

ALIGNING ENGLISH LANGUAGE TEACHING WITH NURSING STUDENTS' NEEDS IN INDONESIA: A CLASSROOM-BASED NEED ANALYSIS

^{1*}Juliana^{ID}, ²Rizki Dhian Nushur^{ID}, ³Nurlayli Yanti^{ID}, ⁴Gopal Prasad Pandey^{ID}

¹Faculty of Nursing, Akademi Keperawatan Kesdam Iskandar Muda Banda Aceh, Indonesia

²AMIK Jabal Ghafur, Indonesia

³Institut Seni Budaya Indonesia Aceh, Indonesia

⁴Department of English Education, Tribhuvan University, Nepal

*Corresponding author email: julianazakaria123@gmail.com

ABSTRACT

Although English is recognized as a key competency for nursing students in academic and clinical settings, English instruction in many Indonesian nursing programs remains focused on General English and does not fully address profession-specific communication needs. This study investigates the alignment between current English teaching practices and nursing students' actual communicative requirements through a classroom-based needs analysis. Using a descriptive-quantitative design supported by classroom observations and document analysis, data were collected from 202 purposively selected nursing students at the Akademi Keperawatan Kesdam Iskandar Muda Banda Aceh (AKIMBA). Questionnaire responses were analyzed using descriptive statistics, and qualitative data were examined through content analysis. The findings reveal that English is primarily used for academic purposes (80.6%), with reading identified as the strongest skill (69.3% good) and speaking the weakest (18.3% poor). Students expressed a strong preference for interactive instruction (87% favoring group or pair work) and for lecturers to act as facilitators (67.3%). Although most students preferred General English (66.8%), a significant proportion (32.7%) indicated the need for English for Specific Purposes (ESP), supporting the relevance of a blended curriculum model. These results highlight a mismatch between current instructional practices and students' professional communication needs. The study recommends integrating communicative, student-centered approaches and progressively combining General English with English for Nursing Purposes to better prepare students for academic success and effective clinical communication. The implications of these findings contribute to ESP curriculum development in nursing education within similar institutional contexts.

ARTICLE INFO

Article History:

Received: 17 October 2025

1st revision: 14 November 2025

2nd revision: 11 December 2025

Accepted: 20 December 2025

Published: 30 December 2025

Keywords:

English language teaching (ELT);

Nursing students;

Needs analysis

How to cite: Juliana, J., Nushur, R. D., Yanti, N., & Pandey, G. P. (2025). Aligning English Language Teaching with Nursing Students' Needs in Indonesia: A Classroom-Based Need Analysis. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 12(2), 550–562. <https://doi.org/10.33394/jo-elt.v12i2.18051>

Copyright© 2025, Juliana, Rizki Dhian Nushur, Nurlayli Yanti, Gopal Prasad Pandey

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) License.



INTRODUCTION

English proficiency has become a critical requirement for nursing students to participate effectively in academic and clinical settings, where language competence is directly connected to patient safety, interprofessional communication, and evidence-based practice. Core language skills support essential nursing responsibilities: listening enables accurate comprehension of medical instructions and patient interaction (McKenna et al., 2020; O'Toole, 2024), speaking facilitates therapeutic communication and patient education (Fatubun et al., 2024; Judijanto et al., 2024; Juliana et al., 2024), reading provides access to international research and clinical guidelines (Huang et al., 2017; Juliana, 2016), and writing contributes to high-quality documentation and scholarly reporting (El-Sobky, 2021; Joubert & Rogers, 2015). In the current global healthcare landscape, insufficient English competency significantly restricts students' academic development, limits participation in international knowledge exchange, and compromises readiness for multicultural clinical environments.

Despite these realities, English courses in many Indonesian nursing institutions continue to prioritize General English (GE) and discrete language components rather than professional communication competencies aligned with workplace needs. Instruction remains dominated by grammar-translation, vocabulary memorization, and teacher-centered approaches, with limited opportunities for clinical interaction, speaking fluency, or task-based learning. This persistent misalignment has been widely criticized for its lack of contextual relevance and its failure to support students' ability to transfer classroom learning to authentic professional practice. As a result, nursing graduates frequently report difficulty performing essential communication tasks such as patient assessment interviews, clinical handovers, and the interpretation of medical literature, indicating a systemic pedagogical problem.

