

NEED ANALYSIS IN ENGLISH FOR SPECIFIC PURPOSES FOR NURSING STUDENTS AT MALANG DISTRICT

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ABSTRACT

Regarding to ASEAN Economic Community and also local wisdom, School of Health Sciences (STIKes) of Kepanjen, Malang has designed new mission that it will hold professional and competitive learning process to meet demands of health workers in local area, national even international. So that, it needs a way to design English for nursing course appropriate with students' needs and the latest trend. Thus, need analysis become primary key to design syllabus and materials easily. This research aims to describe the need analysis of English for specific purposes (ESP) for nursing department which focuses on target analysis and learning need. Data were collected by distributing questionnaire and also interview. Before distributing questionnaire, students in second semester was given pre-test and questionnaire to gather information from undergraduate nursing students in the second and sixth semester, diploma III nursing students in fourth semester and nursing lectures who have working experience in aboard about their experience learning English and the need of English in work place. The result of this research would be the reference to design syllabus and develop materials.

Key words: ESP, need analysis, target analysis, learning need

1. INTRODUCTION

English is needed for them who do not want to be left behind since it is an international language. As an international language, Indonesian nursing students have to prepare their communication skill, moreover, in English. It is appropriate with Subiantoro in BNP2TKI news (2015) that he suggests Indonesian nursing students not only prepare clinical skills, mental, moral, and physic but also foreign language especially English if they want to work in foreign countries such as in Middle East. Therefore, school of health sciences design its new mission that it will hold professional and competitive learning process to meet demands of health workers in local area, national even international. In conclusion, English for specific purposes (ESP), here, plays role to give what nursing students' need (Hutchinson and Waters, 1987).

ESP teachers or researcher would look for appropriate materials with their students' major by using need analysis. It has been very popular first step before

language teachers start their English class. The results of the research are used as reference to design syllabus and materials. In 2016, Hermawati conducted a need analysis for Management of Agroindustry students to find out and describe students' need of English for Agroindustry Management. From her research, it concluded that the students need speaking class more to improve students' speaking ability with the client and writing class in the second priority. In 2014, Zuana found out that nursing students were willing to improve their communication and mastering medical terminologies. In 2014, Shahriari and Behjat concluded that medical students are motivated in improving their English because English is highly used in their work place.

By looking at that result, the English teacher of school of health sciences of Kepanjen need to analyse nursing students need before they start their English class. Moreover, they have limited time that is only two semesters to improve their English competence related to nursing field. So that, it needs a way to design English for nursing course appropriate with students' needs and the latest trend. Thus, need analysis become primary key to design syllabus and materials easily. Therefore, this research conducted to describe the target need and learning need of nursing students at school of health sciences in Kepanjen.

2. METHODS

This research is descriptive qualitative method. The main data sources of this study were taken from questionnaire. Questionnaire was given to forty undergraduate nursing students in second semester. They will have English class in fifth and sixth semester. They were asked about their opinion about their necessities and wants in learning English for nursing. Before that, they were interviewed to know their speaking proficiency. Questioner also was given to seventy four undergraduate nursing students in sixth semester and forty eight diploma three nursing students in second semester whom had English for nursing class at first and second semester in order to know their experience in English class. Besides, three nursing lecturers who have working experience in one of Middle-East hospitals were given questionnaire as well. All the respondents'

identities were anonymous. Student is coded Std and lecture is coded Lct. Then, data were analysed to answer research problem.

3. RESULTS AND DISCUSSION

3.1 Second Semester Nursing Students

From forty undergraduate nursing students in second semester, 55% students have studied English for almost twelve years and 95% of them do not use English in their daily conversation. Then, from the result of speaking test, 42% students were in intermediate level and 57% were in beginner level. It is known that second semester students have learned English for many years but they do not use English in their daily conversation, therefore, their English speaking skill is in beginner level.

Regarding to target analysis, the first question is asked about what students want to learn from English. Most of the students want to improve their speaking skill. Then grammar is in the second place because students said that if they understand English grammar, hopefully, they could apply the grammar in speaking, writing, listening, and reading. It can be concluded that students want to have more hours and practice on speaking.

