

ANALYSIS OF ENGLISH LANGUAGE NEEDS IN NURSING STUDENTS OF MUHAMMADIYAH PONOROGO UNIVERSITY

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Abstract

English in universities is taught as a general course in non-English majors, as in the case at the Nursing Department, Muhammadiyah Ponorogo University. Ideally, the content presented should be adjusted to the department, which is referred to as ESP (English for Specific Purpose). Perceptions from several parties are needed to find out how important English is for a career as a nurse and the right material according to their needs. This research aimed to analyze the students' needs on English for Specific Purposes materials, particularly at the Nursing department, University of Muhammadiyah Ponorogo. The researcher used questionnaire as the research instrument. The subject were the sixth semester students of Muhammadiyah Ponorogo Nursing Academy in the academic year 2018/2019 with the total number of 90 students in three classes. The researchers decided to take only 20% of the total students, namely 15 students for all classes. The results of this study indicate that in general, respondents believe that English is very important to be taught in the Nursing Department. English is taught as a general course, but students expect material relevant to their assignments in the workplace. Teacher of ESP English courses or interested individuals can

Keywords: ESP, English Subject, Needs Analysis, Learners' Needs

INTRODUCTION

The challenges of global competition marked by the implementation of the ASEAN Economic Community (AEC) since 2015 and the World Trade Organization (WTO) 2020 require a workforce that is not only competent in its field of expertise but also proficient in communicating using English. English has become an important skill that young people in every country, including Indonesia, must possess. As a global language, English has a major impact on policies and practices (Nunan, 2003). English is required, as a foreign language, to communicate with the global, especially in the face of the AEC. That is why the graduate students from any department who has mastered English has a big opportunity in workplace to compete with other graduate students from all over the world.

As English became a global language, mastery of English became a necessity. To answer these global challenges, the Indonesian government launched continuous English language learning starting from junior high school to higher education. In contrast to secondary school level learning which refers to the national curriculum implemented by the government, English language learning as a public course in universities is more flexible. As in the nursing department at the University of Muhammadiyah Ponorogo, English becomes one of the compulsory subjects. This course is focused on developing skills in the understanding of materials tailored to the context of a particular profession. This is intended to equip students with English language skills in their future careers. Thus, the need for Mastery of English for

students is a challenge for a college to equip its graduates with adequate English language skills to be able to compete in the era of industrial revolution 4.0.

However, the preliminary results showed that the English learning materials in the Nursing department, University of Muhammadiyah Ponorogo so far are not in accordance with the needs of the profession of a nurse. The English course materials given are more related to English in general which is certainly not in accordance with English in the field of health or nursing that is expected to be mastered by a nursing student. Meanwhile, ready-to-use instructional materials on the market are unable to meet the demands of ESP students and, in general, do not match the features, situations, or needs of students. Therefore, appropriate learning material of nursing competencies is very necessary to be developed.

English in nursing (English for Specific Purpose) has a specific term related to the medical language where people do not know much about it. In addition, the variation and meaning of the English term in the nursing field are very complex and generally requires a special understanding because it is related to applications in the workplace. So the needs of students become the main key in planning specific materials to meet the needs of individuals in the real world so that ESP needs to be developed. Some linguists began to support the notion that English is required by a certain group of students to be indentified by analyzing the linguistic patterns of their field of work (Hutchinson & Waters, 1987). Thus, students' needs should be the focal point of an approach that leads to English for Specific Purposes (ESP), where students and their needs are the primary consideration in determining the process and direction of learning so that teaching objectives can be met effectively and efficiently. (Febriyanti, 2018)

ESP is one of the applied linguistics fields that has developed in the field of education and use of English in accordance with the needs of certain knowledge and professions, as well as the use of English in the field of Science, Technology, Engineering, and other fields. ESP materials are designed to prepare learners or adult workers with knowledge of English in specialized fields, fields of work, or professions to achieve specific goals (Nodoushan, 2020). This concept connects what learners need in both academic and professional fields. Thus, ESP places more emphasis on learners at the higher education level and at the professional or workplace level. Based on the aforementioned problems, it is very important to analyze the students' needs on English for Specific Purposes materials, particularly at the Nursing department, University of Muhammadiyah Ponorogo. The results of this research will be a reference for the next stage of research, namely the preparation of the syllabus and the development of ESP teaching materials, particularly for non-English department students.