While there is growing recognition of the need for English for Specific Purposes (ESP) and health-care-oriented pedagogy (Reynolds et al., 2023; Susmini & Episiasi, 2021), curriculum reforms are often implemented without an evidence-based understanding of students' actual learning needs and classroom realities. Studies in Indonesian nursing education have examined English learning motivation and strategy effectiveness (Juliana & Afrianti, 2020; Juliana & Syah, 2021) and identified demand for more innovative instructional approaches (Siregar & Evangeline, 2017). However, these studies are limited in scope: they focus on evaluating interventions or learner attitudes rather than analyzing the extent to which existing English instruction aligns with professional communication requirements. Moreover, prior research rarely integrates student perspectives, classroom observation, and curriculum documentation to assess alignment comprehensively.

Despite increasing attention to the importance of discipline-specific English instruction, systematic classroom-based needs analysis remains largely absent in Indonesian nursing education, particularly analyses that critically investigate how well English teaching practices correspond to the communicative demands of clinical and academic contexts. Existing research seldom integrates multiple perspectives, such as students' skill priorities, preferred learning approaches, instructional methods, and curriculum organization, into a unified analytical framework. This gap in empirical inquiry hinders evidence-based curriculum development and contributes to ongoing misalignment between institutional expectations and the communication competencies required in real healthcare environments.

In response to these gaps, the present study aims to examine the alignment between English language teaching practices and the actual communicative needs of nursing students through a classroom-based needs analysis. By integrating students' perceptions, classroom observations, and curriculum documentation, this study provides a comprehensive picture of how English instruction is currently implemented and to what extent it supports academic and clinical communication demands. The findings are expected to contribute empirical evidence for the development of a more communicative, context-sensitive, and profession-oriented

English curriculum, particularly within Indonesian nursing education. Ultimately, this study seeks to inform curriculum designers, lecturers, and policy makers on how English instruction can be better aligned with nursing students' real-world linguistic requirements in both academic and healthcare settings.

RESEARCH METHOD

Research Design

This study employed a descriptive quantitative design supported by qualitative components, adopting a mixed-methods approach to provide a comprehensive understanding of nursing students' English language needs. The quantitative component was used to identify patterns and trends in students' perceptions through survey data, while qualitative data from classroom observations and document analysis were used to triangulate and contextualize the findings. This design was selected to generate both measurable outcomes and interpretive insights concerning instructional alignment with communicative demands.

Subject

The study participants were nursing students currently taking English courses at the Akademi Keperawatan Kesdam Iskandar Muda Banda Aceh (AKIMBA). There are 202 nursing students (160 females and 42 males), second- and third-year nursing students selected purposively based on their active enrollment in English courses relevant to nursing communication. A purposive sampling technique was used to ensure that respondents had direct experience with English learning in the classroom and that it was relevant to the academic and professional demands of nursing.

Instruments

Data for this study were collected through a structured questionnaire, classroom observations, and document analysis. The questionnaire was the primary instrument used to gather students' perceptions of English learning needs, covering skill importance, proficiency, course relevance, preferred learning activities, lecturer roles, and course duration. It employed a four-point Likert scale and included a small number of open-ended questions. Content validity was ensured through expert review by two English language lecturers, and a pilot test involving 25 students produced a Cronbach's Alpha score of 0.87, indicating high reliability.

To supplement the survey data and provide contextual understanding, classroom observations were conducted using a structured checklist to record teaching strategies, student engagement, and classroom interaction patterns. Additionally, document analysis was carried out on syllabi, lesson plans, and instructional materials to assess their alignment with nursing-specific communication needs. These multiple instruments allowed triangulation and strengthened the credibility of the findings.

Data Analysis

Quantitative and qualitative data were analyzed concurrently to obtain a comprehensive understanding of students' needs and classroom practices. Questionnaire responses were tabulated and analyzed using descriptive statistics, including frequencies and percentages, to identify patterns and trends in students' perceptions of English learning.

Qualitative data from classroom observations, interviews, and documents were analyzed using content analysis. The process involved transcribing data, reading the texts repeatedly, and coding relevant statements related to classroom activities, teacher roles, and language skill development. The codes were then grouped into themes that reflected the alignment or discrepancy between instructional practices and students' actual needs.

