



THE DEVELOPMENT INTEGRATED ENGLISH SYLLABUS FOR PHARMACY STUDENTS OF BENGKULU UNIVERSITY IN ACADEMIC YEAR 2021-2022

¹Nike Puspita Sari , ²Hilda Puspita , ³Syahrial

Universitas Bengkulu¹²³

Corresponding email: Nikepuspita08@gmail.com

KEYWORDS

Syllabus,
Pharmacy

ABSTRACT

This study aimed to find out English skills that the student needs in Pharmacy classes at Bengkulu University and design the appropriate English syllabus for the students according to their needs. This research method applied research and development (R&D). The population of this research consisted of 350 Pharmacy students, 1 Pharmacy lecturer, 1 English lecturer and 2 Pharmacists. Random sampling was used to select a sample of 50 pharmacy students and the total sampling technique was to take 2 lecturers and 2 pharmacists. The data were collected from a questionnaire adapted from Jatmiko, S.B. (2016) and an interview. The researcher analyzed the data by counting the percentage. The results of this research showed that listening skills gained 23%, speaking skills gained 28%, reading skills gained 25% and writing skills gained 24%. From this data it can be seen that the highest percentage is in speaking, but the percentage among other skills is not much different. Therefore, it can be concluded that according to the results of data analysis, the syllabus is designed based on an integrated approach that has been validated and discussed with several experts. Based on the results of the data analysis, a syllabus was designed based on an integrated approach which has been validated and discussed with several experts. It is suggested that further researchers can develop English for pharmacy materials based on the integrated English syllabus from this study.

KATA KUNCI

Silabus,
Farmasi

ABSTRAK

Penelitian ini bertujuan untuk mengetahui kemampuan bahasa Inggris yang dibutuhkan mahasiswa di jurusan Farmasi Universitas Bengkulu dan merancang silabus bahasa Inggris yang sesuai dengan kebutuhan mahasiswa. Metode penelitian ini menerapkan research and development (R&D). Populasi penelitian ini terdiri dari 350 mahasiswa Farmasi, 1 dosen Farmasi, 1 dosen Bahasa Inggris dan 2 Apoteker. Random sampling digunakan untuk memilih sampel 50 mahasiswa farmasi dan teknik total sampling diambil 2 dosen dan 2 apoteker. Data dikumpulkan dari kuesioner yang diadaptasi dari Jatmiko, S.B. (2016) dan wawancara. Peneliti menganalisis data dengan menghitung persentase. Hasil penelitian menunjukkan bahwa keterampilan mendengarkan mencapai 23%, keterampilan berbicara mencapai 28%, keterampilan membaca mencapai 25% dan keterampilan menulis mencapai 24%. Dari data tersebut dapat diperoleh bahwa persentase tertinggi ada pada berbicara namun persentase antara keterampilan lain tidak jauh berbeda. Oleh Karena Itu dapat disimpulkan berdasarkan hasil analisis data, silabus dirancang berdasarkan pendekatan Terpadu yang telah divalidasi dan didiskusikan dengan beberapa ahli. Disarankan agar peneliti selanjutnya dapat mengembangkan materi English for Pharmacy berdasarkan silabus bahasa Inggris terintegrasi dari penelitian ini.

APA 7th Citation:

Please do not write anything here. It will be filled by the editorial team after the acceptance.

Name, N. (Year). Title. *Wacana: Jurnal Penelitian Bahasa, Sastra dan Pengajaran*, Vol (Issue), page-page

DOI: <https://doi.org/10.33369/jwacana>

INTRODUCTION

English is a mandatory language that must be learned in various fields. It has become one of the compulsory subjects in schools and higher education. According to Paragraph 2 Article 9 of Government Regulation Number 19 of 2005 it is explained

that the higher education curriculum for students must include subjects such as Religious Education, Citizenship Education, Indonesian Language, and English. Therefore, English is an important subject for students and every study.

In non-English study programs, English is taken as a compulsory subject (General Basic Course). This course is managed by a team from the English study program. At Bengkulu University, every study program should have this course. Pharmacy is one of the study programs at Bengkulu University, also include this subject in the curriculum. In addition, Bengkulu University has set English as a compulsory subject. They make a general syllabus for teachers to teach English in every study program at Bengkulu University.

