

## ANALYSIS OF ENGLISH NEEDS IN STUDENTS OF NURSING STUDY PROGRAM STIKES NGUDIA HUSADA MADURA

Dhaniel Prasetyo Irianto<sup>1</sup>, Emi Nurniati<sup>2</sup>

<sup>1</sup>STIKES Ngudia Husada Madura, Jawa Timur, Indonesia

<sup>2</sup>STIKES Ngudia Husada Madura, Jawa Timur, Indonesia  
dhanielprasetyo92@gmail.com

**Abstract:** *This study is at identifying and analyzing the needs of ESP learning material in learning English at diploma nursing students. To find out the correct reference, analysis is urged to be done to obtain information about what the students really need to support their learning process at the present time or in the future career. This study was conducted by using a qualitative approach and descriptive method. The samples were students from Diploma Nursing Study Program of STIKes Ngudia Husada Madura who are currently taking English subject and the sampling technique used was purposive random sampling. Meanwhile, a questionnaire as the instrument for this study was arranged in a closed-ended form. The data analysis was descriptive analysis in the form of number and percentage. The study revealed that the needs of nursing students on English subjects are very diverse and it can be concluded that they need English not only for their current needs as they can communicate in English to support their education in the nursing field, but also for their future professional careers. Therefore, it is recommended that ESP English lectures or other related parties should accommodate the needs of these students. In addition, it is suggested to always conduct needs analysis since the needs of ESP learners are constantly changing.*

**Keywords:** *ESP, English subject, needs analysis, learners' needs*

**Abstrak:** Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis kebutuhan materi pembelajaran ESP dalam pembelajaran bahasa Inggris pada mahasiswa diploma keperawatan. Untuk mengetahui referensi yang benar, analisis kebutuhan mendesak untuk dilakukan untuk memperoleh informasi tentang apa yang sebenarnya dibutuhkan siswa untuk mendukung proses belajar mereka saat ini atau di masa depan karir. Penelitian ini dilakukan dengan menggunakan pendekatan kualitatif dan metode deskriptif. Sampel penelitian ini adalah mahasiswa Program Studi Diploma Keperawatan STIKes Ngudia Husada Madura yang sedang mengambil mata kuliah Bahasa Inggris dan teknik pengambilan sampel yang digunakan adalah purposive random sampling. Sedangkan kuesioner sebagai instrumen penelitian ini disusun dalam bentuk tertutup. Analisis data yang digunakan adalah analisis deskriptif berupa angka dan persentase. Studi ini mengungkapkan bahwa kebutuhan mahasiswa keperawatan pada mata pelajaran bahasa Inggris sangat beragam dan dapat disimpulkan bahwa mereka membutuhkan bahasa Inggris tidak hanya untuk kebutuhan mereka saat ini karena mereka dapat berkomunikasi dalam bahasa Inggris untuk mendukung pendidikan mereka di bidang keperawatan, tetapi juga untuk profesional masa depan mereka. karir. Oleh karena itu, disarankan agar guru bahasa Inggris ESP atau pihak terkait lainnya mengakomodasi kebutuhan siswa tersebut. Selain itu, disarankan untuk selalu melakukan analisis kebutuhan karena kebutuhan peserta didik ESP terus berubah.

**Kata kunci:** ESP, mata kuliah Bahasa Inggris keperawatan, analisis kebutuhan, kebutuhan mahasiswa

### Introduction

The English course is a general course that all students at STIKes Ngudia Husada Madura must take. This course focuses on developing comprehension skills for material tailored to the context of a specific profession. As a result, the need for students to master English is a challenge for a university to equip its graduates with adequate English language skills in order for them to compete in the industrial revolution era 4.0.

Nursing English has a more difficult term than English. It is common because it is related to medical terminology, which few people are familiar with. Furthermore, the variations and meanings of English terms in the nursing field are very complex and general, necessitating special understanding because they are related to work applications. Based on the aforementioned issues, placing student needs as 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 goals can be achieved effectively and efficiently (Febriyanti, 2017). ESP is one of the applied linguistics fields that has developed in the field of education and the use of English in accordance with the needs of specific fields of science and profession, such as the use of English in Science, Technology, and Engineering. Engineering and other disciplines The concept of needs analysis guides the design and development of ESP (need analysis). This concept relates to what students require in both academic and professional settings. As a result, ESP places a greater emphasis on learners at the higher education and professional or workplace levels. ESP learning materials must be tailored to the needs of students (Students' Needs) in the workplace so that students' skills can be applied optimally. This necessitates a Need Analysis (Need Analysis) in ESP, which aims to make the English taught truly necessary in the field that students will be occupying.

