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## Developing English Language Materials for Health and Business Students at Institut Kesehatan dan Bisnis St. Fatimah Mamuju

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### ABSTRACT

English for Specific Purposes (ESP) has become an essential component of higher education, particularly for students majoring in health and business fields. This research aims to develop English learning materials tailored to the academic and professional needs of students at Institut Kesehatan dan Bisnis St. Fatimah Mamuju. The study applied the Research and Development (R&D) design using the Borg and Gall (1983) model, adapted into four stages: needs analysis, material design, expert validation, and try-out. Data were collected through questionnaires, interviews, and classroom observations involving 60 students and 5 lecturers from both health and business programs. The findings revealed that students required practical English competencies such as medical terminology, patient communication, business correspondence, and presentation skills. The developed materials consisted of thematic modules integrating reading, speaking, writing, and listening exercises relevant to healthcare and business contexts. Expert validation indicated that the materials were feasible, user-friendly, and contextually appropriate. Furthermore, students reported improved motivation and confidence in using English for their specific academic and workplace needs. The study concludes that ESP-based materials are effective in bridging the gap between general English proficiency and professional requirements in health and business disciplines.

### INTRODUCTION

English has long been recognized as the global language of communication in education, science, technology, health, and business. In the 21<sup>st</sup> century, higher education institutions are increasingly required to equip their students with English competencies not only



for academic purposes but also for professional use in their respective fields. For students majoring in health sciences, English proficiency is crucial in accessing international journals, communicating with patients in multilingual contexts, and engaging in global health conferences. Similarly, students in business programs need English to write professional correspondence, conduct negotiations, deliver presentations, and participate in international trade (Hutchinson & Waters, 1987; Dudley-Evans & St. John, 1998).

Despite the importance of English for Specific Purposes (ESP), many Indonesian higher education institutions still rely on General English courses that do not sufficiently address the needs of students in specific disciplines. This often results in a mismatch between what students learn in the classroom and the language they actually need in real-world professional contexts (Anthony, 2018). A needs analysis conducted at Institut Kesehatan dan Bisnis St. Fatimah Mamuju revealed that both health and business students face challenges in using English for their academic and professional activities. Health students reported difficulties in understanding medical literature and conducting patient interactions in English, while business students expressed the need for training in writing business correspondence and delivering effective presentations.

This gap emphasizes the urgent need for developing ESP-based English language materials that are contextualized to the students' fields of study. Material development in language teaching is not merely about designing textbooks but about aligning content with learners' academic and professional realities (Tomlinson, 2013). Furthermore, effective ESP materials should integrate all four language skills listening, speaking, reading, and writing while embedding domain-specific vocabulary, authentic texts, and task-based activities.

Several studies have highlighted the effectiveness of ESP materials in enhancing learners' motivation and professional readiness (West, 1997; Richards, 2001). However, there has been limited research focusing on institutions in Eastern Indonesia, particularly in Mamuju, West Sulawesi. Considering the regional context, students at Institut Kesehatan dan Bisnis St. Fatimah Mamuju require English materials that not only reflect global standards but also support their local academic and professional aspirations.

Therefore, this study seeks to:



1. Conduct a needs analysis to identify the specific English requirements of health and business students at Institut Kesehatan dan Bisnis St. Fatimah Mamuju.
2. Develop English language materials that integrate relevant health and business contexts.
3. Evaluate the feasibility, effectiveness, and practicality of the developed materials through expert validation and classroom implementation.

By addressing these objectives, the study is expected to contribute to ESP pedagogy in Indonesia and provide a model for other institutions aiming to design English materials tailored to interdisciplinary fields such as health and business.

## RESEARCH METHOD

### a. Research Design

This study applied Research and Development (R&D) design, adapting the model proposed by Borg and Gall (1983) into four main stages: (1) needs analysis, (2) material design, (3) expert validation, and (4) try-out and evaluation. This design was selected because it allows systematic development of educational products and provides iterative testing for improvement.

### b. Research Setting and Participants

The study was conducted at Institut Kesehatan dan Bisnis St. Fatimah Mamuju, West Sulawesi, Indonesia, during the academic year 2024/2025. The participants consisted of:

- 60 students: 30 from the Faculty of Health Sciences and 30 from the Faculty of Business and Management, selected through purposive sampling to represent diverse levels of English proficiency.
- 5 lecturers: three English lecturers and two subject-matter experts (one in health and one in business).

### c. Data Collection Instruments

1. Questionnaires – distributed to students to identify their target needs (why they learn English, what they need it for) and learning needs (how they prefer to learn, challenges they face).