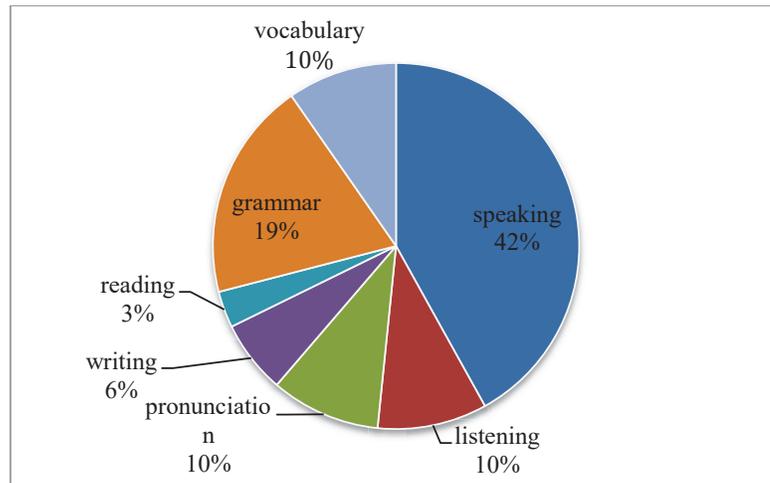


Figure 1. Frequency of what students want to learn English

Appropriate with what nursing students want to learn, they also said they need improve their speaking ability in order to be able to communicate with patients. Besides, they need to know how to give instruction to their patient how

to take medicine and understand the name of equipment in hospital was in the second place. Then, they need to understand and master medical terminology and vocabularies used in nursing field. The rest are to learn parts of body and the process and procedure in nursing. In short, involve in communication with foreign patients became the reason students need to learn English for nursing.

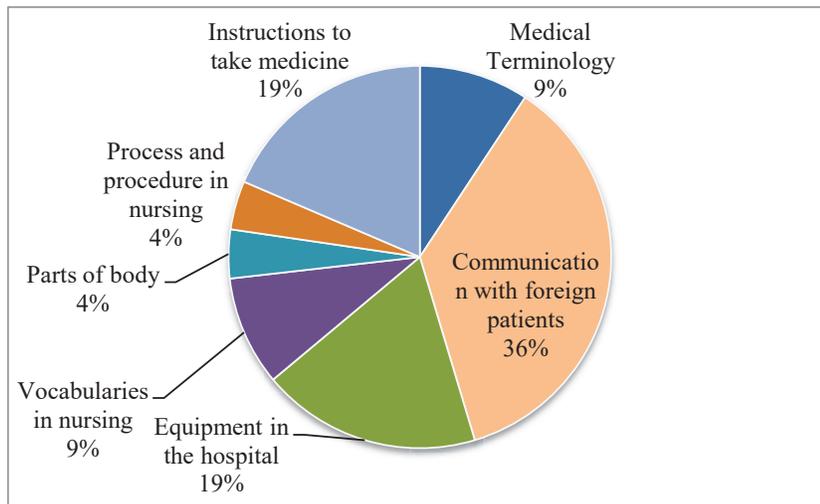


Figure 2. Frequency of what students need to learn English for nursing

After nursing students in second semester answered what they need to learn in English for nursing, they then revealed their purposes of learning English for nursing. 56% students aim to communicate with people in the hospital especially patients. Since they think that they would serve patients, then communication skill is needed to give better health service. Besides, 13% of students just want to understand English for nursing because they think that English course is an obligation they have to pass. Surprisingly, 7% students want to get more experience and knowledge learning foreign language and communicate in English and 2% students say that English is needed one day event just for communication. Moreover, 2% students learn English for nursing in order to apply it and get job easily. In conclusion, more than half of students in the second semester consider that communication with people in hospital using English is important.