The syllabus used in the Pharmacy study program is general in nature, which means it is not too specific on the English language objectives for the pharmacy program. Meanwhile, it is very important for Pharmacy students to learn special English which is different from the general English that is often used. In fact, English skills are very important for pharmacists. In the future, they will have to communicate about the patient's illness so that they can prescribe medication for the patient and provide information about the patient's illness. Language fluency is very important, so pharmacy students must prepare for the world of work in the future by learning English. They need to learn English related to their future work as Pharmacists. Therefore, it is important to develop a special syllabus for the Pharmacy study program. The syllabus will be a clear guideline for lecturers to teach students so that learning activities are successful.

At Bengkulu University there is a D3 Pharmacy study program. English is studied in the first semester and there is no special syllabus for that study program. For this reason, researchers conducted a needs analysis in the Department of Pharmacy at Bengkulu University through interviews with lecturers and students to find out problems in English subjects in the Pharmacy department at Bengkulu University. Needs analysis is an important element for designing a set of pedagogical frameworks for ESP programs (Rahman, 2015). Through needs analysis, approaches, methodologies, and strategies can be found. In addition, the needs analysis can cover the design of the syllabus, topics, and language features. The results of the needs analysis can help teachers and Pharmacy program coordinators analyze and develop their classrooms. The purpose of the needs analysis is not only related to the teaching and learning process, but also to the relationship between teachers and students, including attitudes, behaviors and beliefs. By conducting a needs analysis, lecturers can determine what should be implemented and improved and what should not.

Based on informal interviews with students and stakeholders on November 15, 2021, they said that speaking skills are the most important to be mastered by reading, then listening and finally writing. However, they also said that they were not used to and were not confident in using English, so it was difficult for them to realize it. The researcher also found that pharmacist students wanted materials that could cover all their needs. So that the skills they want to master are useful for their work after graduating from the Department of Pharmacy or for continuing to higher levels of education. However, there is no specific syllabus used for students majoring in Pharmacy, making it difficult for them to develop the skills they want to master. So it is really necessary to make a special syllabus that suits their needs.

The researcher also conducted interviews with English lecturers who had taught in the Department of Pharmacy at Bengkulu University. He said that he used the general syllabus to teach Pharmacy students, which means that the syllabus used is not focused on the goals and what students' needs in the Department of Pharmacy. Based on the results of the interviews, the researcher found that the syllabus which includes a balance between one skill and another is a syllabus that is suitable for Pharmacy students or can be referred to as Integrated skills.

Integrated skill is a perspective that views the four language skills as a unit and not separate (Oxford, 2001). It is a suitable approach to be applied to the syllabus of the Pharmacy study program. The goal is that Pharmacy students can generalize the function of these English skills, not just one or two English skills. So that students can increase their confidence in their English.

There are several studies that are related to this research. Firstly, the study conducted by Sartika & Puspita (2018) entitled "Model of Communicative English Syllabus for Students of Hotel Department at Smk N 7 Bengkulu". Her studies focus on designing an English syllabus based on the needs of hotel department students in vocational high schools. Secondly, the study from Burhan & Putra (2021) entitled "Developing English Materials for Nursing Students through Students' Need Analysis", their studies focuses on designing an English material based on the needs of Nursing Students. And the latest study from Helida (2015) "Model of Authentic English Teaching Material for Law Faculty Students" focuses on designing authentic English materials for law students.

This study is different from those third studies. It investigates the English language needs of students from the pharmacy study program at the University of Bengkulu to design an Integrated skills-based English syllabus for their needs. It is hoped that research can be a guide for English lecturers in designing lesson plans through the activities contained in the syllabus. It is also hoped that it can provide input to curriculum developers and syllabus designers to design the ESP syllabus. Based on the description above, the researcher conducted a development study with the title "Developing Integrated English Syllabus for Pharmacy Students of Bengkulu University in Academic Year 2021-2022".

METHODS

This research method applied research and development (R&D). According to Borg and Gall (1983) educational research and development are the stages used to develop and validate products from education. It can be said that research and development is a process to develop effective products for universities. Yuniarti (2017) said that the researcher acted as a participant observer in R&D. The participants observed and designed the curriculum by taking lessons from previous courses, adapting from other institutions, and taking information from student needs. The researcher developed curriculum in the classroom.