2. Interviews – conducted with both students and lecturers to obtain in-depth insights about learning difficulties, preferred learning strategies, and expectations of ESP materials.
3. Classroom Observations – used to understand students’ actual performance, motivation, and participation during English learning sessions.
4. Expert Validation Checklists – used by two ESP experts and one subject-matter expert to evaluate content relevance, accuracy, clarity, and contextual appropriateness of the developed materials.
5. Tests and Feedback Forms – used during the try-out stage to measure students’ improvement and gather perceptions about the usability of the materials.

#### **d. Procedures**

The research followed these steps:

1. Needs Analysis: Data were gathered from students and lecturers through questionnaires, interviews, and observations to identify the specific language skills required for health and business contexts.
2. Material Design: Based on needs analysis, the researchers developed draft materials in the form of modules. Each module included integrated skills (listening, speaking, reading, writing), vocabulary development, grammar in context, and authentic tasks relevant to health and business.
3. Expert Validation: The draft materials were reviewed by ESP experts and subject specialists. Their feedback was used to revise and refine the materials before implementation.
4. Try-Out and Evaluation:
  - a) Small-scale try-out was conducted with 20 students to test feasibility and identify problems.
  - b) Large-scale implementation involved 40 students to measure effectiveness.
  - c) Data collected included test results, classroom observation, and student feedback.

#### **e. Data Analysis**

1. Quantitative Data (from questionnaires, test scores, and expert ratings) were analyzed using descriptive statistics (mean, percentage, standard deviation).



2. Qualitative Data (from interviews, open-ended questionnaires, and classroom observations) were analyzed using content analysis to identify recurring themes related to students' needs and learning experiences.

## RESULTS AND DISCUSSION

### a. Results

#### 1. Needs Analysis

The needs analysis revealed clear differences between health and business students regarding their English language requirements.

##### a) Health Students (n = 30):

- 83% stated they needed English for understanding medical terminology and hospital documents.
- 70% mentioned difficulties in reading international journals.
- 65% highlighted the need for effective communication with patients (e.g., patient history-taking, giving instructions).

##### b) Business Students (n = 30):

- 90% needed English for writing business correspondence (letters, emails, reports).
- 76% emphasized the importance of presentation skills for seminars or entrepreneurship projects.
- 68% reported challenges in negotiation and professional dialogue.

This analysis confirmed that general English materials were insufficient to meet students' specific needs.

Table 1. Summary of Students' English Needs

Skills/Competencies	Health Students (%)	Business Students (%)
Understanding terminology	83	55
Reading journals/reports	70	60
Patient/Client communication	65	72
Writing correspondence	55	90
Presentation skills	50	76



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Skills/Competencies	Health Students (%)	Business Students (%)
Negotiation/Dialogue	42	68

### 2. Material Development

Based on the findings, 10 thematic modules were developed:

#### a) For Health Students (5 modules):

- 1) Medical Terminology in Daily Practice
- 2) Patient Consultation Dialogues
- 3) Case Reporting and Nursing Notes
- 4) Understanding Medical Journals
- 5) Hospital Documents and Forms

#### b) For Business Students (5 modules):

- 1) Writing Business Letters and Emails
- 2) Report Writing in Business Context
- 3) Presentation and Public Speaking Skills
- 4) Negotiation and Professional Dialogue
- 5) Entrepreneurship and Start-up Vocabulary

Each module integrated reading, listening, speaking, and writing skills through authentic tasks (e.g., role-plays, case studies, project-based learning).

### 3. Expert Validation

The draft modules were validated by two ESP experts and one subject specialist (health/business).

Table 2. Expert Validation Scores

Criteria	Mean Score (1–5)	Interpretation
Content relevance	4.7	Very Feasible
Language accuracy	4.5	Very Feasible
Practicality	4.6	Very Feasible
Layout & design	4.3	Feasible
Authenticity	4.6	Very Feasible



Experts recommended adding audio resources for listening and visual aids (charts, infographics) for better engagement. These suggestions were integrated in the revised modules.

#### 4. Try-Out and Implementation

The materials were tested in two stages:

- Small-scale Try-out (n = 20 students): Identified minor adjustments, such as simplifying some vocabulary and adding more practice exercises.
- Large-scale Implementation (n = 40 students): Evaluated effectiveness through pre-test and post-test scores.

Table 3. Students' Performance Improvement

Group	Pre-test Mean	Post-test Mean	Gain Score
Health Students (n=20)	61.8	81.2	+19.4
Business Students (n=20)	63.0	82.1	+19.1

The results showed a significant improvement in students' performance across both health and business programs.

#### 5. Student and Lecturer Feedback

##### a) Students:

- 87% reported that the modules were relevant to their field.
- 82% felt more motivated to learn English.
- 79% stated increased confidence in communication.

##### b) Lecturers:

- Reported higher student engagement in classroom activities.
- Appreciated the contextual approach and suggested continuous updates according to industry developments.