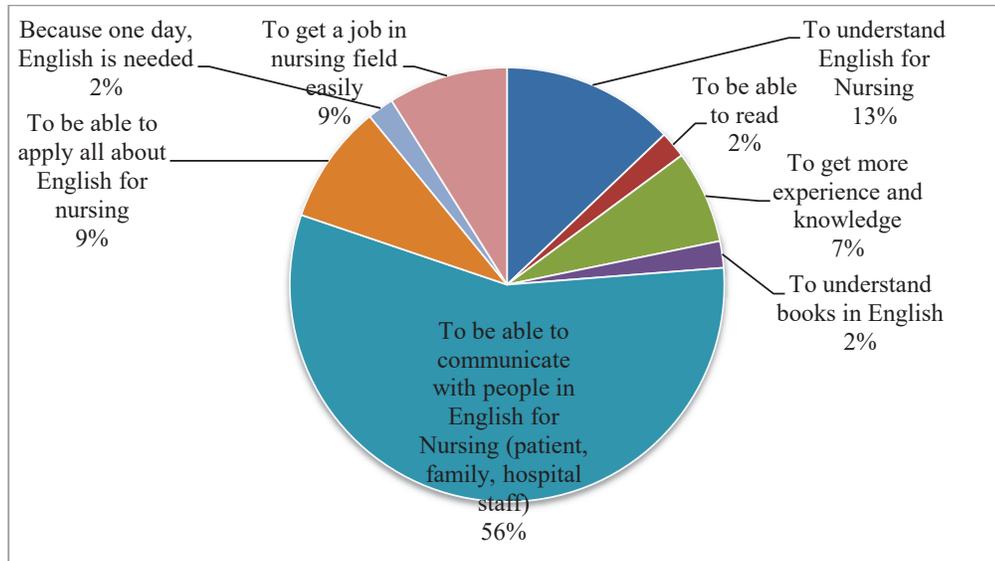


Figure 3. Frequency of students' purposes learn English for nursing

Furthermore, students were asked to put four basic skills in order from the most important to the least. Here, they have their own different opinion which one is the most important. The most important is in 1, important is in 2, not important is in 3 and the least important is in 4. 71% of students considered speaking as the most important skill to be mastered first and was needed more to be developed in learning setting and work place. 11% of students believed that reading is the most important because as students they need to understand nursing articles or books in English then followed by writing and listening. The second skill is listening which is high selected by students. 18% students believed that writing is next skills to be developed. 13% students chose writing then speaking 10%. The following skill is reading. 51% students wanted reading as the third skills to be learned in their class. However there are 20% students chose listening, 20% students chose writing and 6% students chose speaking to be the third skill. The last skill is writing. 57% students believe that writing is the least important skill to be mastered in their field. 26% students chose reading and 17% students chose listening. In conclusion, the most important skill to be master and need practices hours more is speaking, the second is listening, then reading, and the last is writing.

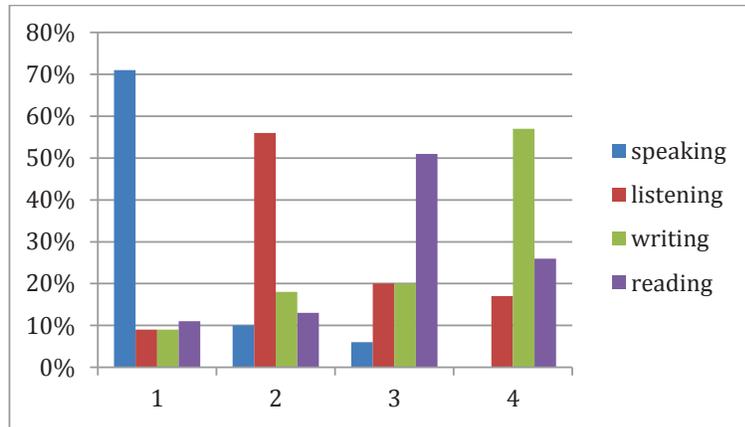


Figure 4. Frequency of the most important (priority) skill

Because of English as main tool in communication with foreign people, then researcher believes that by acknowledging English speaking countries' culture is also important, therefore, researcher asks second semester nursing students about their opinion if they will learn about culture of English speaking countries' health system. As information, culture here is about the health system in English speaking countries. Here, researcher asked students about their impression of learning English and/or health system in English speaking countries. More than half of second semester students were excited learning English for nursing without health system of English speaking countries but not with its health care system.