There were several steps commonly called the R&D cycle according to Sugiyono (2013). It described research and development as a research plan for developing educational items such as syllabus, curriculum, textbooks, educational

media, modules, assessment. In this research, the researcher aimed to develop syllabus. The steps are as shown below:

- (1) Identification of problem (Needs Analysis)
- (2) Collecting data
- (3) Designing the Product
- (4) Validating the Product
- (5) Revising the Product
- (6) Trying out the Product
- (7) Revising the Product
- (8) Final the Product

Participants

In this research, the population consisted of about 350 Pharmacy students, 1 Pharmacy lecturer, 1 English lecturer and 2 pharmacists. The sample was 50 of 200 students in the fourth and sixth semester of the Pharmacy Study Program, Meanwhile, the researchers used total sampling of Pharmacy lecturers and Pharmacists at the Rizky Medika Clinic. According to Sugiyono (2013) this total sampling technique is a sampling technique with the same number of samples as the population, meaning that the researcher takes 2 lecturers and 2 pharmacists.

Instruments

The instruments for this research were a questionnaire and an interview. In the questionnaire, there were twenty multiple choices using Google Form media that must be seriously filled by students or samples. The twenty five questions were adapted from Jatmiko, S.B. (2016). Meanwhile, interviews were conducted to collect data from lecturers and pharmacist.

Data Analysis Procedures

The questionnaire was analyzed by using percentage formula as follow:

$$P = \frac{F}{n} \times 100 \%$$

P = Percentage of participant response toward questionnaire

f = frequency of the same answer

n = number of participants

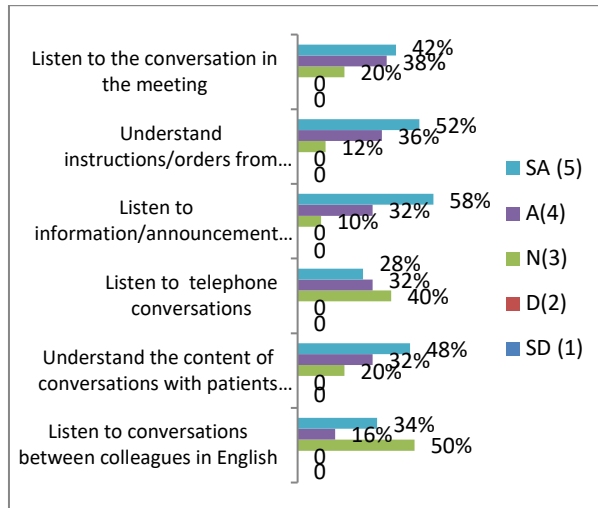
The responses taken from the questionnaire are the data used for this study. This is the basic step for researchers to move to the next stage. The researcher noted several important points, put each data into the correct title, then designed a syllabus according to the data collected.

FINDINGS

The information was gathered from a need analysis utilizing questionnaire given to 50 respondents, they were students of Pharmacy study program. The following graphics show the questionnaire results:

Explanation: SD = Strongly Disagree A = Agree
 D = Disagree SA = Strongly Agree
 N = Neutral

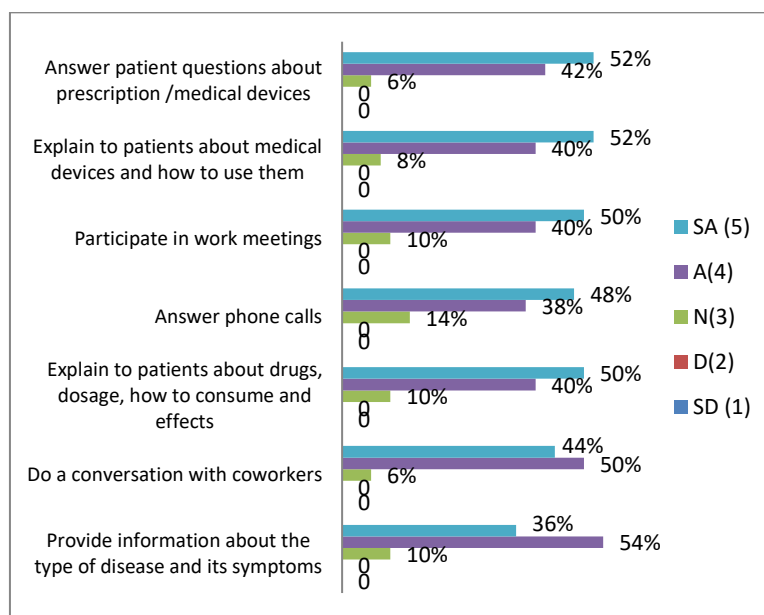
Diagram: 1 Students' Need of Listening Skill