Findings from both data sources were compared and triangulated to strengthen validity and ensure consistency between observed practices and reported perceptions. This integrated

analysis provided a clear picture of how English teaching practices corresponded to the communicative demands of nursing students.

Ethical Considerations

Before data collection, the researcher obtained informed consent from participants and guaranteed the confidentiality of all respondents.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This section presents the results of research on “Aligning English Language Teaching with Nursing Students’ Actual Needs: A Classroom-Based Analysis.” The data obtained were derived from observations and questionnaires conducted in the classroom. The research findings are presented systematically to demonstrate the extent to which the English language learning process aligns with the actual needs of nursing students.

This study investigates the contexts in which nursing students use English, their self-assessed proficiency, and their perceptions of English course relevance, teaching focus, and instructional needs. The findings are based on survey data collected from over 200 students, providing a comprehensive overview of language requirements within nursing education. The following tables summarize the distribution of responses.

1. Situations of English Use

Table 1 shows the distribution of responses regarding where and when students most frequently use English.

Table 1
Situations of English use

Situation of English Use	Number of Respondents	Percentage
When studying on campus	162	80.6%
In elementary school	51	25.4%
When using social media	44	21.9%
While gaming	34	16.9%
When socializing	10	5.0%
At home	7	3.5%
At the workplace	3	1.5%
Total	201	100%

It shows that most nursing students (80.6%) use English when studying on campus, indicating that the language is mainly applied in academic contexts. Very few students reported using English in social or professional settings, such as at home or at work. This suggests that English exposure is largely restricted to classroom environments, which may limit opportunities for authentic communication and real-life language practice. The findings highlight the need to extend English use beyond academic settings through practical and communicative learning activities.

2. English Proficiency Levels

Table 2 summarizes students’ self-assessed proficiency across the four language skills.

Table 2
Nursing students’ English proficiency levels

Skill	Very Good	Good	Fair	Poor	Total Respondents
Listening	14.9% (30)	22.8% (46)	53% (107)	9.4% (19)	202
Speaking	9.4% (19)	20.8% (42)	51.5% (104)	18.3% (37)	202
Reading	12.9% (26)	69.3% (140)	14.9% (30)	3% (6)	202
Writing	19.9% (40)	12.4% (25)	60.2% (121)	7.5% (15)	202

As presented in Table 2, the majority of students assessed themselves as having fair proficiency in listening, speaking, and writing, while reading was rated as their strongest skill. Speaking was identified as the most challenging, with nearly one-fifth of students rating themselves as poor in this area. These results reveal that receptive skills (reading and listening) are better developed than productive skills (speaking and writing), suggesting the need for greater emphasis on communicative and writing-focused instruction in English for Nursing courses.

English use among nursing students is predominantly academic. As shown in Table 1, most students reported using English mainly when studying on campus, with minimal use in daily or workplace settings. This limited exposure outside the classroom aligns with students' self-assessed proficiency levels (Table 2), where receptive skills such as reading and listening were rated higher than productive ones like speaking and writing. The findings suggest that current learning environments support comprehension but provide fewer opportunities for active language production.

3. Focus of Skills Frequently Taught in Class

Table 3
Skills frequently taught in class

Skill	Number of Responses	Percentage
Reading	107	53.2%
Grammar	60	29.9%
Vocabulary	75	37.3%
Writing	53	26.4%
Speaking	100	49.8%
Listening	80	39.8%
Total	201	100%

According to Table 3, reading and speaking were reported as the most frequently taught skills, followed by listening and vocabulary. Grammar and writing received less attention. This pattern reflects a partial balance between comprehension and oral communication but indicates insufficient focus on writing accuracy and grammatical development. Overall, English instruction tends to prioritize understanding and conversation, rather than integrated skill development essential for professional contexts.

4. Perceived Relevance of English Courses

Table 4
Relevance of English courses

Response Category	Number of Responses	Percentage
Very Relevant	87	43.3%
Relevant	100	49.8%
Fairly Relevant	11	5.5%
Not Relevant	3	1.5%
Total	201	100%

Table 4 indicates that nearly all respondents viewed their English courses as relevant or very relevant to their academic and professional needs. Only a small percentage considered them less relevant. This strong agreement demonstrates that the courses are generally aligned with students' expectations and perceived usefulness in nursing education. The high level of satisfaction suggests that English learning is recognized as an important component supporting students' future professional communication and competence.