English for Specific Purposes (ESP)

English For Specific Purposes (ESP) is a new approach to the teaching and use of English for specific fields and studies that suit the needs of the field of science and profession of the English user. Such fields of science and professions include English for law, medicine, nursing, mechanical engineering, economics, or maritime and others. ESP is generally used to refer to the teaching and learning of a foreign language for a clearly utilitarian purpose of which there is no doubt. Robinson, P. C. (1980) As such, English for Specific Purposes (ESP) teaching has a different approach and assumption to General English (GE). (Hutchinson & Waters, 1987). English for Specific Purposes (ESP) is a way of teaching foreign languages for certain purposes in specific sectors of research and professions. This goal is usually seen as a benefit to the English language's role as a mechanism of oral and written communication. As a reason, ESP should be thought of as a set of ideas, concepts, and procedures that are distinct from English.

ESP is an English teaching method that employs a variety of techniques, perspectives, designs, resources, assessments, and goals. The requirements of students and graduates are addressed in the ESP content. *The syllabus and resources for ESP classes are designed in every way by a prior study of the learners' communication needs.* ESP materials, syllabuses, and objectives should be planned and produced based on the needs of students and graduate users since students need teaching materials or teaching materials that are tailored to their needs, whether they are in college or working. As a result, the ESP method is a button-up method. (Mc. Donough; Karpf, n.d. 1985)

With the preceding explanation, it is clear that ESP is not a new product, but rather a unique method to English learning. ESP refers to learners' specific needs-oriented English learning in accordance with the fields of science and occupation. Students and teachers can use ESP to determine the objective or results depending on their needs and goals. (Mufanti, 2019). ESP materials are based and developed based on needs analysis.

ESP has distinct qualities from ordinary English learning. This distinguishes it from other English language learning, such as English as a Second Language (ESL) or English as a Foreign Language (EFL). Some ESP experts provide the main characteristics and characteristics of ESP in English learning that is diverse and varied. ESP as an approach to English learning has four main characteristics: a) it is designed to meet the needs of learners; b) the substance and content of ESP are associated with themes and topics in a specific field of science, a specific type of work or activity; and c) it is centered on a form of language that corresponds to the activity and field of science or work, such as syntax, lexical, and grammatical. (Stevens, 1988)

Robinson, P. C. (1980) went on to say that there are three main characteristics of ESP that distinguish it from General English or English a Foreign Language (EFL) or English as a Mother Tongue (EMT). The first of the three qualities is ESP, which stands for "goal-oriented learning." Learners learn English in this context not because they desire to learn the language for the sake of learning the language and culture it contains, but because it serves a definite function in academic and professional domains. 2) The content of ESP is planned and produced using the requirement analysis idea. Needs analysis is a concept that attempts to specialize, connect, and bring what learners need in academic and professional sectors closer together. 3) ESP is geared more toward adults than children or teens. This is understandable given that ESP is often taught at the intermediate and advanced academic and professional levels, as well as in the workplace.

Learners' requirements should be taken into account while designing English for Specific Purposes (ESP). They went on to say that the fact that ESP fulfills the requirements of learners is effective, that it satisfies the needs of learners, and that it helps learners to study successfully within the timeframe set. ESP develops techniques and activities that are in line with the disciplines of science that are being targeted, studied, and taught. This implies that classroom learning techniques and activities must align with the disciplines of science, occupation, and profession that reflect the diversity and variety of ESP's essence.