As a result, question 1 reveals most students are neutral that they need to listen to conversations between colleagues in English. Question 2 reveals most students strongly agree that they need to understand the content of English conversations with patients in consulting drugs. Question 3 reveals most students are neutral that they need to listen to telephone conversation. Question 4 reveals that most students strongly agree that they need to listen to information/announcements at the hospital. Question 5 reveals most students strongly agree that they need to understand the instruction from superiors in English. Question 6 shows that most students strongly agree that they need to listen to English conversation in meeting at work.

Based on the overall results of the listening diagram above, the researcher chose the highest scores and put it on the syllabus questions 2) Understanding the content of the conversations with patients in consulting drugs, 3) listening to telephone conversations, 4) listen to information/announcement at the hospital, 6) listen to the conversations in the meeting.

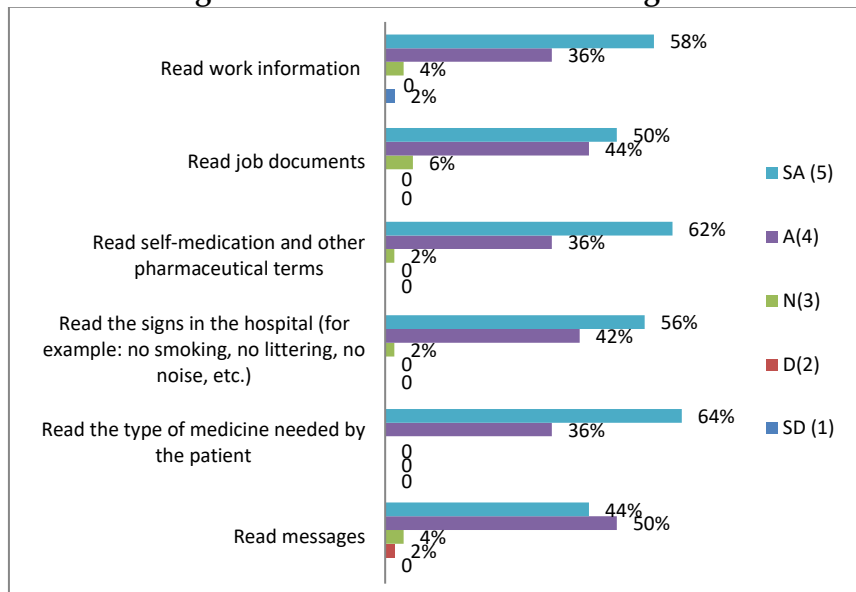
Diagram: 2 Students' Need of Speaking Skill



As a result, based on data percentage of question 1, most students agree that they need to provide information about the type of disease and its symptoms. Question 2 reveals most students agree that they need to do a conversation with coworkers. Question 3 shows most students strongly agree that they need to explain to patients about drugs, dosage, how to consume and effects. Question 4 shows most students strongly agree that they need to answer phone calls. Question 5 shows most students strongly agree that they need to participate in work meetings. Also, question 6 and 7 show that most students strongly agree that they need to explain to patients about medical devices and how to use them and answer patient questions about prescription /medical devices.

Based on the overall results of the speaking diagram above, the researcher chose the ones with the highest scores to be included in the syllabus, namely questions 1) provide information about the type of disease and its symptoms, 2) do a conversation with coworkers, 3) explain to patients about drugs, dosage, how to consume and effect, 4) answer phone calls, 6) explain to patients about medical devices and how to use them and 7) answer patient about prescription/medical devices.