### Summary of Results

The developed English language materials were found to be:

1. Relevant to students' academic and professional needs.



2. Validated by experts as feasible and effective.
3. Proven effective through significant improvement in students' scores.
4. Well-received by both students and lecturers, increasing motivation and confidence.

### **b. Discussion**

The findings of this research confirm the importance of needs-based English materials development for students in higher education, especially in interdisciplinary institutions such as Institut Kesehatan dan Bisnis St. Fatimah Mamuju. The results demonstrated that both health and business students had different English requirements, reinforcing Hutchinson and Waters' (1987) view that English for Specific Purposes (ESP) must be developed from learners' specific needs rather than a general syllabus.

#### **a) Relevance of ESP in Health and Business Contexts**

For health students, the demand for mastering medical terminology, understanding hospital documents, and engaging in patient communication aligns with previous studies that emphasized the role of English in medical professions (Anthony, 2018). The developed modules, such as Medical Terminology in Daily Practice and Patient Consultation Dialogues, directly responded to these needs, making learning more contextualized and purposeful.

Similarly, for business students, the need for business correspondence, presentation skills, and negotiation dialogues reflects Dudley-Evans and St. John's (1998) claim that ESP in business must prepare learners for authentic communicative events in global markets. The modules Business Correspondence and Negotiation Skills provided practical frameworks that improved students' professional readiness.

#### **b) Effectiveness of the Developed Materials**

The expert validation scores (mean 4.5/5) confirmed that the modules were feasible and appropriate. This finding is consistent with Tomlinson's (2013) principle that effective language materials should be authentic, engaging, and contextually relevant. Furthermore, the significant gain scores (average improvement of +19 points from pre-test to post-test) demonstrated the materials' effectiveness in enhancing students' English proficiency. This aligns with Richards' (2001) assertion that curriculum development should be driven by learners' performance outcomes.



### c) **Impact on Motivation and Confidence**

The positive feedback from students and lecturers indicated that contextualized ESP materials increased learners' motivation and confidence. This supports West's (1997) observation that authenticity and relevance are key motivators in language learning. Students at St. Fatimah Mamuju expressed that the modules not only improved their skills but also gave them confidence to use English in real-life academic and professional settings.

### d) **Pedagogical Implications**

The results highlight the importance of collaboration between English lecturers and subject-matter experts in health and business fields. By integrating authentic tasks such as role-plays, case studies, and report writing, the materials provided students with experiential learning opportunities, bridging the gap between classroom activities and workplace demands.

Moreover, the research suggests that ESP materials should remain dynamic, requiring continuous revision to reflect changes in the health and business sectors. For example, the growing role of digital health technologies and global e-commerce necessitates the inclusion of new terminologies and communicative practices in future modules.

### e) **Limitations of the Study**

Although the study produced promising results, some limitations need to be acknowledged. The participants were limited to one institution, and the try-out was conducted within a single semester. Thus, the generalizability of the findings remains limited. Further studies should test the developed materials across different institutions and evaluate their long-term impact on students' professional performance.

## CONCLUSION AND SUGGESTIONS

### a. **Conclusion**



This study aimed to develop English language materials tailored to the needs of health and business students at Institut Kesehatan dan Bisnis St. Fatimah Mamuju. The research applied an R&D approach involving needs analysis, material design, expert validation, and try-out. The main findings are as follows:

1. Needs Analysis showed that health students required English for medical terminology, patient communication, and reading international journals, while business students needed English for business correspondence, presentations, and negotiations.
2. Material Development resulted in 10 modules integrating reading, listening, speaking, and writing skills in authentic health and business contexts.
3. Expert Validation indicated that the modules were feasible, relevant, and practical, with an average score of 4.5/5.
4. Try-Out Results revealed significant improvement in students' performance, with average gain scores of +19 points, alongside increased motivation and confidence.
5. Both students and lecturers confirmed that the modules were highly relevant and contributed positively to academic and professional preparedness.

These findings confirm that English for Specific Purposes (ESP) materials can effectively bridge the gap between general English and professional needs, thereby supporting students' academic success and employability.

### **b. Suggestions**

Based on the findings, the following suggestions are proposed:

1. For Lecturers and Curriculum Developers: English materials should be regularly updated and contextualized according to the dynamic needs of the health and business sectors. Collaboration with subject-matter experts is essential to ensure authenticity.
2. For Institutions: Support should be provided for the development of digital ESP resources (e-learning modules, audio-visual content) to complement printed materials and increase accessibility.
3. For Students: Learners are encouraged to practice using the developed materials beyond the classroom, particularly through role-plays, group projects, and real-world case studies.



4. For Future Researchers: Further studies should test the materials across different institutions and measure their long-term impact on students' professional careers, as well as explore integration with technology-enhanced language learning.

By implementing these suggestions, the institution and its stakeholders can ensure that ESP teaching becomes a sustainable and impactful component of higher education, preparing students to face global challenges in both health and business domains.

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