

AN EVALUATION OF ENGLISH MATERIALS BASED ON THE NEEDS OF HEALTH PROMOTION DEPARTMENT STUDENTS AT HEALTH POLYTECHNIC OF PADANG

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ABSTRACT. English class in Health Promotion Department faced many obstacles. Those might be related to low English proficiency students, inappropriate learning materials and the ignorance of need analysis. To overcome the obstacles, need analysis is regarded as the most crucial stage. It covered a wide range of activities coping with either the students' learning needs or their target needs and would begin by analyzing the needs of curriculum demand. It is known as needs analysis. Needs analysis is assumed as the starting point to choose the suitable subject material to fulfill the demand of work field. Therefore, an evaluation of teaching materials based on the needs of Health Promotion Department Students at Health Polytechnic of Padang is required to conduct as the purpose of this research. This research was designed as a survey research. It involved 107 respondents who registered as all active students of Health Promotion Department from the first until the third year; enroll 2017 – 2019 academic years. The data were collected through questionnaire and observation document. The data was analyzed by using quantitative and qualitative method. The questionnaire was analyzed by using quantitative method, meanwhile document observation from the syllabus and questionnaire from the students were analyzed by using qualitative. The findings of this research concluded that the teaching materials on the syllabus of Health Promotion Department Padang have been enough appropriate with the students' need in short-term (during study process); and long-term (for working life); it was proven by, or a half of them have been appropriate. However, the implementation of the four skills of English has been not appropriate applied yet, since the teaching materials gave for reading more. Teaching English with specific topic that related to the students' major for all language skills would make them become more enthusiastic. This would be a recommendation to the institution, curriculum designer and course designer to consider the result of this research. The new syllabus and module should be recommended.

Key words: Need Analysis, English Specific Purpose, Teaching Materials, Target Situational Analysis, Subjective Analysis, Objective Analysis

1. INTRODUCTION

English as the most dominant and widely spoken international languages inevitably becomes one of the urgent needs of the world community, including in Indonesia. It cannot be avoided that encouraging the mastery of foreign languages increasingly crucial for the many aspects in this globalization era. English has been part of the compulsory subjects at Indonesian education since elementary school until university level. Every phase offers higher language skills in learning English materials.

One of the most important challenges in teaching English in university level is how to make the students get the intended language level during their study. Knowing the needs of English language for the students is a vital importance. Since the language skills needed by the accounting students are different from those of medical students, the ways in which they take the language courses and the syllabi change from discipline to discipline. Therefore, the curriculum of the language

course needs to be prepared in accordance with the specific needs in the field of the learners.

Curriculum designers had decided to change the trend of English Teaching in university level from English for General Purposes (EGP) into English for Specific Purposes (ESP) (Hutchinson and Waters: 1987, p.7-8). The application of EGP no longer meets the specified needs of the students neither in the learning process nor in the work field. Applying ESP is expected to provide the students with knowledge and skills of English facilitating and enabling them to learn their subject as well as to perform appropriately in the target situation. The implementation of English for Specific Purposes in higher education is basically an effort to answer the challenges of one thing, namely the demands of the work world.

Health Promotion department of Health Polytechnic of Padang is one of the departments applying English for Specific Purposes for English subject. English for Health Promotion provides dual

benefits, for academic and non-academic purposes. For academic purposes, students are being able to read, listen, write, and talk about matters related to the content of their scientific discipline. The non-academic purposes are interests outside of their disciplines such as talking, reading, listening, writing things that are used in everyday life (daily needs), for example, talking with lecturers, friends, writing light reviews, listening to English news and much more (Robinson : 1991)

The English lecturers at Health Promotion department of Health Polytechnic of Padang face some challenges in teaching English. First, the teaching materials provided tends to be same as the previous year after year and do not keep abreast of students' needs. The second challenge faced by lecturers is excessive teaching load. In addition to teach English for Health Promotion, the lecturer also teaches at Nursing Department for 15 credits out of the obligation of 12 credits. The next challenge is the material. Based on the interview with the lecturer at Health Polytechnic of Padang, the issue of material availability faces two difficulties. First, the lecturers do not have much time to prepare the next material because of the excessive teaching load and lack of information about English for Health Promotion characteristics. Second, it is hard to find the suitable Health Promotion textbook due to Health Promotion is a new department in Indonesia. For lecturers, textbooks also act as the main source, teaching inspiration, even the curriculum itself (Garinger: 2002). The third challenge is the curriculum policy. In teaching learning process, the curriculum is a teaching guideline designed according to the vision and mission of the Health Promotion.

