



## Instructional Interactions in Online Classroom of English For Nursing



**Ulinuha Dahlina**<sup>a</sup>  
**Solis Setiyani**<sup>b</sup>  
**Ratih Ayu Wulandari**<sup>c</sup>  
**Fairus Sintawati**<sup>d</sup>

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### Abstract

Pandemic COVID-19 had limited teacher-students and student-student interactions in face-to-face classroom. Whereas, nursing students need to make many interactions to develop their English language proficiency for their professional life in the future. This research aimed to investigate nursing students' perceptions toward instructional interactions in online classes of English for Nursing Course. The study was descriptive, in which a structured questionnaire and in-depth interview were employed to 40 nursing students. The results showed that many students agreed that online classes of English for Nursing created a new learning paradigm. They also agreed that the teacher played an important role to facilitate teacher-student and student-student interactions. Besides, learning media and internet connection facility helped them to find online classes attractive. Thus, the researchers suggested teachers of English for Nursing to play their role well in providing instructional interactions and attractive learning media. The availability of stable connection also needs to be facilitated.

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### Corresponding author:

Ulinuha Dahlina,

English Education Department Teacher Training and Education Faculty

University of Faletahan, Serang, Indonesia

Email address: [ulínuha.dahlina@gmail.com](mailto:ulínuha.dahlina@gmail.com)

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<sup>a</sup> University of Faletahan, Serang, Indonesia

<sup>b</sup> University of Faletahan, Serang, Indonesia

<sup>c</sup> University of Faletahan, Serang, Indonesia.

<sup>d</sup> University of Faletahan, Serang, Indonesia

## 1 Introduction

English is not only used in the primary education, but also in the professional field of study. The need for English as a complementary language drives institutes and higher educational schools to provide English language as one of their curriculum programs. In Indonesian context, English is considered as a foreign language (EFL). English taught at higher institution could be general English (GE), English for specific purposes (ESP), or both.

There are many factors contributing to English language learning in higher education. Hashwani (cited in [Rajasa, 2018](#)) mentions personalities, attitudes, anxiety, motivation, aptitudes, intelligence, and age are the aspects that affect foreign language learning, including English. Student's attitude also determines the most important element which gives impact on learning a language ([Fakeye, 2010](#)).

Nursing students at university in Indonesia learn English as foreign language as a supplement lesson in their curriculum. The English learnt referred to as ESP since the focus of the subject is to allow nursing students to use English actively as a communication tool in medical field. They need to use the language to communicate with their colleagues and patients in their daily task as a paramedic. However, the curriculum facilitation, learning outcomes, and related research about the implementation of English language in ESP for EFL nursing students in Indonesia are still rare. Therefore, this study hopefully could cover the insufficient literature for research, especially in revealing the challenges and EFL nursing students' expectation in developing better language needs and focus on English for professional nurse in Indonesia ([Rivers, 1987](#)).

In addition, [Donnelly et al. \(2009\)](#), describe that most of EFL students, especially in nursing subject have difficulty to learn English because of language and cultural differences which relate to the lack of English skills. Fortunately, nursing students are eager to learn and get closer with English nursing lessons, master English skills, and connect with the professional nursing practice in general and in English communication with the others ([Glew, 2013](#); [Chang et al., 2013](#)).

Due to pandemic COVID-19, the teacher-students interaction in face-to-face classroom has been limited. All universities in Indonesia already offer online classroom through the World Wide Web and satellite broadcasts. These courses are beginning to replace or supplement traditional classroom instruction with convenient, self-paced distance education, and reach a larger student body across Indonesia. These online interactions serve as the foundation of instructional strategies and practice, and when these four interactions are used effectively, a collaborative learning community can be built in cyberspace ([Strachota, 2003](#)).

Teaching and learning process offered through satellite broadcasts is not different from classroom instruction. It requires teachers to make minor changes in their course design to suit this mode of distance learning ([Kääntä, 2014](#); [Bagga-Gupta, 2002](#)). However, courses offered through the internet require considerable instructional design and delivery due to the absence of frequent face-to-face interaction between students and teacher. According to [Ottenhoff & Lawrence \(1999\)](#), online discussion forums and conferencing tools have enabled new forms of interactions between faculty and students and introduce new factors into the teaching process that need to be examined.

