



Nursing Students' Perceptions to Their Needs for English for Specific Purposes (ESP): A Case at SMKS Kesehatan Kendari

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Abstract

English for Specific Purposes (ESP) has been discussed for a long time around the world in the field of English Language Teaching (ELT). Teaching English based on students' needs is important particularly for those learners who learn English beyond the academic purposes such as vocational high school students. The objective of this study was to find out nursing students' perceptions to their needs for ESP materials at SMKS Kesehatan Kendari. This study employed quantitative survey method. There were 22 students participated in the study. The data were collected from students' responses to the questionnaire items. The data gained from students responses toward the questionnaire items were analysed by using descriptive statistical analysis in the form of percentages by employing SPSS version 20.0. The results showed that there are 5 tasks needed for speaking skills, 4 tasks for listening skills, 3 tasks for reading skills and 2 tasks for writing skills. Based on the findings, it can be concluded that speaking and listening skills are the most needed skills by nursing students in order to communicate in English.

Keywords: *English for Specific Purposes (ESP), Need Analysis, Target Situation Analysis (TSA), Nursing Students*

Introduction

The growth of English as a Lingua Franca (ELF) along with increased mobility of populations around the world has created the wider use of English in many fields of studies and occupations. The needs of English, particularly in the strategic fields such as healthcare becomes inevitable in this globalization era (Bensoussan, et al., 2009). Finch (2014) argues that even in EFL countries, where the first language is not English, the need for

English especially for Medical English becomes crucial. The healthcare professionals need to use English in order to read professional journals, attend international conferences, communicate with international colleagues, and treat English-speaking patients who are visiting, residing, or doing business in the country.

English for Specific Purposes (ESP) has grown to become one of the most prominent areas of English as Foreign Language (EFL) teaching today (Asfihana, 2017). This process cannot be separated from the growth of English as a Lingua Franca (ELF) and the wider use of English in many fields of studies and occupations. ESP has become increasingly important since more and more people are using English in a growing number of occupational contexts (Asfihana, 2017). The expansion of demand for English to suit specific needs of a profession has emerged the great challenges for EFL teachers to provide English language teaching activities that can meet the learner goals in real world. Therefore, the idea of adopting ESP in the classrooms particularly in Indonesia both at schools and universities cannot be avoided (Poedjiastutie, 2017).

Furthermore, teaching English for Specific Purposes has raised many issues among EFL teachers (Asfihana, 2017). These issues are related to the importance of ESP and the teachers' skills to use ESP learning materials in the EFL classroom. Some people claim that EFL teachers do not possess the necessary knowledge of the subject matter, and therefore he/she may not be able to exchange ideas which contribute to bring about the intended learning outcomes. Poedjiastutie (2017) points out that the adoption of ESP emerges many issues in EFL teaching that may become barriers for English language teaching and learning process. These issues related to communicative language teaching and teachers' lack of knowledge and skills.

Furthermore, the implementation of ESP in EFL teaching is also limited to the readiness of English teacher. The lack of teachers' knowledge about ESP becomes obstacles to fully implement it in EFL

classroom. Marwan (2009) stated that the adoption of ESP is mostly not accompanied by understanding the principles of ESP. The teacher-centred method in EFL teaching classroom has become problems for teachers to implement ESP. Most teachers view English language teaching in general context where students are taught by using general English materials and the main goal of teaching English is only on how to pass the examination. In this case, students' need for English for their specific goals and interest to support their future study and profession are neglected.

Then, since training and education programs at Vocational high schools in Indonesia are aimed at enabling students to assess certain competence in order to encourage them to get jobs dealing with national welfare (Schippers & Patriana, 1994), the English teaching at vocational high schools must be directed at reaching the aim. The issue of English teaching, in this case concerns with how to provide English to meet learners' needs. English for Specific Purpose, then, becomes an essential approach in English language teaching.

When English is used for specific purposes, there should be a particular program for learners in order to make students able to learn ESP based materials effectively. To set up a program for ESP, a teacher has to concern with several points: teaching guideline, syllabus, good materials selection for ESP program, the objectives and the students. Along with this program, good teachers will set up a program (teaching guidelines) before they begin teaching. These programs are necessary because by having the program, the teachers are enable to prepare all of the teaching and learning activities. When they do this, they can make an evaluation for the teaching materials and they can eliminate a repetition of the same materials that can cause students' boredom.

Based on the above background, the researcher poses the research question as follows: "What are the nursing students' perceptions to their needs for English for specific purposes.?". The objective of the

study is to analyse the nursing students' perceptions to their needs for English for specific purposes at SMKS Kesehatan Kendari.