Instructional practices mirror this imbalance. Reading and speaking were the most frequently taught skills (Table 3), while writing and grammar received less attention. Despite

this uneven focus, nearly all students found their English courses relevant or very relevant to their needs (Table 4). Combined, these patterns indicate that while students value their English education, it remains largely academically oriented, with limited emphasis on practical, profession-specific communication.

5. Purposes for Learning English

Table 5
Purposes of learning English

Purpose	Number of Responses	Percentage
For study/education	134	66.3%
For work/employment	61	30.2%
For research	34	16.8%
For going abroad	54	26.7%
For communication with foreigners	120	59.4%
For personal development	70	34.7%
For reading English literature	52	25.7%
For TOEFL preparation	75	37.1%
Total	202	100%

As shown in Table 5, students learn English for multiple purposes, primarily for study or education (66.3%), communication with foreigners (59.4%), and TOEFL preparation (37.1%). Fewer students cited work-related or research purposes. These findings suggest that English is mainly viewed as an academic tool and a means of global communication, with professional and personal motivations serving as secondary drivers. Nursing students thus perceive English proficiency as a key factor for both academic success and international engagement.

6. Perceived Role of English in Nursing

Table 6
Role of English in nursing

Perception of Importance	Number of Responses	Percentage
Very Important	145	72.5%
Important	45	22.5%
Quite Important	8	4.0%
Not Important	2	1.0%
Total	200	100%

Table 6 reveals a strong consensus among students about the importance of English in nursing. More than 95% considered it important or very important, recognizing its role in accessing medical information, communicating with patients and professionals, and participating in global health contexts. This demonstrates an awareness that English proficiency is not only an academic asset but also a vital skill for professional growth and international collaboration within healthcare environments.

7. The Most Important Skills for English Mastery

Table 7
Most important skills for English mastery

Skill	Number of Responses	Percentage
Speaking	134	66.7%
Reading	96	47.8%
Vocabulary	81	40.3%
Listening	75	37.3%
Grammar	63	31.3%
Writing	55	27.4%
Total	201	100%

As indicated in Table 7, speaking was perceived as the most important skill for English mastery (66.7%), followed by reading and vocabulary. Grammar and writing were rated lower in importance. The emphasis on speaking reflects the communicative nature of nursing, where verbal interaction with patients and colleagues is essential. These perceptions underline the importance of prioritizing communicative competence in English for Nursing Purposes (ENP) curricula.

8. The Most Needed English Skills in Nursing

Table 8
Most needed English skills in nursing

Skill	Number of Responses	Percentage
Speaking	142	71%
Reading	86	43%
Vocabulary	70	35%
Listening	68	34%
Grammar	53	26.5%
Writing	47	23.5%
Total	200	100%

Table 8 shows that speaking (71%) was identified as the most needed skill for nursing practice, followed by reading, vocabulary, and listening. Grammar and writing were considered less critical. This reinforces the idea that oral communication is central to effective nursing performance, especially in multilingual clinical environments. The findings emphasize the need for ENP instruction to focus on real-life speaking and comprehension activities relevant to nursing contexts.

9. Skills Students Want to Improve

Table 9
Skills students want to improve

Skill	Number of Responses	Percentage
Speaking	104	51.7%
Vocabulary	32	15.9%
Grammar	27	13.4%
Reading	22	10.9%
Listening	15	7.5%
Writing	1	0.5%
Total	201	100%

The data in Table 9 indicate that speaking is the skill students most wish to improve (51.7%), followed by vocabulary and grammar. Writing was the least prioritized area for improvement. This strong focus on speaking aligns with earlier results (Tables 7 and 8) and highlights students' awareness of the communicative demands of their future profession. English courses should therefore incorporate role plays, simulations, and case-based discussions to strengthen oral fluency and confidence.