Different tools have been supplied commercially amid the past years for online instruction and numbers of those tools incorporate today's direction conveyance highlights which includes audio, video, chat, etc. In any case, those tools require teachers to plot their classroom by using sound academic strategies that allow college students and teacher to attach viably comparative to a face-to-face classroom. The online teacher has distinctive positions that function as a facilitator, a mentor, guide or a coach whose roles are pedagogical, social, managerial, and technical to help for learning activities ([Strachota, 2003](#)). In face-to-face conveyance, teachers have the possibility to connect with college students, lock in them in dynamic learning, support their basic considering through talks, and reveal their advance. These basic components of teacher-students' interaction must additionally be consolidated in the internet-based courses ([Haryana et al., 2022](#); [Dabbagh & Kitsantas, 2012](#)).

### *English for foreign language in nursing students*

According to [Harmer \(2007\)](#), students use EFL to acquire both English and other languages to communicate with people from all over the world without having to give up their native tongue. English has more advanced linguistic capabilities and it has been used for a few concepts, words, and practical applications in various fields of study around the globe. As English is widely used worldwide, it is difficult to distinguish dialect from one to another on the off chance that the common ground is distinctive. The speaker and the audience could have misconceptions and make poor judgments. Therefore, in early 1960's ESP (English for Specific Purposes) grew to accommodate the demand of ESP degree of MA (Birmingham University and Aston University, UK) and to provide students from

different countries all over the world to learn specific English purposes in United Kingdom at that time (Anthony, 2016).

In Indonesia, ESP develops as the demands of skilful professional experts in any fields who are able to communicate in English grow years by years. They need to have such ability in order to compete with other graduates. This ability is also needed by nursing students (Vapnik & Vashist, 2009; Prestridge, 2019). The intentions of English for professional nurse are to provide learners or professional workers to be able to communicate with medical and nursing studies, to accommodate learners not only to study terms in English vocabulary in medical and nursing, but also they can learn grammar, structure, and the four skills of English as complementary basic level to comprehend and to implement English in their environment or in the classroom. Thus, the goal of English for professional nurse can be drawn as follows: (1) to give comprehensive information to the nursing students, (2) to challenge nursing students' ability to practice English, (3) to provide motivation and courage to show their ideas and opinion toward nursing topic in English (Savigne, 2004).

### *Teacher-students interaction in online classroom*

Typical instructional interactions in an online English for nursing classroom include (1) asynchronous or synchronous discussions between students and the instructor, (2) collaborative activities among students for completing course assignments, (3) students interacting one-on-one with the instructor on course materials such as course notes, homework assignments, announcements, etc. The key is designing these interactions effectively so that students are motivated to participate and learn the course materials, and the instructor has ample opportunities to interact with students, stimulate their critical thinking, facilitate their learning, and meet course objectives. Therefore, one of the important reasons of online interaction is that learners experience a 'sense of community' (Rovai, 2002).

Interaction between teacher and students is the heart of every class. Lively atmosphere in which interaction can occur is a must and teacher play his role to organize such situation. Teachers who want to interact naturally with students must obviously show that they are willing to blend freely, adopt an open and playful attitude toward the students and accept all kind of ideas. To participate in newsgroups or chat sessions and interact constructively, students need clear and specific instructions from the teachers (Yuniar et al., 2022). They need to know why, how, and how often they should participate and what the incentives are. Without proper motivation and reasons for participation, students may not willingly participate in the discussions (Yang & Liu, 2007; Duffet al., 2016).

At the beginning of the semester before the classes start, the teacher presents to students about the protocol for interacting online due to university's policy regarding the pandemic Covid-19, how often they should participate, what the incentives for participation, etc. The presentation also includes a demonstration and step-by-step instructions for using the online meeting software (Zoom™), discussion application (Whatsapp™) and the web courseware or learning management system (UFLearn™) used in the online classroom of English for nursing. In particular, many studies have identified teacher-learner interaction as a key to student learning and satisfaction (Prammanee, 2005). In this research, the researchers will mainly focus on instructional interaction in online classroom of English for professional nurse.

## **2 Materials and Methods**

The research is a descriptive study to explore students' perceptions on instructional interactions in online classroom of English for nursing. Students' opinions towards instructional interaction in online classroom of English for nursing were collected in the form of structured questionnaire data (quantified for analytical purposes) to answer the research questions because the researchers intended to explore certain attitudes and beliefs rather than to test specific variable (Denzin & Lincoln, 2005). Interview was also applied to support the questionnaires. This section outlines the methodology that was employed in this study: the participants, the instruments and the procedure for data collection.