Research Methodology

This study used a quantitative survey (Borg and Gall, 1989) method that elicits the nursing students' perceptions to their needs for English for specific purposes at SMKS Kesehatan Kendari. The Closed-ended questionnaire items comprised of 25 items were distributed to 22 students in order to find out their perceptions to their needs for the ESP materials of each language skills; speaking, listening, reading and writing skills for nursing students. Besides, the interview of teacher and students were conducted to deepen researcher's understanding about students' needs as well as to support the arguments provided in this study. The data gained was analysed quantitative calculation.

Findings

Based on the data gained from students' responses toward the questionnaire, the findings are illustrated in the following tables.

Speaking Skill

| No. | Items | Means | Category |
|-----|---|-------|----------|
| 1. | How to ask questions English well | 4.59 | Need |
| 2. | How to answer questions English well | 4.50 | Need |
| 3. | Do communication with non-native speakers | 2.36 | No need |
| 4. | Do communication with schoolmates | 3.68 | Need |
| 5. | Do communication with teachers | 3.81 | Need |
| 6. | Do communication with patients | 3.63 | Need |
| 7. | Do communication with doctors | 3.40 | No need |
| 8. | How to communicate in the hospital | 3.40 | No need |
| 9. | How to communicate in the emergency room | 3.09 | No need |

The means score showed students' needs for the tasks based on the responses of questionnaire items. The results showed that the tasks the

students need for speaking skills are how to ask questions English well, how to answer questions English well, do communication with teachers, do communication with schoolmates, and do communication with patients. Students feel that the tasks are necessarily needed because as a nurse, they always do direct communication with patients and doctor.

Listening Skill

| No. | Items | Means | Category |
|-----|--|-------|----------|
| 10. | Listening and understanding native speakers speak | 3.45 | No Need |
| 11. | Listening and understanding non-native speakers speak | 2.72 | No Need |
| 12. | Listening and understanding the content of health broadcast in the radio | 3.18 | No Need |
| 13. | Watching and understanding the main point on TV program health shows | 3.31 | No Need |
| 14. | Listening and understanding the contents of announcements | 3.59 | Need |
| 15. | Watching and understanding the content films of health | 3.40 | No Need |
| 16. | Watching and understanding of health seminars | 3.31 | No Need |
| 17. | Listening and understanding the content of forum discussions | 3.77 | Need |
| 18. | Listening and understanding the conversations through phone | 3.86 | Need |
| 19. | Listening and understanding when do face to face conversations | 4.40 | Need |

Meanwhile, students' responses toward questionnaire items also showed the tasks the students need for listening skill. The tasks are in the forms of listening and understanding when performing face to face conversations, listening and understanding the conversations through phone, listening and understanding the content of forum discussions, and listening and understanding the content of announcements.

Reading Skill

| No. | Items | Means | Category |
|-----|-----------------------------|-------|----------|
| 20. | How to read health magazine | 4.18 | Need |
| 21. | How to read announcement | 3.81 | Need |
| 22. | How to read patients List | 3.77 | Need |

Furthermore, students' responses toward questionnaire items also showed the tasks the students need for reading skill. The tasks are in the forms of how to read health magazine, how to read announcement, and how to read patients list.

Writing Skill

| No. | Items | Means | Category |
|-----|-------------------------------|-------|----------|
| 23. | How to write announcement | 3.45 | No Need |
| 24. | How to write medical report | 4.13 | Need |
| 25. | How to fill the patients form | 4.27 | Need |

Finally, students' responses toward questionnaire items also showed the tasks the students need for speaking skill. The tasks are in the forms of how to fill the patients form and how to write medical report.

Discussion

The results of students perceptions for their needs of the tasks for English for Specific Purposes for four language skills are very influential on vocational school. Every vocational school has different learning needs and they need their own material directed to the major of the school. It is line with Richards (2001) who argues that the different types of the students have different language needs and what they are taught should be restricted to what they need. Therefore, the teacher has to start with the analysis to know students' needs for learning English especially for specific purposes. In fact, the role of the teacher in an ESP setting is highly significant. ESP teachers help their students develop specialized language skills that will allow them to function and potentially excel in their

professional lives. They also prepare their students to pursue academic competence independently (Ghafounia & Sabet, 2014, p. 1 cited Mulleneaux, 2017, p. 13).

Conclusion

The result of this study revealed that there are fourteen items that students need to learn English for Specific Purposes (ESP). They felt that learning ESP is not only important but also necessarily needed for nursing students. In fact, speaking and listening skills are the most needed skills by nursing student in order to communicate in English. So that communication skills of students should be improved.

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