The curriculum of English for Health Promotion courses at the Health Polytechnic of Padang has not been clearly stated, it happens because it is a new one. The Core Curriculum used in the Diploma IV Health Promotion Study Program is derived from the KKNI (Kerangka Kualifikasi Nasional Indonesia) Curriculum issued in 2012. The core curriculum began to be used in the academic year 2016/2017 in accordance with the Decision of the Head of Development and Empowerment Agency of Health Human Resources, Number: HK. 02. 03/1/IV.2/16012/2014 Date December 30, 2014.

As a part of a vocational college, Health Promotion is a department that aims to prepare learners for careers that are based in manual or practical activities, occupation or vocation. Therefore, English for Specific purposes (ESP) is needed in teaching and learning process in order to incorporate students' specific needs in enrolling the courses. ESP is designed for a particular group of people in a particular context where the materials used are related to the learners' specialized field of study.

The other course's challenge is from the students. This challenge includes two things, namely the learner entry level proficiency and learner motivation. However, the fact shows that the English proficiency of most students of the Health Polytechnic of Padang (50 - 80% on average per class per department) is still at the level of beginners or final beginners (beginner and post beginner).

A good synergy between colleges, students and stakeholders is needed. The synergy carried out can be in the form of attention to the evaluation of English class for Health Promotion materials or textbooks for various departments of Health Promotion of Health Polytechnic of Padang. The evaluation of material is seen as one solution to characterize English class for Health Promotion, that is always unique and different between one department / study program with another. In addition, material evaluation is also very helpful for English for Health Promotion lecturers. This attempt provides an overview of the characteristics of English class at Health Promotion department that are actually different from English for General Purposes. The material evaluated is expected to increase the effectiveness and efficiency of teaching so that it is target-oriented. One of the efforts to develop an effective teaching material is by doing needs analysis. The needs analysis contained subjective analysis and objective analysis to achieve the target situational analysis. The results of these analyses could determine the teaching materials based on the students, institution, user and lecturers' need.

Needs Analysis is a process in ESP to identify and evaluate the need in learning English. It is important to be conducted as the means for collecting information about learner's needs which then serve as a basis for planning a teaching program. To reveal the English need of Health Promotion department, the researcher will view from the target situation analysis.

Related to the needs analysis of curriculum demand that require the lecturers to prepare appropriate teaching material to support English class at Health Promotion department in order to master English for Health Promotion, the researcher conducted an evaluation research to accomplish the need of teaching material. It is assumed as because the researcher evaluated the material chosen by the lecturer in the syllabus that could be used to accomplish the need of teaching English for Health Promotion materials.

2. RESEARCH METHODS

To evaluate the learning material which are viewed from the needs of participants', this research has the characteristics of survey research and it would be

analyzed from two points analysis namely, target situational analysis and objective analysis

Instrument is an important thing in a research because an instrument can determine the quality of research data. The instrument should be valid in order to get sufficient and good data. To see the validation of the research instrument, the researcher used content validity where the instrument was developed based on the theory of Tomlinson (2013) about teaching materials evaluation and Hutchinson and Water (2001) about target situational analysis.

Questionnaire was the instrument used to evaluate the students' need named target situational analysis. Meanwhile to see the objectivity of the learning materials, document evaluation would be done to find it, categorized as objective analysis.

3. RESULT AND DISCUSSION

a. Target Situational Analysis (Subjective Analysis)

Subjective analysis belonged to the needs analysis discussing students' assessment, suggestion, wants and subjective needs-factors that affect the way they learn. The data about the condition happening in the Health Promotion Program is shown in some tables and description below.

1) *Students' Self-assessment of English Proficiency Level Based on the English Academic Score.*

It was found that the students' proficiency in the English subject is in the range of 'excellent' until 'poor' category. The category of their competence based on the score of English on their academic result report. It could be determined that the academic score could not be the only one indicator of the students' proficiency even though more than half of students was 54 (50.4%) categorized 'good' for academic score of English

2) *Students' Perception of the Importance of English Subject to Support their Academic Life*

The data supported found that the students' believe that English is an important subject to be learnt for the students, it was proven with 73.83% of 107 students (79 students) claimed that the English subject was very important to support their academic life. . The importance of English to students was related to the many terms of Health Promotion using English. By mastering English, it would provide opportunities for students to explore many references, journals or books written in English.

3) *Students' Perception of the Importance of English to Support their Working Life*

Students' perception can be assumed that as the people who will work in Health Promotion

area, the students realized that they did not only need to have competence in health matters but also in English language. English is important for many aspects of Health Promotion, like reading English references such as the newest journals and articles. It could be seen from the number of students who declared English was important for their working life(89 students) in percentage 83.17%. No student declared that English was not important.