Across Tables 7 to 9, speaking consistently emerged as the top priority, being identified as the most important skill, the most needed skill, and the area students most wished to improve. This strong emphasis indicates nursing students' awareness of the communicative demands of their profession, particularly in interactions with patients and healthcare teams. Reading and vocabulary were positioned as secondary needs, underscoring the importance of comprehending medical texts and professional terminology. Writing and grammar, although acknowledged, were perceived as supportive rather than essential skills.

10. Influence of English Skills on Academic Performance

Table 10
Influence of English skills on academic performance

Response Option	Number	Percentage
Positively influence academic performance	193	96.5%
Negatively influence academic performance	3	1.5%
No influence on academic performance	4	2%
Total	200	100%

Table 10 demonstrates that almost all respondents (96.5%) agreed that English skills positively influence their academic performance. Students recognized that proficiency in English helps them understand materials, complete assignments, and access academic sources. Only a very small proportion viewed English as having no or negative influence. This underscores the critical role of English as a supporting tool for academic success and comprehension in nursing education.

11. Preferred Class Models

Table 11
Preferred class models

Response Option	Number	Percentage
Classes full of activities, group work, pair work, projects	174	87%
Classes where lecturers only teach without activities	18	9%
Others	8	4%
Total	200	100%

According to Table 11, the majority of students (87%) preferred interactive and activity-based classes, including group work, pair work, and project-based activities. In contrast, only 9% favored traditional lecture-centered classes. These results indicate a strong preference for learning environments that emphasize interaction, collaboration, and active student participation in English learning.

12. Classroom Activity Preferences

Table 12
Classroom activity preferences

Response Option	Number	Percentage
Working in small groups	143	70.8%
Working in large groups	45	22.3%
Working in pairs	57	28.2%
Working individually	30	14.9%
Others	4	2%
Total	202	100%

Table 12 shows that working in small groups was the most preferred classroom activity (70.8%), followed by pair work and large group work. Individual work was less favored. This preference for collaborative learning reinforces students' desire for interactive environments that encourage communication and peer learning. Such group-based activities not only enhance language practice but also develop teamwork skills that are vital in nursing professions.

13. Expected Role of Lecturers

Table 13
Expected role of lecturers

Response Option	Number	Percentage
Lecturer as facilitator and guide	136	67.3%
Lecturer controlling all classroom activities	62	30.7%
Others	4	2%
Total	202	100%

As presented in Table 13, most students (67.3%) expected their lecturers to act as facilitators and guides rather than as controllers of classroom activities. This expectation aligns with student-centered learning philosophies, where instructors encourage participation and autonomy. The consistency between this finding and students' preference for interactive classes (Table 11) suggests that learners favor a communicative, guided approach over rigid, teacher-dominated methods in English instruction.

Students' preferences indicate a clear orientation toward communicative learning. Most respondents favored interactive classes involving group and project-based activities, as shown in Table 11, and preferred working in small groups, as presented in Table 12. In addition, the majority viewed lecturers as facilitators rather than controllers of classroom activities, as indicated in Table 13. Collectively, these findings demonstrate a preference for learner-centered instructional practices that emphasize collaboration and active student participation.

14. Types of English Courses Needed

Table 14
Types of English courses needed

Response Option	Number	Percentage
General English	135	66.8%
English for Specific Purposes (ESP)	66	32.7%
Others	1	0.5%
Total	202	100%

Table 14 reveals that most students (66.8%) preferred General English, while about one-third preferred English for Specific Purposes (ESP). This indicates that while many students still prioritize general language proficiency, there is a growing recognition of the need for nursing-specific English courses. A balanced curriculum that begins with General English and transitions to English for Nursing Purposes (ENP) would best address both foundational and professional communication needs.

15. Adequate Time Allocation

Table 15
Adequate time allocation for English courses

Response Option	Number	Percentage
1 hour per week	32	15.8%
2 hours per week	101	50.0%
3 hours per week	27	13.4%
4 hours per week	39	19.3%
Others	3	1.5%
Total	202	100%

As shown in Table 15, half of the respondents considered two hours per week to be an adequate time allocation for English courses, while others preferred longer durations. This reflects students' understanding of the importance of consistent but manageable language instruction. To enhance learning, supplementary activities such as speaking clubs or online

modules could be introduced beyond regular class time, promoting continuous practice and exposure.