It was discovered in the field through observation that English learning materials at S1 Nursing at STIKes Ngudia Husada Madura have so far not been in accordance with the professional needs of a nurse. The English course materials provided are more general in nature, which is certainly not in line with the English language competence expected of a Nursing student. Meanwhile, ready-to-use teaching materials on the market cannot meet the needs of ESP learners and are generally not in accordance with students' characteristics, conditions, and needs. As a result, developing learning that is appropriate for nursing competencies is critical. This development is expected to serve as a reference or stepping stone in the development or compilation of teaching materials, textbooks, or textbooks for S1 Nursing students at STIKes Ngudia Husada Madura in particular, and nursing students in Indonesia in general.

## **Method**

This study describes the application of needs analysis to investigate needs, deficiencies, gaps, and desires in order to create a good syllabus or lesson plan for nursing students. This study's data analysis technique is descriptive analysis in the form of numbers and percentages. As a result, a more thorough analysis will be presented. The data was gathered through the distribution of questionnaires and interviews regarding the needs of ESP students. The questionnaire was created

in the form of a closed-ended questionnaire, which means that there are questions with answers that can be directly selected by the respondent.

## Result and Discussion

Researchers used a questionnaire to collect data from an analysis of student needs for English learning. The first question is how well existing English materials have met the needs of nursing study programs in terms of English language materials.

**Table 1. Availability of ESP**

No.	Availability of Materials	Total	%
1	Meets	5	10%
2	Sufficiently meets	19	38%
3	Does not meet	27	52%

Based on the data obtained, 52% stated that the English material currently available is insufficient, implying that a needs analysis for learning English for nursing students is required. The following question is what types of needs students should have.

**Table 2. Needs Student Learn English**

No.	Necessities	Total	%
1	General topics (materials/daily conversations).	15	30%
2	Specific topics in nursing.	16	32%
3	General and specific topics in nursing.	19	38%

According to the data above, 19 respondents/students (38%) believe that their main need to learn English is a general and specific topic in the nursing field.

**Table 3. Language Ability Level English Student**

No.	Level	Total	%
1	Beginner / beginner	3 6	72 %
2	Intermediate / intermediate	1 4	28 %
3	Advanced / advanced	0	0%

Table 3 shows the current students' level of English proficiency. Lacks refers to the gap between students' current skills and the skills that must be acquired. According to the data

presented above, 72% of respondents consider their English skills to be at the Beginner level. The fourth question inquires about students' motivations for taking English courses aside from the fact that they are required to do so.

**Table 4 Student Learning Goals English**

No.	Wants	Total	Percentage Understand
1	textbooks/journals.	13	26%
2	Pass the TOEFL/TOEIC exam.	3	6%
3	Preparation for the world of work.	18	36%
4	Communicating/ Conveying ideas orally or in writing.	16	32%

The data obtained in table 4 are very diverse, with the highest percentage being to assist them in facing the world of work (36%), followed by the purpose of Communicating/Conveying ideas orally and in writing (32%). According to Robinson in Javid (2015), the purpose of ESP is to provide English language learning that is appropriate for the learner's needs. If the material taught in this course is appropriate for the learner's needs, then learning motivation will increase and the desired goals will be met. The next step is to determine what students require for each English skill. Hutchinson and Waters define learning needs in Arianti (2017) as knowledge and abilities that students will need to have special skills in the target situation. This means that students are expected to be competent in their field of study, in this case, as nursing practitioners.

**Discussion**

ESP refers to English learning that is tailored to the specific needs of learners based on their field of study and occupation. In its approach, ESP considers the learner's target situation, as well as the need to communicate in English. This is what distinguishes ESP students from general English students. A Need Analysis is used to analyze the target situation of student needs. In Febriyanti (2017), Ellis and Johnson define Need Analysis as a method for obtaining a description or description of the needs of learners (or the needs of a group of learners). As a result, Need Analysis is the appropriate method for gathering information about the needs of specific groups of English learners, namely groups of nursing students. English for Nursing Purposes (ENP) or English for Nursing is a type of ESP learning that focuses on health and medical topics. ENP focuses on teaching English to nursing students in medical/health contexts and on communication practices with doctors, pharmacists, analysts, and patients. According to Chang et al. (2013), ENP is intensive learning for prospective nurses that is oriented toward professional learning and teaching in order to achieve the

required competencies. According to Javid (2015), a certain level of language ability is required for learners to actively participate in content-related learning. Furthermore, Javid (2015) stated that the ESP program does not require the learner to have a high level of English proficiency; rather, ESP is intended for those who can use English as a medium of instruction.