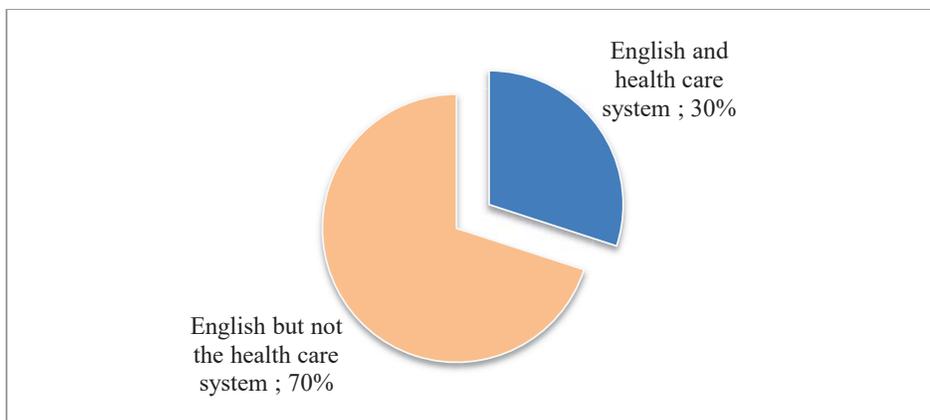


Figure 5. Frequency of students' first impression of English for nursing class and health system in English speaking countries

In conclusion, second semester nursing want to learn speaking in English than other basic skills. They believe that if they want to be success professional

nurses they have to be able to communicate with the people especially patients, patients' family and hospital staffs. Therefore, they considered that English is the first skill then followed by listening, reading and writing. Since they are going to learn English for nursing and communicate with foreign people or maybe they have to work in foreign country, more than half of the students were excited to learn English for nursing.

3.2 Fourth and sixth semester nursing students

Nursing students of fourth and sixth semester were also the informants of this research. They already have English for nursing class in their first year. They complete the data about their experiences in English for nursing class. It answered what their junior needed.

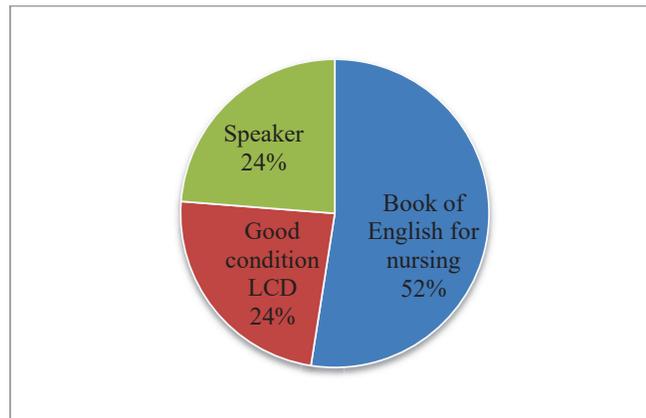


Figure 6. *Students' dissatisfaction of facilities for English class*

When they were asked about facilities especially for English class, 87% of students said that they did not get enough facilities. 52% of students said that library did not have enough numbers of English for nursing books. They also were bothered by the LCD which had not shown its best performance. It distressed the students because of the colours. Besides, when they had listening section, students used the speaker only to help them answer the listening questions. On the other hand, 13% of students were satisfied because they got free e-book of English for nursing from their English teacher, even though the library did not have enough English for nursing book collection.

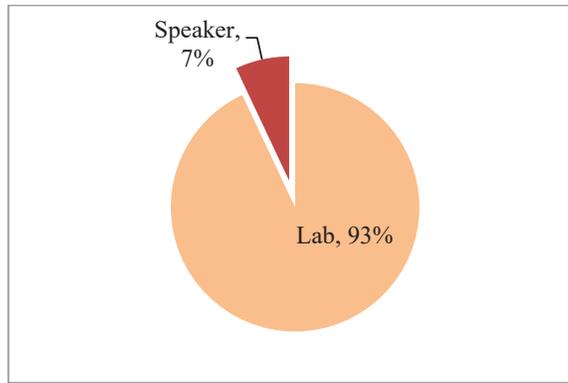


Figure 7. *Infrastructure dissatisfaction*

Regarding to infrastructure for English class, 81% of students were not satisfied. This school did not have language laboratory, therefore, they got terrible when they had listening section and it was frustrating. Yet, 7% of students said that they need speaker with good condition because it did not work well. Since, the school only provided speaker in their class, they just wanted good speaker to help them listen to the audio clearly.