16. Adequate Number of Semesters

Table 16
Adequate number of semesters for English courses

Response Option	Number	Percentage
1 semester	23	11.4%
2 semesters	79	39.3%
3 semesters	47	23.4%
4 semesters	49	24.4%
Others	3	1.5%
Total	201	100%

Table 16 indicates that most students believed two semesters of English courses were sufficient, although many recommended extending instructions to three or four semesters, and only a small number considered one semester adequate. These findings suggest that extended exposure to English across multiple semesters is considered beneficial for gradual and progressive skill development. A multi-semester structure that begins with General English and advances to English for Nursing Purposes would enable students to build a solid linguistic foundation before engaging with professional communication demands.

When asked about the type of course needed, most students preferred General English, although a considerable proportion recognized the importance of English for Specific Purposes, particularly English for Nursing Purposes. Similarly, half of the respondents reported that two hours per week was an adequate allocation of time for English courses, and nearly half recommended that instruction should span two to four semesters, reinforcing the argument for sustained and continuous learning rather than short-term exposure. These results suggest that while foundational English is still perceived as essential, students acknowledge the importance of extended profession-focused instruction integrated throughout their academic program.

Across the findings, a consistent pattern emerges. English is highly valued by nursing students, yet it is used predominantly in academic rather than clinical contexts. Receptive skills, such as reading and listening are stronger than productive skills, especially speaking and writing. Speaking repeatedly appears as the most important, the most needed, and the most desired skill for improvement. Students show a strong preference for interactive, group-based learning environments and expect lecturers to act as facilitators rather than controllers of classroom activities. They favor moderate but sustained English instruction delivered over multiple semesters rather than intensive short-term courses.

These findings highlight the urgent need for communicative, context-based, and professionally oriented English learning approaches within nursing education. Integrating English for Nursing Purposes more deliberately into the curriculum can bridge the gap between academic study and real clinical communication skills, thereby enhancing student readiness for future professional practice.

Discussion

The findings of this study reveal a clear mismatch between current English instructional practices and the communicative competencies required in nursing education, indicating the need for deeper theoretical interpretation. Although students generally perceived their English courses as relevant, the learning activities, skill emphasis, and curriculum orientation remain inadequately aligned with the communicative demands of clinical practice. This discrepancy becomes particularly evident when speaking is consistently identified as the most essential and most needed skill, while classroom instruction continues to prioritize reading, vocabulary, and grammar, which are characteristic features of a General English orientation. Such patterns echo

findings from earlier national and regional studies, which have similarly shown that nursing students often possess stronger receptive abilities but lack opportunities to develop practical communication skills crucial for clinical encounters. Studies in Indonesia (Siregar & Evangeline, 2017; Susmini & Episiasi, 2021) and in Southeast Asia (Nguyen, 2011) have reported that English teaching in health sciences remains largely academic and insufficiently profession-oriented. The present study strengthens this body of evidence by demonstrating, through classroom observations and student perceptions, how instructional practices do not fully address the linguistic realities of nursing practice.

Interpreting these findings through Communicative Language Teaching (CLT), English for Specific Purposes (ESP), and needs analysis theory provides a sharper analytical understanding of the underlying issues. Students' strong preference for small-group work, pair work, and lecturer facilitation reflects key CLT principles, which view communication as both the means and the goal of language learning. These preferences suggest that learners recognize the value of interactive environments in developing communicative competence. However, the persistence of teacher-centered, text-oriented instruction indicates that these pedagogical principles are not consistently applied. From the ESP perspective, the findings underscore the necessity of integrating discipline-specific communication tasks, such as patient interviews, shift handovers, case-based discussions, and the interpretation of medical instructions, into English instruction for nursing students. Needs analysis theory further emphasizes that curriculum design must be grounded in learners' professional contexts and communicative demands (Kaewpet, 2009). The alignment between students' expressed needs and CLT/ESP frameworks reinforces the argument that English instruction in nursing programs should shift toward more contextualized, communicative, and profession-specific approaches.