### *Participants of the study*

The participants of this research were 40 nursing students of Diploma 3 Nursing class 2B academic year 2020/2021 at University of Faletehan. The samples were taken by using purposive sampling technique.

### *Instruments of the study*

The instruments used for this research included one opened questionnaire, for students, each with 10 questions. The length of the survey and the reading level were carefully calculated to ensure it was relatively easy so that respondents could complete the survey and provided accurate information (Mills, 2000, as cited in Johnson, 2006). The surveys were designed online by using a Google form application. Each survey included three parts, consisting of open-ended questions of participants' background and demographic information, Likert-scale questions for investigating attitudes from 1 to 5 ranging from "strongly agree" to "strongly disagree, and reflections on teaching-learning activities and technical supporting levels. The questions are arranged by paying attention on the principles of writing the questionnaires, such as the contents and purposes of the questions, the language used, types and forms of the questions, the length of the questions, the order of the questions, and physical appearance of the questionnaires.

#### *Data collection procedures*

As Dörnyei (2011) illustrated, this study can be considered a quantitative one because it involves data collection procedures that result primarily in numerical data which is then analyzed primarily by statistical methods. It used a 5-point *Likert-type scale*. Students' responses were counted and converted into percentages; however, a descriptive method of analysis will be conducted and descriptive statistics are not advanced on the premise of probability theory. The qualitative data was used to answer the research questions. Qualitative belongs to the data from the semi-structured interview to the nursing students of Diploma 3 Nursing of 2B 2019 class at University of Faletehan.

Furthermore, the writers will do some procedures in this research. They were: (1) preparation, (2) collecting the data, and (3) processing and analyzing the data. In the preparation phase, the writers determine the research method and the participants, arranging the questionnaires and the questionnaires distribution technique, also method and data collection technique. There was only one variable in this study; that is students' perception on instructional interactions in online classroom of English for nursing. In collecting the data, a close-ended questionnaire was performed to collect the quantitative data. Next, the qualitative data was performed by using a semi-structure interview to triangulate the findings of the questionnaire.

In order to answer the research questions, both descriptive and inferential statistics was used to analyse the collected data from the questionnaire and the interview. The descriptive statistics was computed including frequency counts and percentages. Interview data then was analysed by applying content analysis. Responses were read carefully, keywords were highlighted, and coding categories were developed to facilitate analysis.

### **3 Results and Discussions**

#### *Students' perceptions towards teacher-students interaction in online classroom of English for nursing*

After conducting the research, the researchers found that:

Table 1  
Students' perception towards instructional interactions in online classroom of English for nursing

Item No.	Statement	SD	D	U	A	SA
1	I think online classroom has created a new paradigm for teaching and learning process.	2 (5%)	6 (15%)	10 (25%)	18 (45%)	4 (10%)
2	The role of teacher as facilitator motivates my learning process.			8 (20%)	22 (55%)	10 (25%)
3	The role of students as learner was good in online classroom.			6 (15%)	22 (55%)	12 (30%)
4	Teacher's interaction to students was effective in online classroom.			8 (20%)	22 (55%)	10 (25%)
5	Student-students interaction was effective in online classroom.			8 (20%)	22 (55%)	10 (25%)
6	I understand about my teacher's learning materials during online classroom.		6 (15%)	10 (25%)	16 (40%)	8 (20%)

7	The learning material was attractive in online classroom.	4 (10%)	14 (35%)	16 (40%)	6 (15%)
8	The teacher used the attractive and interactive learning media in English for Nursing during online classroom.	6 (15%)	14 (35%)	16 (40%)	4 (10%)
9	The teacher helped students to understand and enhance the learning activity during online classroom.	4 (10%)	12 (30%)	16 (40%)	8 (20%)
10	Online classroom is more interesting than offline classroom.	2 (5%)	20 (50%)	10 (25%)	4 (10%)

Referring to the students' personal opinion, online classroom had created a new paradigm for teaching and learning (Q1). 45% of students agreed that online classroom had created a new paradigm for their learning process of English for Nursing. However, 10% of students strongly agree with this statement. This is supported by the interview result with captain of the class of 2B nursing Students, "Online classroom is something new for me. Due to pandemic situation in the early of 2020, it force us to make asynchronous learning during pandemic where the face to face learning is really limited. For the first time it was awkward to follow online classroom, but eventually this is the new paradigm in my learning process." (I1)