4) *The Competence of English Skill*

The data showed that most of the students believed their reading skill was mastered than other skills of English in number 54 students (50.5%). These students categorized themselves as good readers. The students claimed and believed that they were good enough in comprehending written English sources. However some students (44 students) believed that they did not have good competence in generating and organizing ideas of their mind, translating these ideas into a readable text and constructing written ideas in doing health promotion.

5) *English Skills that Need to be Improved*

The question of the questionnaire was asked to know the target situation of the students in the short term (the use of English for academic interests and or while the learner is still studying in Health Promotion department), such as reading references or textbooks, international journals, according to the fields of health promotion, understanding terms that are often used in the realm of their majors in practicum or theory acquisition, being able to write abstracts for thesis and / or article writing short. Listening and reading are the steps for learners to 'collect' information, while speaking and writing are the steps to 'produce' the information from listening and reading. Many students claimed that speaking and writing are more difficult than listening and reading. Since speaking and writing are more difficult, many students wants to improve those skills through English materials, it proven with 47 students(43.92%). The students wanted to improve their speaking skill during the learning process at class, like making dialogue or presentation. Meanwhile, 32 students (29.9%) wanted to stimulate their writing skills because it is needed to create health promotion brochure and pamphlet in English.

6) *The Students' Perception about the Importance of English Skill to Support Their Academic Life*

There are four skills in teaching and learning English: listening, speaking, reading, and writing which are related to each other and cannot stand independently; therefore, learners need to master all of the four skills. In learning process, those

skills will support the goals of the academic life and no one skill is more dominant than another. It was found that 67 students (62.6%) considered that reading was still very important to be mastered by the students besides speaking. The number of students 56 (52.33%) believed that speaking was needed after reading skill.

It can be summed up that the students really wanted to be mastered in speaking since they believed that they had to improve their speaking skill during their study. Sometimes students did not have enough opportunity either in their classes or outside to speak English. The students needed the speaking ability to use English language effectively and correctly in communication.

7) *Students' Perception of the Importance of English Skill to Support their Working Life*

The students will be asked about their perception of which English skill could support their job later as Health Promotion officer. A number of students (62.61%) needed speaking skill to support their working life. There were 59 (55.14 %) students claimed that writing skill was very important in health promotion related in constructing the ideas for writing report, constructing brochure in English and sharing knowledge about the health promotion.

Reading skills was the next skill to be needed by the students to support their working life, it was about 57 (53.27 %) students believed that reading as important skill to support their future career. Meanwhile, the number of students were 45 (42.05%) claimed that listening skill was not important enough in their work field. One of the goals of ESP is enabling learners to function adequately in a target situation (situations in working life). Due to its increasing use as the first global language, English proficiency is not merely an advantage but also a must.

English serves as the main gate to get a better job, especially in multinational companies. Many job advertisements include English proficiency as one of the major requirements. It could be assumed that one of the goals of ESP is enabling learners to function adequately in a target situation (situations in working life), therefore English proficiency is not merely an advantage but also a must. English serves as the main gate to get a better job, especially in multinational companies. Many job advertisements include English proficiency as one of the major requirements.

8) *Students' Perception about the Importance of the English Teaching Materials of Health Promotion Department*

The results of students' need presented in numerical form and reinforced with description of suggestions. There are 16 statements about the level of the students' perception on the importance of teaching materials and learning approaches. This following table showed the number of students' needs on the importance of instructing materials and learning approaches.

Next, the students are also asked to assess the content of teaching materials in term the importance of teaching materials. In getting the students' judgment regarding materials the importance of the materials, the theory of evaluating materials proposed by Nation (2010) was used. Then, the results were categorized into one of following rating scale: strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree.

The result showed that the students strongly agree about some points; the teaching materials according to my proficiency level in percentage 60.7%, the teaching materials increase curiosity about English in percentage 59.8%, the teaching materials make me easy to understand English in percentage 52.3%. On contrary, the students showed they disagree on the points about the duration of teaching and learning process and for the numbers of meeting. It is assumed that they need more for these kinds of points.

9) *Students' Perception about the Importance of Basic Grammar Rules to be Learnt of Health Promotion Department*

For many students, it is hard to understand grammar and use it in a proper communication. Sometimes, grammar often makes students hesitate to communicate in English. Nevertheless, it does not mean that the lecturers should overlook it when teaching English. Understanding grammar rules is important to help the students to master English especially dealt with the Health Promotion Program.

