



Exploring English Teaching Materials for candidate Nurse (A Need Analysis at Nursing Department Poltekkes Kemenkes Semarang)

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ABSTRACT

English for Nursing is closely related to English for Specific Purpose (ESP) since its purpose and function is in accordance with the needs of English in nursing circumstances. It is necessary to identify the students and lecturers needs in some categorization such as the target situation and objective needs analysis, linguistic, discourse and genre analysis, subjective Needs Analysis, present Situation Analysis, and means analysis. The participants are the 90 students of Nursing Department in Diploma Three Program that were and the lecturers of nursing department. The elaboration involved the capability in listening, speaking, reading and writing. The other aspects also strongly concerned to improve such as vocabulary, nursing terminology, and English grammar. The learning process that plays important roles in learning outcomes that all of the materials must be in accordance with the students' performance as professional nursing.

Keywords : English for Nurses , Teaching Materials, Needs Analysis

INTRODUCTION

English subject in University level is not only just limited in English department but also non- English department such as Economy, Engineering, Psychology, and also Medical. However, it seems that the position of English subject at those non-English departments is only as a basic subject for fresh students or General Basic Subject (MKDU) and the materials only provide general English. Ideally, the English materials in non- English department should talk about specific English according to its department, for example economic department teaches English for economy, law department teaches English for law, and nursing department teaches English for nurse. Such fact is contradictory to the reason of the emergence of ESP as mentioned.

ESP has not gained wide acceptance among Indonesian English instructors, particularly at the college or university level. This is demonstrated by the fact that non-English departments assign only 2-4 credits to English courses in the first or second semesters. This could be one of the reasons English instructors are disinclined to teach ESP. However, workplace ESP that is more EOP in nature is in high demand. Universities require graduates to obtain not only a certificate upon completion of courses, but also a graduate diploma attesting to their competence. This means that universities, as well as vocational colleges and polytechnics, must recognize ESP (Syakur et al, 2020).English for Specific Purposes (ESP) can be defined as teaching and learning English as a second or foreign language for the purpose of using it in a particular domain (Sasabone et al, 2021).



There are various definitions of ESP: According to Harmer it refers to „situations where the student has some specific reasons to learn a language”. Hutchinson et al is more specific when he declares that ESP is” An approach to language teaching in which all decisions as to content and methods are based on the learner’s reason for learning” The same idea is supported by Strevens because as he says, the “ESP is particular case of general category of special-purpose language training. The same principles apply no matter which language is being learnt and taught”. Ten years later, Duddley – Evans et al gives a similar definition of ESP and both authors cooperated to offer absolute and variable characteristics of ESP. Most researchers seem to agree on two characteristics: a) ESP is based on a particular context; b) ESP is based on the learners” specific needs. The issue is why, after years of studying English, the majority of learners believe they lack the capacity to utilize the language as a medium of communication. They cannot communicate effectively since they most likely do not comprehend what other people are saying in English (Sujarwo et al, 202; Sukmawati et al, 2022).

Learning English in the nursing study program has not gone through the needs. process analysis or analysis of needs consistently and in depth which causes the tendency of teachers or planners of English courses that lead to own policies and rationale in compiling teaching materials, which include: using easily available references which are more dominant for teaching General English and often leads to learning language system, grammar or vocabulary rather than teaching ESP. That of course contrary to what Hutchinson & Waters quoted by Yudistira (2017) that teaching English ESP is said to be successful if the material and language learning content is not only on grammar or vocabulary but also on skills needed by learners to be able to communicate in the language English professionally in their field of work. Needs analysis is the most typical characteristic of ESP, it is generally regarded as criteria or a key feature of ESP which is formerly focused rather exclusively on target or end of course requirement, and it is usually to take account of learners” initial needs, including learning needs. As criteria of ESP, needs analysis serves three main purposes; first, it provides a mean of obtaining wider input into the content, design and implementation of a language program.