As to meet the role of teacher and students in online learning (Q2 & Q4), 55% of students agreed that the role of teacher and students was important in online classroom. The teacher's role was to build motivation to the students in online classroom, beside their interaction to the other students was good during the online classroom. One of the students said in the interview, "I think online classroom without the teacher is nothing, one of the meeting is asynchronous learning without the presence of the teacher and the learning activity is quite difficult to be understand. The student's role is important to bring the learning activity was enjoyable and fantastic." (I2) These findings parallel Setiyani (2019), who concluded that teacher is an enabler who designs instructional interactions to occur in classrooms. She suggested teacher to use question-answer technique to encourage students expressing their thoughts regarding with the topic discussed.

In the third indicator (Q4 & Q5), 55% of students agreed that teacher-students and student-students' interaction was effective during online classroom. Because of the attractive interaction between teacher-students and student-students the learning activity was enjoyable, attractive, interactive, and lively. This interaction played an important role in their learning process. As the interview result showed, "I believe that teacher-students interaction was quite attractive where the teacher pushed us to be active during the class. Sometimes they asked us to repeat the correct pronunciation during the classroom. Even the student-students interaction was attractive because there was a dialogue practice activity during the class" (I3)


For the fourth indicator saying that (Q6, Q7 & Q8) 40% of students agreed that material and media that the teacher explained in online classroom was attractive and interesting. The teacher used various media to deliver the material to the students in English for Nursing. The interview revealed that, "...yes, the media was so attractive. The teachers uses various media such as interesting power point template, visual and audio to explain the material in dialogue practice and listening practice. It helped the students to understand about the material clearly." (I4)

In the next indicator, 40% of students agreed that their teacher enhanced their understanding in online classroom (Q9). Most students (40%) also thought that the teacher helped students to understand and enhance during learning activity. As the interview added that, "Well, I guess the teacher uses whatever it takes to teach us in online learning during pandemic situation. Although most of students turned off the camera, the teacher led us to be active especially in online practice classroom." (I4)

In the fifth indicator, 50% of students disagreed that online classroom is more interesting than offline classroom. There were many obstacles during the online class (Q10). Students were also involved in another subject of online classroom that made them tired. As the interview mentioned, "...we had many obstacles to follow the online classroom. Most of students live in rural area that was difficult to find the good signal to follow the zoom meeting. The offline classroom situation that I always miss for these two years. May, next year I can follow the offline classroom" (I5)



Below are some documentations of instructional interactions in online classroom of English for nursing activities.



**TASK 1. ORAL MEDICATION**

- Please, take this.....(one tablet per day/ one tablet three times a day, every 8 hours)  
syrup one spoonful .... (three times a day)  
to reduce ....(your temperature)  
to relieve ....+ (physical problem)  
your pain  
your running nose  
your cold etc
- Here are some tablets/pills (which) you are take .... (one) of every ....(eight)hours.
- Have you taken the medicine?

ULINUHA DAHLINA   Yopita apriliari   Silvia monika   Ariena Tasya

Figure 1. The teacher gave the material for students in online classroom of English for Nursing