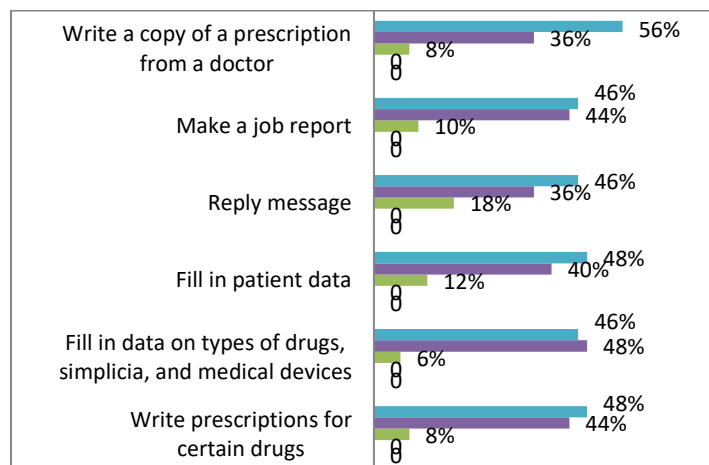
Diagram: 3 Students' Need of Reading Skill



As a result, based on data percentage of question 1, most students agree that they need to read messages in English. Question 2 reveals most students strongly agree that they need to read the type of medicine needed by the patient. Question 3 shows most students strongly agree that they need to read the signs in the hospital (for example: no smoking, no littering, no noise, etc.) Question 4 shows most students strongly agree that they need to read self-medication and other pharmaceutical terms. Also, question 5 and 6 show that most students strongly agree that they need to read job documents and work information.

Based on the diagram above, the researcher chose the ones with the highest scores to be included in the syllabus, namely questions 2) read the type of medicine needed by the patient, 3) read self-medication and other pharmaceutical terms, 4) read jobs document, and 5) read work information.

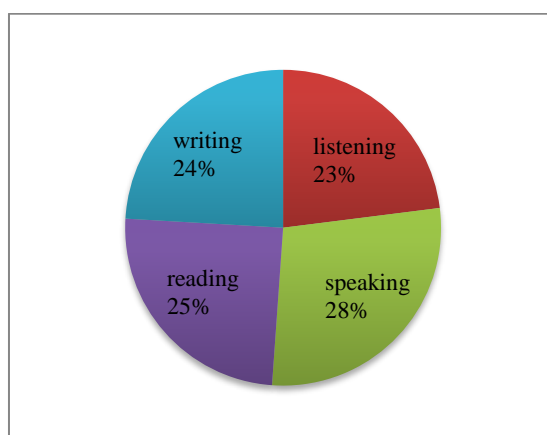
Diagram: 4 Students' Need of Writing Skill



As a result, based on data percentage of question 1, most students strongly agree that they need to write prescriptions for certain drugs. Question 2 reveals most students agree that they need to fill in data on types of drugs, simplicia, and medical devices. Question 3 shows most students strongly agree that they need to fill in patient data. Question 4 shows most students strongly agree that they need to reply message in English. Question 5 shows most students strongly agree that they need to make a job report. Also, question 6 shows that most students strongly agree that they need to write a copy of a prescription from a doctor.

Based on the overall results of the writing diagram above, the researcher chose the ones with the highest scores to be included in the syllabus, namely questions 1) write prescriptions for certain drugs, 3) fill in patient data, 5) make a job report and 6) write a copy prescription from a doctor.

Diagram: 5 Students' Need of All English Skill



The result of the percentage on the diagram above showed that all pharmacy students at Bengkulu University need all English skills. To calculate the total for each skill, follow the formula applied in chapter 3. As a result, the students need all English skills. The first highest percentage was speaking with a total of 28%, reading 25%, writing 24%, and the lowest was listening with a total percentage of 23%. The differences in each skill are not much different from the one percent difference in each skill, from the highest to the lowest percentage order. It seems balanced for students because the percentages do not show the tendency for each skill.

The Result of the Interview

Based on the interview results, the most notable skills to be mastered by pharmacy students include all skills. However, according to pharmacy lecturers and English lecturers, the most prominent skills to master are reading and writing, while the pharmacist answered that speaking and reading are the most important to master and so also with the results of the needs analysis questionnaire where the highest score is indicated by speaking and continued by reading and the distance between each skill is

not much different. Therefore, it can be concluded that pharmacy students need an integrated syllabus between one skill and another.