Hutchinson & Waters (1993) make clearer distinction that needs consist of two things namely target needs and learning needs. Target needs deal with what learners need to do in the target situation. Target needs include three useful terms that is necessities, lacks, and wants. Necessities are the type of need which is determined by the demands of the target situation. It means that what learners have to know is how to function effectively in the target situation. Lacks are gaps between the target proficiency and the existing proficiency of learners. Lacks can be organized only after teachers or course designers already know the needs of learners. Want concern with the awareness of needs that specify the ESP situation. Awareness is a kind of perception which may vary according to one’s viewpoint. When learners have a clear idea of the necessities of the target situation, and they already have a particular view of their lacks, it does not automatically suit with the perceptions of other interested groups like teachers, course designers or sponsors. Therefore, ideal wants must reflect all the groups interested in implementing ESP. Learning needs refer to what knowledge and abilities learners will need in target situation. If the starting point in ESP is called “lacks” and the destination is necessities and wants, the way to go from the starting point to destination is called learning needs. Need analysis detected before the course might change during the course and the teacher take note of those change. Generally, in designing needs analysis requires the following procedures, those are; decide what information to gather and why, when, from whom and how to gather it, gather the information, interpret it, act on in, and evaluate the effect (Graves, 2000: 73).

English for nursing students is an English program, which is held to meet the nursing students' language skills need of English to support their study and future work. In this study, teaching English is certainly a part of teaching English for Specific Purposes. It can be for academic purpose and for occupational purpose. This program has an objective to improve the student's language competence. Besides, it also expected that the information in communication would be conveyed well because the competence of the students in English is improved. This program deals with the English needed in the nursing world, which prepares the students to be able to communicate using English with the foreign medical patients. Therefore, English Competency for nursing students is really needed to help nurse to master English speaking skills that will be very useful later in doing their future job as a real nurse, in which they have to communicate with foreign patients and medical application form.

Based on the descriptions above, it has become the main reason for researcher For the importance of conducting research on needs analysis with the title; Needs Analysis in English for Specific Purposes (ESP) For Nursing Students with the aim that teachers or syllabus designers English courses can obtain detailed and clear information about the material learning needed by nursing students and vice versa students too may get English learning materials that are relevant to the academic field and jobs so that they can have the right language skills and also have high confidence to be able to communicate in English professionals in their careers and the world of work well.

METHOD

In the early stages of this research, a study of some literature and research has been carried out journals related to the research topic. Subsequently, a survey was carried out begins with the preparation of the instrument in the form of a questionnaire which is distributed to 3 categories respondents are:

- 1) Participants of this study were 90 nursing department students at the first semester in the Health Polytechnics Semarang (they were randomly chosen from 2 classes),
- 2) 2 English lecturers,
- 3) 2 Nursing Lecturers. and

The data were collected from several sources such as nursing department students, English lecturers, the staff, and ESP experts. It was intended to provide different perspectives, which supports researchers to analyze about something from a lot of points of view. The instrument used in data collection is in the form of a number of questionnaires developed by Hutchinson & Waters (1987) and simplified more comprehensive by Dudley-Evans & St. John (1998) which includes 4 important things about the needs of learning English from the point of view of the four respondents, namely:

- a) The level of skills and abilities of students in English
- b) The level of importance of the need for 4 English skills/skills which include listening, speaking, reading, writing, including grammar and vocabulary.
- c) The level of importance of the sub-skills needs of the 4 main skills, namely listening, speaking, reading and writing that are needed in daily and internal communication world of work.
- d) The level of importance of the need for ESP English learning topics / materials that are related to the field of science and civil engineering work. These data have been responded well by almost 90% of respondents from every 3 above category.

The instruments used were questionnaires focusing on personal information and English proficiency, students' interest on English language skills, the conditions that need English for Nursing Department students, Nursing Work topic for sharing with colleagues and patients, students' favorites activities in learning English, and topics the Nursing students want to learn. The writer completed the information of ESP materials for medical record

students by interviewing 2 English lecturers in Nursing Department, Nursing Lecturers and 1 staff working at the campus. The questionnaire data and the interview data were analyzed qualitatively.

FINDING AND DISCUSSION

This section describes the results of need analysis about the importance of designing ESP materials based on students' needs and lecturers' needs used in the Nursing Department. The findings were collected based on the questionnaires and interviews. Ibrahim (2017) stated that Interviews are used to pose open-ended inquiries. They permit the collection of private information from individuals. Mohammed and Nur (2017) declared "Basturkmen (2010), Brown (1995, 2009), Long (2005), Hyland (2006), Richards (2001), Graves (1999), Dudley-Evans and St John (1998), and West (1997) concur that questionnaires, observations, interviews, and analysis of authentic spoken and written texts are instruments which could be adopted to investigate needs." Students' Need Analysis about ESP Materials According to Dudley-Evans and St. John (2009) there are five components in today's concept of needs analysis which have been grouped into:

1. The Students Aspects

According to the students' aspects there are some categories such as:

a. The target situation and objective needs analysis

The target situation and objective needs concern to the English for Specific Purpose in nursing circumstances. The materials deal with the topic how the students are able to handle communication in Medical Context which is in accordance with their learning outcomes as professional nurse.

