and other personnel, providing discharge instructions, providing advice on lifestyle, health promotion or risk factors, and creating customer satisfaction. When they provide explanations about pathology assistance and treatment activities, they perform several language functions.

- a) Translating data collection data, medical record data and reports. Translating data collection activities, medical records and report data is a process of interaction with patients, families and other staff in assisting with doctor visits and filling in data into medical records. Competency Standards for Translating Collected Data, Medical Records and Reporting Data are able to communicate, verbally and in writing, using appropriate and acceptable fields, tenors and modes of language related to the translation of medical record data. and reporting data. These activities are carried out to provide services in the ward, convey information to patients during the treatment process, provide services so that patients feel comfortable and safe in the ward, and create customer satisfaction. When they translate, collect data, medically record and report data, they perform several language functions
- b) Carry out basic treatment
 Implementation of basic treatment is the process of interaction with patients, families and other staff in order to use communication skills in carrying out basic treatment, such as explaining the basic concepts of treatment, maintaining personal and environmental cleanliness, meeting oxygen needs, meeting nutritional, dilution and electrolyte needs, including sonde needs (installation of infusions and transfusions), fulfillment of elimination needs, fulfillment of safety and comfort needs, fulfillment of activity needs, medication needs, emergency measures, terminal client treatment and corpse care, as well as summarizing and clarifying understanding, and creating customer satisfaction. Competency standards in carrying out basic treatment are being able to communicate, verbally and in writing, using appropriate and acceptable areas, tenors and modes of language related to the implementation of basic treatment. When they perform basic care, they perform some language functions.
- c) Using communication skills in health care
 Competence in using communication skills in health services is the process of interacting with patients, families and other staff to provide information such as explaining a diagnosis, carrying out examinations and treatment, involving patients in decision making, communicating with relatives, communicating with other health care professionals, conveying bad news. , request consent/clarification for invasive procedures or obtain consent for post-mortems, deal with anxious patients or relatives, provide instructions on discharge, provide advice on lifestyle, health promotion or risk factors, and create customer satisfaction. The standard of competency in using communication skills in a health service is being able to communicate, verbally and in writing, using appropriate and acceptable fields, tenors and modes of language related to the use of communication skills in a health service. When they use communication skills in health care, they perform several language functions.
- d) Approaching the patient
 Approaching patients is a process of interaction with patients, families and other staff in order to build good relationships between patients and nurses, as well as creating customer satisfaction. Communicative competency activities such as introducing and orienting patients and nurses, building caring, respectful and non-judgmental relationships; acknowledge the patient's emotions and concerns. The competency standard in approaching patients is being able to communicate, speak and write, using appropriate and acceptable language, tenor and mode of language related to the approach to patients. When they approach the patient, they perform several language functions. Language functions are identified as follows:

Table 4. Approaching the Patient

Competency Activities	Sub-Competency Activities	Language Functions
Approaching the patient	Introduce and orient the patient and yourself	• Greetings

Competency Activities	Sub-Competency Activities	Language Functions
	Establish a caring, respectful and nonjudgmental relationship. Acknowledge the patient's emotions and concerns	<ul style="list-style-type: none"> • Greet patients • Introduce yourself • Explain the aims and objectives • Give attention and appreciation to build good relationships • Respond to patient emotions and provide attention • Ask for clarification • Thank you and take your leave

e) Listen, question and diagnose

Communicative competence in listening, asking and diagnosing is the process of interacting with patients, families and other staff to ensure nurses have understood the patient's symptoms/problems and concerns as well as summarizing and clarifying understanding. Competency standards in facilitating electrolyte and fluid needs, listening, asking and diagnosing, being able to communicate, speaking and writing, using appropriate and acceptable domains, tenors and varieties of language related to listening, asking and diagnosing. When they perform listening, questioning and diagnosing activities, they perform several language functions. Language functions are identified as follows:

Table 5. Listening, asking, and diagnosing

Competency Activities	Sub-Competency Activities	Language Functions
Listen, question and diagnose	Make sure you understand the patient's symptoms/problems and concerns Summarize and clarify understanding	<ul style="list-style-type: none"> • Greetings • Greet patients • Explain the aims and objectives • Listen to patients' complaints and provide a willingness to help with their problems • Responds to pain • Ask for clarification • Thank you and take time off

f) Provide explanations and advice

Providing explanations and advice is a process of interaction with patients, families and other staff. This aims to enable patients to understand the problem/situation, reassure appropriately, summarize and clarify understanding, and create customer satisfaction. The standard of competency in providing explanations and advice is being able to communicate, verbally and in writing, using appropriate and acceptable fields, tenors and varieties of language related to providing explanations and advice. When they provide explanations and suggestions, they perform several language functions. Language functions are identified as follows:

g) Communicate in the sense of involving patients in management

Communicating in the sense of involving patients in management is a process of interaction with patients, families and other staff. It has the aim of involving patients in management, implementing basic concepts of care in medical procedures, maintaining individual and environmental cleanliness, meeting the requirements of a sense of security and comfort, and creating customer satisfaction. Competency standards in communication in terms of involving patients in management are able to communicate, verbally and in writing, using appropriate and acceptable fields, tenors and modes of language related to communication in terms of involving patients in management. When they communicate in terms of involving patients in management, they perform several language functions.

D. Conclusion

After providing education on the English language competencies required by vocational school nursing students related to communication activities, competency in nursing in terms of English communication was discussed explicitly in interviews and implicitly in observations. The results of this education include

increasing students' knowledge about the ten main competencies that nursing students must master in order to function well in the nursing profession. These include: Providing explanations about basic medical assistance, Providing health education, Providing explanations about pathology assistance and treatment, Translating data collection data, medical records and report data, Carrying out basic treatment, Using communication skills in health, Approaching patients, Listening, asking and diagnosing, Providing explanations and suggestions, and Communicating in terms of involving patients in management. The ten basic competencies.

This education refers to the way teachers can focus foreign language teaching in the classroom in such a way that nursing students can communicate consciously, taking into account their real experiences. Here, the origins of communicative competence as a combination of different methods are clearly explained, as are the roles of teachers and students in English as a Second Language (ESL) communicative classes. This education also provides several examples of communication activities that can be developed in class from a communicative perspective.

The latest standard book collection for English should be added. This aims to support student activities in the learning process and will support the objectives of the 1 year English Language Enrichment Program. Therefore, English Language Competency for nursing students is very necessary to help nurses master English language skills which will later be very useful in carrying out their work in the future as real nurses, where they have to support their academic courses, to communicate with foreign patients and medical applications. shape, and so on.

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