10) *Teaching Materials Evaluation of Health Promotion Program*

The teaching material that will be explained here is systematically described which is followed by the description of the English teaching materials of Health Promotion department. The evaluation about the teaching materials was done in order to do the objective analysis. There were 12 evaluation statements that were asked to the students. Open questionnaire was also given to the students to get their own feeling dealt with the teaching materials. Generally, they do not have problems with content of the available teaching materials. Most of the students gave suggestion about their need of

interesting media in teaching and learning process. They also suggest about the appearance of the teaching materials, length of time teaching and learning process, and the English skills portion and how the process run.

11) Students' Suggestion about the Teaching Materials of English for Health Promotion Program

Besides asking about the students' self-assessment of the teaching materials, the researcher also asked the students' suggestion of the next teaching materials needed. Most of the suggestion dealt with the appearance of the teaching materials, length of time teaching and learning process and how the process runs. They did not have problem and suggestion related to the content of teaching materials of English for Health Promotion

b. Objective analysis

Objective analysis should concern about the specific expressions used for communicating in those places. Learning outcomes the course is divided into two types of language skills: receptive and productive. As an achievement of receptive competence, students are expected to be able to improve their skills and understanding in listening and reading, oral and written texts related to general health science issues, especially health promotion. As an achievement of productive competence, students are expected to be able to effectively communicate oral and written (speaking, writing) related to health promotion health science issues. These productive skills are manifested in the ability to create and conduct dialogues, short presentations, write short essays, and the ability to develop arguments to support opinions in presentations and essays.

Receptive and productive language skills (listening, reading, reading, writing) are taught in an integrated (integrated language instruction) and theme-based (thematic instruction) according to the field of Health Promotion. In addition, knowledge about language aspects such as grammar and vocabulary are also taught and discussed to support the achievement of effective language skills learning. As an integrated language construction, several language skills and language aspects can be taught and discussed together, not separately

It was found that the topics of teaching English in English for health promotion are quite varied, especially in speaking and reading skills, while for writing and listening skills, the teaching topics are very limited. on the description of language skills that are taught in the Department of health promotion, based on syllabus analysis and analysis of the scope of teaching materials in the health promotion program, it can be concluded

that, the most focused language skills are reading skills, vocabulary and basic grammar role, the percentage is very significant. Speaking skill only applies during the activities through questioning and answering and also discussing with the lecturer. The writing skill also applies during the teaching and learning process through summarizing and paraphrasing. Listening is the smallest language skill to be applied. The small percentage is reinforced by a very limited variety of topics.

Several things need to be done such of a as the development similar model by education designers and developers on foreign language subjects other than English on a different student context, in a higher education level such as in a high school, and in a continuous application time frame. It is also necessary to develop different learning strategies, for independent learning. Also the use of a learning product with a high flexibility media instruction because the student is not dependent on the teacher, and can be utilized as a supporting learning resource to the resources obtained at campus in order to increase students' ability in English. The researcher and developer continued to implement revisions as suggested by students.

4. CONCLUSIONS

The main purpose of this research was to evaluate the English material of Health Promotion based on target situational analysis; some primary analysis had to be done to get the purpose. The primary step of the research was to evaluate the English teaching materials of Health Promotion program analyze the students' need in learning to achieve the target situational analysis. The teaching materials are analyzed in term subjective analysis and objective analysis. The result of subjective analysis study indicates that English teaching materials focusing on health promotion have not been appropriate with the students' need. It is assumed because the teaching materials focused on just specific skill, it was reading skill. Other language skills are the most needed and urgent for the students whether in their present situation and their future carrier. Dealing with the language skills, there are some important aspects that has been revealed through need analysis which are very beneficial for designing the course, such as: the language skills most needed is speaking since most of students thought that speaking is the most difficult skill to be mastered.

Objective analysis was done based on the teaching materials of health promotion program dealing with some teaching topics like promoting health, healthy diet and basic grammar rules. In order to cultivate multi-discipline English for health promotion talents and offer better English for health promotion courses, it is

necessary to take needs analysis theory as a guideline to put the needs of various stakeholders into consideration when designing the English syllabus. Objective analysis is no doubt an effective way for the English for health promotion syllabus design. The research result concludes that the topics given as the teaching materials had appropriate with the outcomes learning target.

However, the implementation of the four skills of English has been not appropriate applied yet, since the teaching materials gave for reading more. Teaching English with specific topic that related to the students' major for all language skills would make them become more enthusiastic. This would be a recommendation to the institution, curriculum designer and course designer to consider the result of this research. The new syllabus and module should be recommended.

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