"Since I am the student of Nursing Department, I think it will be nice if the English Materials are full with the vocabulary about nursing, expressions in communication, and also deals with the grammar aspect, so we can speak English with doctor or patient well." (an interview from student)

b. Linguistic, Discourse and Genre Analysis

The three points deals with the support of English Specific Purpose especially for nursing department students. In Linguistic aspects the students are triggered to involve in listening (48.8%) and speaking (42.5%) in the learning process. They assumed that by listening the can imitate some pronunciation and intonation when they listen to recordings that can be practiced directly in speaking outcomes. So, these skills are concerned to support them to learn English step by step. Dealing with Discourse point of view the students are more concern to the topic about handling patient conversation through conversation or face to face directly with the patient such as how to get the information about patient details, how to take patient's medical history, how to present and perform medical procedure such as taking blood sample and giving medical instruction for patient with injuries, and asking about symptoms. Genre analysis aspect exposed the students' needs about reading materials that involved the topic about human organ (part of the body), and some medical abbreviation that included in the text.

c. Subjective Needs Analysis

Dealing with their basic knowledge in nursing aspect, the English materials for nursing becomes something new. The materials contribute to their new terms since they are in medical context. "So far, I just know in Bahasa Indonesia version. Well, I think the materials given will support us to improve the vocabulary especially in nursing context.

d. Present Situation Analysis



The present situation analysis is revealed in the aspect of in progress situation that faced to the students. The percentage of 48% showed the students interest of English is in medium level and there are no additional ways to support and increase their English competence. Engaging with the English skills, the 40% of the students are lack in speaking in the specification of pronunciation (48.8%). Realizing the needs of being able to get information in written text, the students are also identified in the lack capability of understanding passages.

e. Means Analysis

Considering means analysis point of view, the students regard the recommended effort to improve their English capability through English class.

2. The Lecturers Aspects

a. The target situation and objective needs analysis

English subject in The Third Semester of Diploma Three of Nursing are 2 SKS (Credit Semester), 1 SKS Theory and 1 SKS Practice. Regarding this point, it is necessary for practical time in 2 credit semesters. It is also needed that the students must have additional activity to trigger and improve their capacity in performing English for the example by reading some medical articles in English by browsing to the internet, having more frequency in listening English such as news in English, try to elaborate their capacity in speaking by imitating, and improving the ability in note taking the information from the audio or recording materials.

b. Linguistic, Discourse and Genre Analysis

Regarding the English teaching materials for students, the lecturer is agreed that relevance Nursing topic are recommended to trigger the students' mastery in English Nursing. Since the target are the student's ability in performing their capacity in nursing service, the materials should be dealt with the medical terminology and abbreviation in nursing, utterances in medical context such as handling patient, taking patient history, noun phrases, asking and offering help, presenting medical procedure, giving advice to patient, asking about sign and symptoms, patient assessment, and tenses.

c. Subjective Needs Analysis

According to this subject analysis point of view, the learning process must deal with the purpose, the students learning experiences and learning outcomes since it deals with their output as professional nurse.

d. Present Situation Analysis

Outlining present situation analysis, it is revealed that the students need to explore their critical thinking in learning process, the materials given must organized well and carefully concern to their knowledge in nursing ethics.

e. Means Analysis

The suitable place to learning process is not only in the classroom activities but can also involve in the additional media or attempts to elaborate their English in the aspect of nursing.

CONCLUSION

English for Specific Purpose has synergy with the needs of nursing students in English. The identification of needs analysis for both students and lecturers recognized the urgency of proper materials dealing with nursing knowledge. The study of the analysis of the needs for learning English found several important points that can be applied as well as an important reference in compiling English learning materials, among others: sub-skills in the field of speaking, listening, reading, and writing, which are ranked first for each sub-skill, are reading, reading, and work schedules and understanding the text and work contract in

English. Listening; understand English instructions, hear English conversation, hear and understand English media (internet, videos, movies, songs, news, etc.) Speaking: pronounce new vocabulary in English, explain materials/objects in English, and explain the process and procedures. Writing: Writing paragraphs in English and writing reports in English. English, and write a contract agreement in English. All the sub-skills had the same degree of importance. The material offered by the researcher included 16 topics, all of which responded very positively with the same high rank by all categories of respondents for inclusion as learning material. This ESP learning needs analysis is then expected to help designers and English teachers in compiling and developing syllabus/RPS.

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