DISCUSSION

1. Pharmacy Student's Needs of English

After the researcher collected the data from the questionnaire and interview, the researcher analyzed the data. According to the data, the students and alumnae stated that speaking and reading were more notable than others. It was supported by Graham & Beardsley (1986), who said that the purpose of pharmacy students in learning English is being able to communicate about health issues, and terms in pharmacy and understand the grammar found in English both in reading and in conversation.

Meanwhile, the English lecturer and Pharmacy lecturer stated that Reading and Writing were more necessary than others, but other skills need to be integrated. As a result, students of Pharmacy need four English skills. Those are listening, speaking, reading, and writing. Pardede (2019) supports that students should integrate four skills to develop their communicative abilities and competencies in language.

Eleven topics are taken based on the highest results on the questionnaire including 1) students need to have conversations with patients and colleagues, 2) students need to answer phone calls of patients and colleagues, 3) students need to express self-medication and other pharmaceutical terms, 4) students need to ask questions and provide information, 5) students need to express the type of drugs needed by the patients, 6) students need to explain to patients about drugs, dosage, how to consume and their effect, 7) students need to find out information at the hospital, 8) students need to explain to patients about prescription/medical devices, 9) students need to fill in patients data, 10) students need to find out mind ideas in job documents, 11) students need to make job reports.

2. Integrated English Syllabus

The Integrated English Syllabus is designed based on the results of the needs of pharmacy students at Bengkulu University. According to Oxford (2001), Integrated skills are a perspective that views the four language skills as a single unit and not separate. In this study, there were three drafts of the syllabus. In the first draft, the researcher designed the syllabus based on the results of needs analysis and interviews. In the second draft, the researcher revised the syllabus based on the results of validation by experts, namely pharmacy lecturers. In the third draft, the researcher revised the syllabus based on the results of the tryout but in this study, the researcher did not try out the students due to the covid situation at the time of doing the research. Therefore, instead, the researcher conducted a discussion with two experts, namely a pharmacy lecturer and an English lecturer.

In the first draft, the researcher included three topics that contained several lesson indicators obtained from the results of the needs analysis. Topics are conversations between colleagues and patients in the workplace, prescribing in English, and English Signs, workplace regulations, documents, and reports.

Then in the second draft, the researcher revised the syllabus of the first draft based on the results of validation by experts, namely pharmacy lecturers. There are several

suggestions from experts, including emphasizing the identity of the syllabus for diploma III pharmacy graduates (pharmaceutical technical personnel), then the purpose of the syllabus is adjusting to the identity of the syllabus, lastly, the expert also recommends adjusting the weights & learning materials.

In the third draft (final syllabus), the researcher revised the second syllabus. Then the researcher discussed it with two experts. Those are the pharmacy lecture and the English lecture. There were several changes in the final draft, including changing the syllabus format to follow the syllabus format at Bengkulu University. Then the researcher added eleven sub-learning achievements based on the results of the needs analysis in the questionnaire 1) conversations with patients and colleagues. 2) answering phone calls of patients and colleagues. 3) expressing self-medication and other pharmaceutical terms. 4) asking questions and providing information. 5) expressing the type of drugs needed by the patients. 6) explaining to patients about drugs, dosage, how to consume them, and their effects. 7) finding out information at the hospital. 8) explain to patients about prescription/medical devices. 9) fill in patients' data. 10) find out mind ideas in job documents. 11) make job reports. Then the researcher also added a learning model to the syllabus, namely the discovery learning model.

CONCLUSIONS

1. Pharmacy Students' Needs of English

This research was conducted to know the English language skills needed by Bengkulu University pharmacy students. Before designing the syllabus, the researcher conducted a needs analysis to determine the English language needs of pharmacy students. English language needs include listening, speaking, reading, and writing.

Based on the results of the needs analysis, all English skills needed by students with the highest percentage are speaking, followed by reading, and then writing, and the lowest is listening. However, the difference percentage of each skill is not much different. It can be seen as a balance between one skill and another. Therefore, the syllabus was designed according to what is most needed by pharmacy students.