According to Mulyadi (2014), ENP is essentially a study that focuses on nursing and the medical field. As a result, nursing students who want to advance their professional skills and expertise must be fluent in English. It has been demonstrated that mastering English can help them achieve their goals and advance in their careers. In the following example, nurses must be able to communicate effectively. The data obtained for the English skills of Nursing students at STIKes Ngudia Husada Madura show that their English skills are still at the lower middle level. This makes it difficult for English lectures to provide appropriate material to students at the tertiary level, namely intermediate / upper-middle. Students at this level are expected to be fluent in English and to have adequate communication skills in their field of study. However, according to Febriyanti (2017), ESP has a distinct personality, namely the ability to modify or change depending on the needs of the learner and the situation, allowing the learning of this English course to continue. English (Anazawa, Ishikawa, & Kiuchi, 2011).

When it comes to student skills, most of them believe they are lacking (weak) in speaking because this skill requires good English skills. Speaking is a productive skill that is sometimes regarded as a skill that can demonstrate the extent of a person's English proficiency. However, teaching these skills in depth in English courses is a difficult task. Megawati (2016) mentions that creating an ideal language class, particularly an ESP English class, is difficult. This is due to the large number of students present at one time, which is 50 or more. It is not possible to ask students to actively speak one by one in speaking skills. However, the needs of each student in terms of speaking skills cannot be met adequately. Meanwhile, with a large number of students, writing, reading, and listening skills become obstacles for lectures in providing training that consists of several stages, checking and providing adequate feedback or improvements. As a result, skills other than speaking receive insufficient attention. According to Brown in Javid (2015), the main obstacles faced by a foreign language learner are shyness, anxiety, or hesitation to speak for fear of being wrong, being considered stupid, or not fluent due to limited knowledge of the language. This is supported by the researcher's questionnaire results, which show that nursing students at STIKes Ngudia Husada Madura have the most difficulty speaking due to a lack of vocabulary, pronunciation, grammar, difficulty memorizing, and embarrassment if they make mistakes.

Because the four skills are integrated with each other (Integrated Skills) in learning English, speaking, writing, reading, and listening skills are all equally important. As a result, ESP lectures

must be able to determine which skills require more in-depth handling and discussion in class. Each nursing English material has distinct characteristics that set it apart from the others. For example, speaking skills are more important in nursing activities that require more verbal communication skills with patients, doctors, or other health workers, while writing skills are more important in medical records. ESP learning can be focused on a specific English skill, depending on the needs of the learning field (Chovancova, 2014).

English Learning Objectives for ESP The determination of learning objectives based on needs analysis is critical in ESP to determine the learners' needs. It is critical to provide them with English language materials that meet all of these objectives. The material used must be beneficial to students so that when they graduate and begin working, they can use English effectively (Chovancova, 2014). According to Ellis in Chovancova (2014), the development of teaching materials must take into account the use of authentic materials that reflect their profession. So ESP does not simply teach English without context. Based on the findings, the ESP English course lecture or other interested parties can determine the next step, which is to create a syllabus. The important thing to remember is which English skills or components should be prioritized for students. To make a decision, several factors must be considered, including the unique characteristics of each student's needs, learning objectives, learning styles, motivation, and learning desires. According to Javid (2015), the role of an ESP Language lecture includes not only teaching and providing knowledge or skills related to the language, but also motivating students. ESP instructors play an important role in the academic development of ESP students by providing consistent motivation, which can increase interest and desire to learn. This motivation assists the learner in remaining focused on his efforts and activities aimed at achieving specific goals.

## **Conclusion**

The findings of this study indicate that learners' needs for English courses are not the same and vary. This information can be used to create and develop syllabuses/RPS for English ESP courses such as English for Nurses (EFN) and Medical English. Needs analysis is not only the first step in developing an ESP, but it can also be used to evaluate the ongoing process.

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