Need Analysis

Need analysis in English for specific purposes is an effort to identify the students' need in learning English for specific purpose. Each student is learning English for a different reason. It depends on what is the students' specific major that they select. Need analysis is the process of collecting the evidence and information. Mostly, need analysis is conducted from English for Specific Purpose (ESP). (Nimasari, 2018)

Needs analysis aims to determine what language skills a learner requires to play a specific task. assist in determining whether a current course sufficiently meets the needs of prospective students; identify which students from a group are more in need of language ability training; identify a change of course that members of a reference group believe is important; identify a difference between what students can do and what they need to be able to do; and collect information about a specific problem that students are having. . (Richards et al., 2001)

Basic components of needs analysis used to analyze the language needs of learners : (Basturkmen, 2010)

1. Target situation analysis (TSA)
Identified in this analysis is the identification of what kind of tasks, activities, and skills learners should master.
2. Learning situation analysis (LSA) or Learner factor analysis
Identified in this analysis are: what kind of learner factors motivate them and their perception of needs in the context of ESP learning.
3. Present situation analysis (PSA)
Identified in this analysis is: identification of what the learner has and has not mastered, about the target of learning achievements that the learner wants to achieve
4. Means analysis or teaching context analysis
Identified in this analysis are: factors related to what ESP teaching and its teachers can fulfill
5. Discourse analysis
Identified in this analysis are: identification of the use of language used for tasks, activities, and skills that learners must master

Hutchinson & Waters, 1987 states the components of needs analysis:

1. Target needs
Target needs include necessities, lacks and wants. Necessities is what aspects of language learners should master. Lacks is an aspect of what language learners have and haven't mastered. Wants are aspects of what language learners want to learn.
2. Learning needs
Things are needed in this learning process.

In the target needs analysis framework, there are 6 main questions:

1. Why is the language needed?
2. How will the language be used?
3. What will the content areas be?
4. Who will the learners use the language with?
5. Where will the language be used?
6. When will the language be used?

The target needs analysis framework is a reference in the preparation of questionnaires that become data collection methods in this study. The basic design of the above questions is combined with questionnaire questions from the study (Boroujeni, Fard, & In, 2013).

METHOD

The researchers used a descriptive study design in this paper, which involved following a series of methods for documenting, evaluating, and interpreting quantitative data about the English needs of nursing students, Muhammadiyah Ponorogo University. The subjects for this writing were the sixth semester students of Nursing Department in the academic year 2018/2019 with the total number of 90 students in three classes. The researchers decided to take only 20% of the total students, namely 15 students for all classes. The researcher utilized a questionnaire to

collect data for this study. The questionnaire was designed to determine nursing students' opinions of their English needs at Muhammadiyah Ponorogo University.

RESULTS AND DISCUSSION

Results

As regards the results of the study including the data presentation and data description, and data analysis of the students' questionnaire.

Question 1 : What is your goal in learning English?

Referring to the first question, the students' answer relating to their goals in learning form could be seen in the following figure:

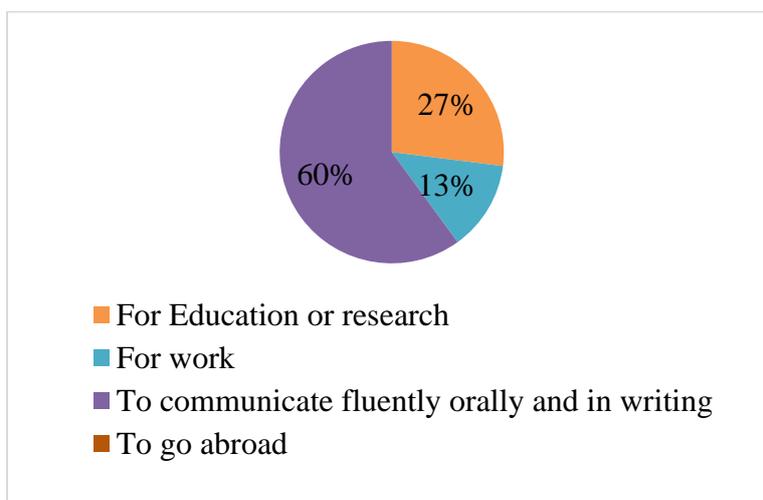


Figure 1 : Purposes of learning English

The nursing student goals of learning implied that the majority of nursing students 60% want to study English to communicate both oral and written form. Then, 27% of nursing students desire to study English for academic and research purposes. The rest 13% of them want to learn English as the requirement for seeking a job. In this section, there are no student who learn English language for the purpose to communicate when go aboard.