2. Integrated English Syllabus Based on Needs Analysis

The results showed the appropriate syllabus for pharmacy students is an integrated approach. The integrated syllabus balances one skill with another or does not focus on one skill only. The integrated syllabus will help students use language to interact or communicate in every aspect of working conditions in pharmacy. So that students can improve their language skills to be more fluent and precise with technicians or other pharmaceutical technicians. The contents of the integrated English syllabus are related to language expressions and vocabulary related to pharmaceutical contexts. The topics given in the syllabus are: 1) English conversation among coworkers in the workplace, 2) Recipe Science in English, and 3) English Signs, regulations, documents, and reports in the workplace.

REFERENCES

- Alfilail, S. N., & Vhalery, R. (2020). Pengaruh Self-Esteem dan Self-Awareness terhadap Pengelolaan Uang Saku. *Research and Development Journal of Education*, 6(2), 38-48.

- Arikunto, S. (2003). *Prosedur Penelitian Suatu Praktek Jakarta, Bina Aksara*. Jakarta.
- Arikunto, S. (2006). *Metodologi penelitian. Yogyakarta: Bina Aksara*.
- Borg and Gall. (1983). *An Introduction to Educational Research*. London: Longman Inc.
- Burhan, K., & Putra, H. (2021). Developing English Materials for Nursing Students through Students' Need Analysis. *Journal of English Education and Teaching*, 3(3), 413-424.
- Finocchiaro, M., & Brumfit, C. (1983). *The functional-notional approach: From theory to practice*. ERIC.
- Graham, J. G., & Beardsley, R. S. (1986). English for specific purposes: Content, language, and communication in a pharmacy course model. *TESOL Quarterly*, 20(2), 227-245.
- Helida, V. (2015). Model of Authentic English teaching Material for Law Faculty Students. *Unpublished Thesis*.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. Cambridge university press.
- Jatmiko, S. B. (2016). Developing English Learning Materials for Grade Eleven Students of Pharmacy Study Programme of SMK/SMF "Indonesia" Yogyakarta. *English Language Teaching Journal*, 5(12).
- Macalister, J., & Nation, I. S. P. (2019). *Language curriculum design*. Routledge.
- Oxford, R. (2001). *Integrated Skills in the ESL/EFL Classroom*. ERIC Digest.
- Pardede, P. (2019). Integrated skills approach in EFL classrooms: A literature review.
- Peraturan Pemerintah No.51 Tahun 2009 Tentang Pekerjaan Kefarmasian, 2009, Jakarta.
- Permenkes, R. I. (2014). Peraturan Menteri Kesehatan Republik Indonesia Nomor 75 tahun 2014 Tentang Pusat Kesehatan Masyarakat. *Jakarta: Menteri Kesehatan Republik Indonesia*, 3-23.
- Rahman, M. (2015). English for Specific Purposes (ESP): A Holistic Review. *Universal Journal of Educational Research*, 3(1), 24-31.
- Reilly, T. (1988). *Approaches to Foreign Language Syllabus Design*.

Sabbah, S. (2018). English language syllabuses: Definition, types, design, and selection. *Arab World English Journal (AWEJ) Volume, 9*.

Sartika, A. A., & Puspita, H. (2018). Model of Communicative English Syllabus for Students of Hotel Department avvt Smk N 7 Bengkulu. *Journal of English Education and Teaching, 2*(1), 1-12.

Sugiyono, D. (2013). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D*.

Sujarweni, V. W. (2014). *Metodologi penelitian keperawatan*.

Taherdoost, H. (2016). Validity and reliability of the research instrument; how to test the validation of a questionnaire/survey in a research. *How to Test the Validation of a Questionnaire/Survey in a Research (August 10, 2016)*.

Trianto, M. P. (2010). Mendesain model pembelajaran inovatif-progresif: Konsep, landasan dan implementasinya pada Kurikulum Tingkat Satuan Pendidikan (KTSP). *Jakarta: Kencana*.

Widhiastuti, T. P. (2021). Hak dan Kewajiban Apoteker Terhadap Pasien atau Konsumen Menurut Hukum Kesehatan.

Yalden, J. (1987). *Principles of course design for language teaching*. Cambridge University Press Cambridge.

Yuniarti, Y. (2017). Developing English Syllabus For Students At Management And Informatics Computer Academy. *Syntax Literate; Jurnal Ilmiah Indonesia, 2*(10), 149-154.