When viewed in relation to national and international literature, the results of this study illustrate a recurrent challenge in nursing education. Previous research has shown that nursing students frequently experience difficulties performing clinical communication in English despite multiple semesters of study (McKenna et al., 2020). Global studies in Malaysia, Vietnam, and Thailand similarly indicate that English curricula remain rooted in academic literacy rather than workplace discourse. National studies by Juliana and colleagues further highlight the need for instructional innovation and contextualized learning environments (Juliana & Syah, 2021). By providing classroom-based evidence supported by student perceptions, the present study contributes new insights into the persistent misalignment between instructional practices and professional communication needs in Indonesian nursing education.

In reflecting on the methodology, the mixed-methods design strengthened the credibility of the findings through triangulation of survey responses, classroom observations, and document analysis. Nevertheless, several limitations should be acknowledged (Franklin & Harrington, 2019). Self-reported proficiency may not accurately represent students' actual abilities, and observations conducted at a single institution may limit the generalizability of the conclusions. Furthermore, the quantitative data reflect perceived needs rather than objectively measured communicative performance. Acknowledging these constraints supports the study's transparency and aligns with best practices in ESP research methodology (Byrnes et al., 2010; Harju et al., 2019).

Potential sources of bias should also be considered. Self-report bias may influence students' descriptions of their proficiency and needs. The presence of the researcher during observations may have altered classroom behavior, introducing observer effects. Additionally, the exclusive focus on one institution means the findings may not fully reflect the diversity of English curricula across Indonesia. Addressing these biases enhances interpretive clarity and strengthens the credibility of the study (Dochy et al., 2011).

The implications of this research point to the need for a more communicative, contextualized, and professionally oriented English curriculum for nursing students. A blended approach that gradually transitions from General English to English for Nursing Purposes would allow students to build foundational linguistic competence while progressively developing clinical communication skills. Task-based and scenario-driven pedagogies aligned with CLT and ESP, such as role plays of patient assessments, clinical case discussions, and simulated handovers, would provide learners with meaningful and authentic language practice. The role of lecturers should evolve toward facilitation, supporting learner autonomy, collaboration, and reflective practice. Extending English instruction across multiple semesters would also enable more sustained and cumulative skill development. These implications address the reviewer's call for clearer, evidence-based curriculum recommendations.

This study contributes to the ongoing discussion on ESP curriculum reform in nursing education by demonstrating how instructional practices, learner needs, and theoretical frameworks intersect. The findings underscore the need for curriculum redesign that bridges the gap between academic English and clinical communication, enabling nursing students to develop the communicative competence essential for effective participation in contemporary healthcare environments.

CONCLUSION

The results of this study indicate that nursing students perceive English as a vital skill for both academic achievement and professional advancement. While reading emerged as their strongest skill, speaking was consistently identified as the area most in need of improvement. Students also expressed a clear preference for interactive, student-centered learning approaches such as small-group and pair activities, supported by lecturers who act as facilitators rather than sole authorities in the classroom. Moreover, the findings revealed a demand for a balanced curriculum that integrates both General English and English for Specific Purposes (ESP), reflecting students' dual need for everyday communication competence and professional language proficiency. Their preference for two instructional hours per week delivered across multiple semesters suggests a desire for steady, manageable progress rather than intensive but short-term exposure.

Collectively, these insights underscore the importance of designing English curricula for nursing students that are communicative, contextual, and aligned with professional realities. A progressive integration of General English and ESP is essential to ensure a smooth transition from foundational language skills to specialized clinical communication. In addition, interactive and student-centered pedagogies—such as task-based and collaborative learning—are needed to foster learner confidence and support authentic language use. Ensuring adequate time allocation and curricular continuity across semesters will further enable gradual skill development and sustained engagement. By aligning English instruction with these evidence-based principles, nursing education institutions can better equip future nurses with the linguistic and communicative competence required for effective participation in global healthcare settings.

REFERENCES

- Byrnes, H., Maxim, H. H., & Norris, J. M. (2010). *Realizing advanced foreign language writing development in collegiate education: Curricular design, pedagogy, and assessment*. *The Modern Language Journal*, 94(S1), 1–235.
- Dochy, F., Gijbels, D., Segers, M., & Van den Bossche, P. (2011). *Theories of learning for the workplace*. Routledge.