Question 2 : What is your English Proficiency?

The results of student responses from the second question can be described as follows.

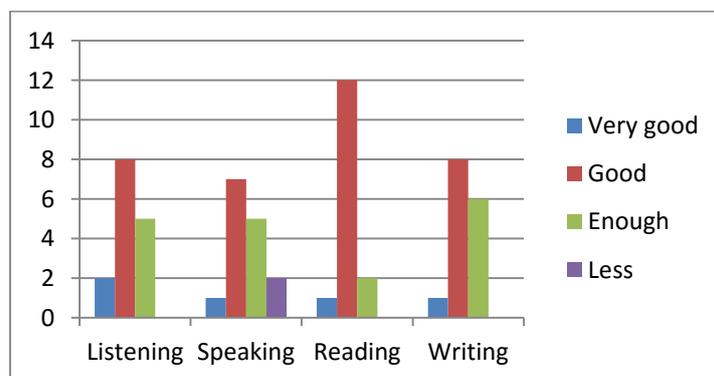


Figure 2 : English proficiency nursing students.

From the following table obtained data as many as 2 students who have listening skills with a very good category, 8 students with good categories, 5 students with a pretty good category and no students who at least do not master listening. For speaking skills as many as 1 student with a very good category, 7 students with a good category, 5 students with a pretty good category and 2 students less master the ability. Reading ability in Nursing students as much as 1 person with a very good category, 12 people with a good category, 2 people with a pretty good category. As for the ability to write as much as 1 person who is very good at the skill, 8 people with good categories and 6 people who are good enough to master the skill. From the discovery of the data can be concluded that most of the nursing students, Muhammadiyah University of Ponorogo master reading skills in English.

Question 3 : What English skills are most needed by nursing students?

From the data that researchers got from Nursing Students of Muhammadiyah Ponorogo University, as many as 93% of students who choose speaking and 7% of students choose writing as a much-needed skill. This is in accordance with the purpose of the student where they learn English to communicate verbally or in writing. It is in accordance with the theory of component need analysis that is the target situation analysis used to identify the needs of students' skills in their field. In this part, none of the students choose reading and listening skills.

Question 4 : Are the English courses obtained according to your expectations?

From the data obtained 7% who answered very appropriately, 67% answered accordingly, 13% answered quite accordingly and 13% answered inappropriately. The data showed that more students thought English lessons were up to expectations.

Question 5 : What is the role of English in nursing major?

The result showed as many as 40% of students who consider the role of English is very good and 60% consider the role is good. In this diagram, none of the nursing students choose that the role of English language in this major is enough or less. This shows that English is very necessary for nursing students because not a few medical terms that use English and students are required to understand the term. Therefore, the role of English here is needed by students.

Question 6 : How does English proficiency affect academic performance?

The data found that 33% of students rated the influence of English language skills on their academic performance, while 67% rated them as good for academic performance. Then, there are no students choose enough or less for this statement. This shows that English language skills have a strong influence on the academic achievements of nursing students.

Question 7 : What kind of English class do you need?

The results indicate that there were all nursing students seek English learning that is full of activities, group activities, and projects that are done in groups and individually, as shown in the diagram above. It can also be concluded that students do not want to study using a lecture approach that requires them to listen and to be a passive students because the most essential thing to them is to be able to put their English into practice in real-life situations.

Question 8 : What English courses do you need?

According to the results of research questionnaires, 13% of nursing students wish to learn English in general. Meanwhile, students in this study who require ESP learning make up only 87% of the whole sample. it can be concluded that ESP is needed by journalism students. with

many health materials and terms that use English, coupled with reference books that use international languages, ESP becomes an urgent material in this faculty of nursing.

Question 9 : How often do you use English?

According to the study, 33% of students frequently utilize English verbally and in writing. Meanwhile, 7% of them have never used English, indicating that they are not fluent in the language. None of the students choose that they are very often to use English language. The remaining 60% of them rarely use English, indicating that they know the language but do not actively utilize it. Active participation in English can be a way to improve one's skills. As a result, it is necessary to create an English-dominated environment.