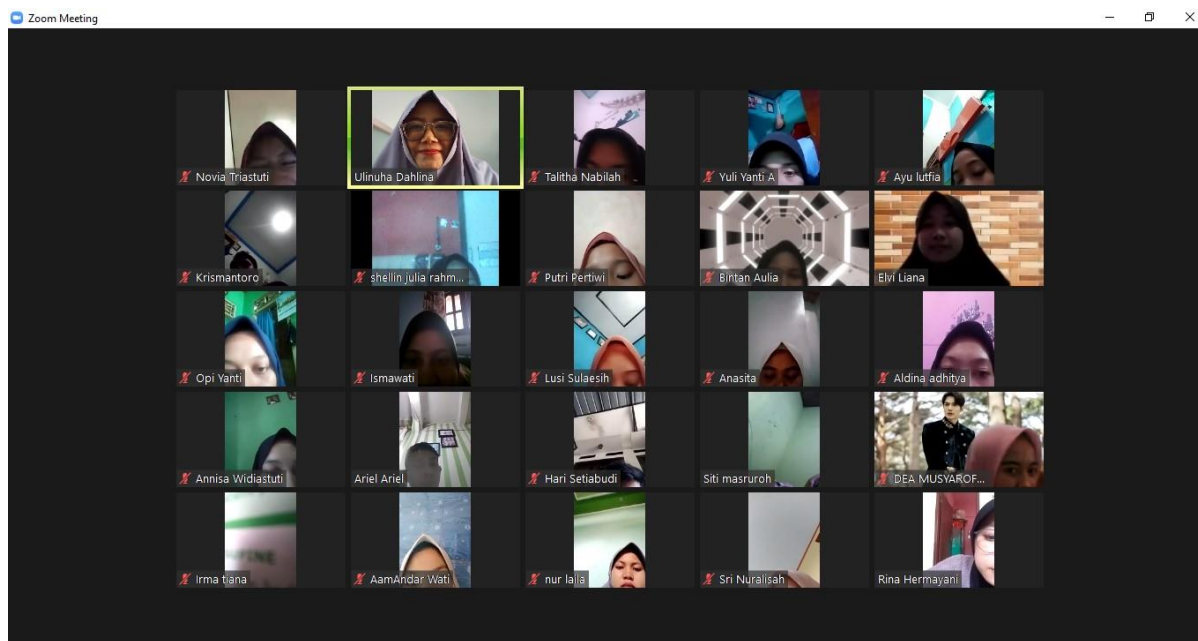


Figure 2. Teacher-students interaction in online classroom of English for nursing

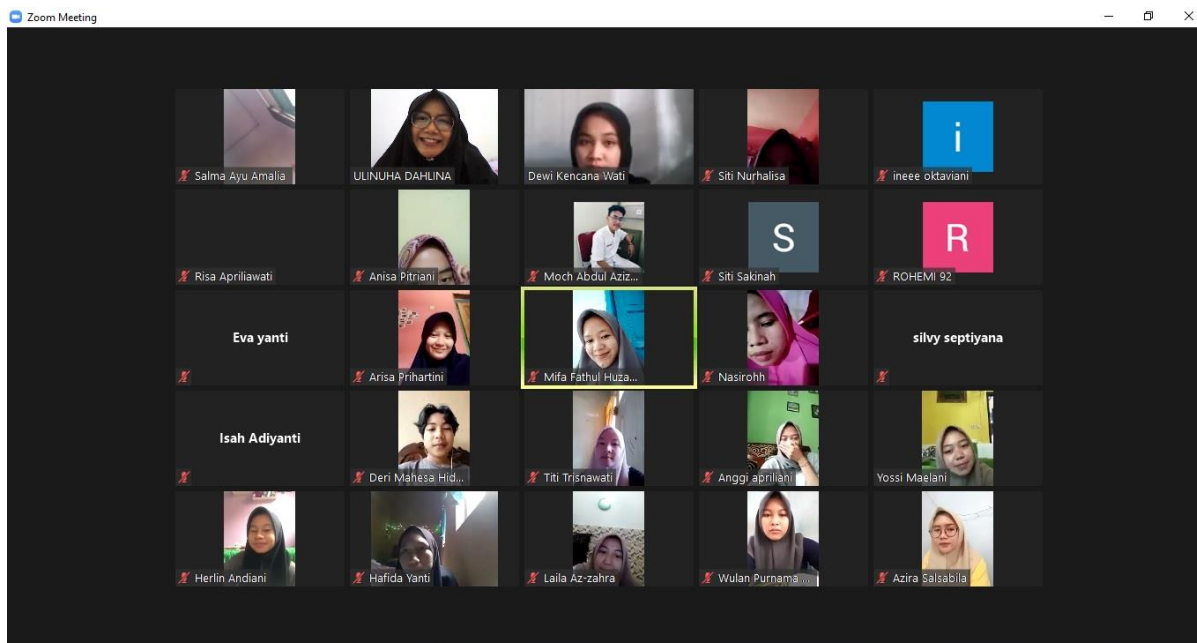


Figure 3. Student-students interaction in online classroom of English for nursing

#### 4 Conclusion

Instructional interactions in online classroom of English for Nursing was effective enough for the students during pandemic. The teacher helped and motivated the students during the learning activity. The students also helped other students to study in online classroom. The material and media were attractive to help students in learning activity. Online classroom does not change the quality and efficacy of teaching learning process of English for Nursing.

##### *Conflict of interest statement*

The authors declared that they have no competing interest.

##### *Statement of authorship*

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

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