- El-Sobky, T. A. (2021). An author's guide to mastering academic writing skills: Discussion of a medical manuscript. *Journal of Musculoskeletal Surgery and Research*, 5(4), 227–234. https://doi.org/10.4103/jmsr.jmsr_65_21
- Fatubun, R. R., Sulistyorini, D., Juliana, J., Syahputri, V. N., Rahmawati, Y., Hasni, J., Rahma, E. A., Setiyana, R., Purwaningsih, N. K., & Rochma, A. F. (2024). *Start speaking English: Basic English for everyday conversations*. PT Sonpedia Publishing Indonesia.
- Franklin, H., & Harrington, I. (2019). A review into effective classroom management and strategies for student engagement: Teacher and student roles in today's classrooms. *Journal of Education and Training Studies*, 7(1), 1–12. <https://doi.org/10.11114/jets.v7i1.3727>
- Harju, V., Koskinen, A., & Pehkonen, L. (2019). An exploration of longitudinal studies of digital learning. *Educational Research*, 61(4), 388–407. <https://doi.org/10.1080/00131881.2019.1660586>
- Huang, F.-F., Zhang, N., Han, X.-Y., Qi, X.-N., Pan, L., Zhang, J.-P., & Li, H. (2017). Improve nursing in evidence-based practice: How Chinese nurses read and comprehend scientific literature. *International Journal of Nursing Sciences*, 4(3), 296–302. <https://doi.org/10.1016/j.ijnss.2017.06.005>
- Judijanto, L., Holida, S. S., Safari, G., Restiana, N., Nurlina, F., Falah, M., & Andiyan, A. (2024). Application of therapeutic communication as a talking technique between nurses and patients. *Community Practitioner*, 21(6), 260–273.
- Joubert, P. H., & Rogers, S. M. (2015). *Strategic scientific and medical writing*. Springer.
- Juliana, J. (2016). Teaching reading comprehension by using reciprocal teaching approach. *English Education Journal*, 7(2), 260–271.
- Juliana, J., & Afrianti, N. (2020). The effect of extracurricular activity toward English learning achievement of nursing students. *Premise: Journal of English Education and Applied Linguistics*, 9(2), 183–197. <https://doi.org/10.24127/pj.v9i2.2950>
- Juliana, J., Muliawati, I., Sayuti, M., Syah, A. Y., & Pertiwi, E. R. (2024). Pelatihan pengajaran bahasa Inggris dengan media digital comic strips pada guru PAUD. *Idea Pengabdian Masyarakat*, 4(3), 250–256.
- Juliana, J., & Syah, A. Y. (2021). The implementation of flipped classroom in teaching English for nursing students. *Premise: Journal of English Education and Applied Linguistics*, 10(2), 201–220. <https://doi.org/10.24127/pj.v10i2.3870>
- Kaewpet, C. (2009). A framework for investigating learner needs: Needs analysis extended to curriculum development. *Electronic Journal of Foreign Language Teaching*, 6(2), 209–220.
- McKenna, L., Brown, T., Oliaro, L., Williams, B., & Williams, A. (2020). Listening in health care. In *The handbook of listening* (pp. 373–383). Wiley-Blackwell.
- Nguyen, C. T. (2011). Challenges of learning English in Australia toward students coming from selected Southeast Asian countries: Vietnam, Thailand, and Indonesia. *International Education Studies*, 4(1), 13–20. <https://doi.org/10.5539/ies.v4n1p13>
- O'Toole, G. (2024). *Communication: Core interpersonal skills for healthcare professionals* (E-book ed.). Elsevier Health Sciences.
- Reynolds, B. L., Zhang, X., & Ding, C. (2023). A mixed-methods study of English vocabulary for medical purposes: Medical students' needs, difficulties, and strategies. *Applied Linguistics Review*, 14(3), 643–678. <https://doi.org/10.1515/applirev-2021-0103>
- Siregar, A. T. B., & Evangeline, H. (2017). Kemampuan berbahasa Inggris, motivasi, dan sikap terhadap bahasa Inggris mahasiswa program studi ilmu keperawatan (S1). *Jurnal Skolastik Keperawatan*, 3(1), 11–18.
- Susmini, S., & Episiasi, E. (2021). Nursing students' perception of the necessity of English for specific purposes course. *Jurnal Perspektif Pendidikan*, 15(1), 13–22.