Question 10 : How much Credit Score (CS) do you need for English courses?

According to the results, 80 percent of students desired two CS for English courses. Furthermore, 13% of them sought 4CS for courses containing English content. With three CS, the lowest percentage is 7%. The duration of each Credit Score at Muhammadiyah Ponorogo University is 50 minutes. 50 minutes of face-to-face learning sessions, 50 minutes of academic structured activities, and 60 minutes of independent academic activities. As a result, the CS per subject of study calculation is as follows:

$$\text{CS} \times \text{M}$$

(Credit Score x Minutes)

It can be concluded that, the majority of students want 100 minutes of learning duration obtained from 2 x 50 minutes.

Discussion

In terms of the aim of English learning for Nursing students, the questionnaire data suggests that the goal of English learning for Nursing students is to be able to communicate using active English vocally or in writing. In other words, they want to be able to talk fluently and communicatively in order to better prepare themselves for their future vocation. (Chovancová, 2014) states that in order to boost interest in learning and be able to meet their professional objectives, institutions must consider the demands of students who are in line with their wishes. According to the research, reading is the most quasi-student talent, while speaking English is the most essential ability of students. This demonstrates that students' desire to enhance their speaking abilities is extremely compatible with the demands of the job market, which requires excellent English communication skills. That is, students are able to comprehend English sentences but have trouble expressing themselves. That is, students are able to comprehend English sentences but have trouble expressing themselves.

In relation to the selection of materials that correspond to the main field of study of students about the request for English teaching materials in accordance with the subject field of study students obtained data that students need English for Specific Purpose (ESP) materials. This is in accordance with Li (2014) perspective that providing English learning resources tailored to students' primary fields of study will be extremely beneficial in preparing them for competitiveness. It can also increase students' motivation to learn English because the materials provided are in accordance with what they want. Thus, students are expected to be able to improve their English skills by fulfilling teaching materials that are in accordance with the basic competencies they need to have. In the development of teaching materials should consider the use of authentic materials that reflect their profession. So ESP doesn't just teach English without context in it.

Based on the above findings, teachers of ESP English courses or interested parties can determine the next step, namely the creation of syllabus. The important thing to remember is which English skills or components should be prioritized to give to students. To decide, there

are a few things that must be remembered, among other characteristics of the needs of each different student, the purpose of learning style, motivation and learning desire are not the same. As (Javid, 2015) said, the role of ESP language teachers is not only limited to teaching and providing knowledge or skills related to the language, but also motivates participants his education. Consistent motivation by ESP teachers turns out to have an important role in the academic development of ESP learners that can increase interest and desire to learn. This motivation helps learners to stay focused on their efforts and activities in a certain direction, to achieve a specific goal.

CONCLUSION

Every student learns English for a different reason. It depends on the students' uniqueness especially for Nursing Department. Need analysis is an attempt to identify requirements for learning English specifically for a specific purpose. The purpose of the need analysis is for this research to serve as a reference for the nursing department's learning and improvement curriculum. The research would be utilized to determine the best strategy, tools, and medium to meet the demand for English for Specific Purpose in Nursing among students.

According to the research, reading is the most quasi-student talent, while speaking English is the most essential ability of students. This demonstrates that students' desire to enhance their speaking abilities is compatible with the demands of the job market, according to the researchers. Moreover, Consistent stimulation by ESP professors has been shown to have a crucial impact in the academic growth of ESP students, increasing their interest and desire to learn. This motivation encourages students to direct their efforts and activities in a certain direction in order to accomplish a specified goal. Then, Teacher of ESP English courses or interested individuals can choose the next phase, which is the establishment of a syllabus, based on the preceding findings. The most crucial thing to keep in mind is which English skills or components should be given to students first. In short, course designers or lecturers could develop the ESP course, particularly English for Nursing Department, Muhammadiyah University of Ponorogo, by taking into account those factors have the potential to provide the most helpful materials to students.

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