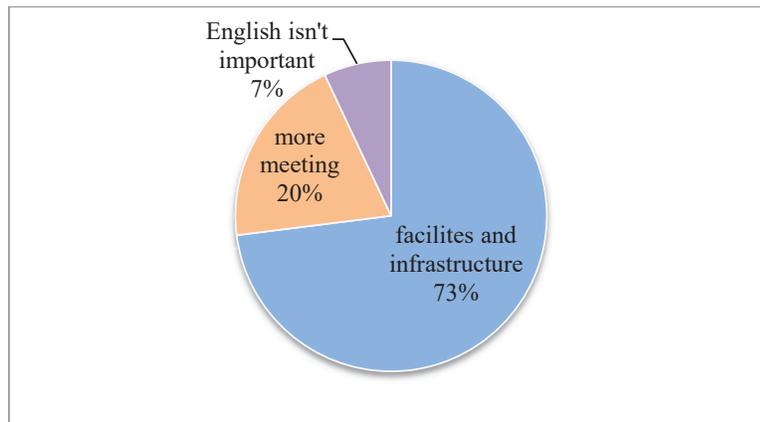


Figure 8. *Reasons of English for nursing class is not effective*

Further, they shared their experience how effective English for nursing class was. 57% students argued that it was not effective. 73% students mentioned that they needed more facilities and infrastructure such as audio equipment, English language laboratory, and English teacher. 20% students need more meeting and the rest (7%) said that English is not important. On the other hand, there were 43% of informants argue that the class was effective. 25% students said that it was because they used e-book and journal as the authentic materials. The rest argue that English teacher taught English well.

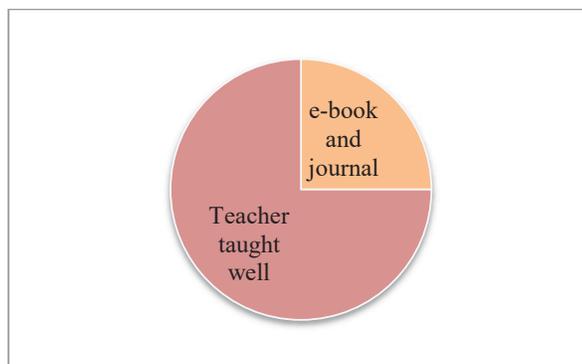


Figure 9. *Reasons of English for nursing class is effective*

3.3 Experienced Nursing Lecturers

There are three experienced nursing lecture who had worked as a nurse in foreign countries. Those three experienced nurses had worked in Middle East; Lct 1 had been in Kingdom of Saudi Arabia for a year, Lct 2 had been in Kingdom of Saudi Arabia for 2 years and Lct 3 had been in Kuwait for three years. All three experienced nursing lectures revealed the use of English when they were working there. In the work place or hospital, they always used English in daily communication. Lct 1 used journal because it gave up to date information about research in nursing. Lct 2 preferred books rather than journal because books had complete standard operational procedure explanation and gave details information and it satisfied what she needed. Further, Lct 3 used both journal and book because it gave the newest information. It can be concluded that they always used English even the literature they used to update their information in English.

Moreover, those experienced nursing lecturers argued whether English was important for them as nurses. They said yes. Lct 1 and 3 mentioned that it helped them to face globalization and ASEAN economic community era. However, Lct 2 stated that English made her easy to communicate with hospital personnel such as doctor, nurse, pharmacist, radiologist, etc. In short, mastering English in health sector especially for nurses would be able to compete with other foreign nurses around the world because they could communicate with foreign patients and the hospital personnel.

Regarding to language basic skills, three experienced nursing lectures agreed that speaking was very important then followed by listening. Lct 1 stated

that speaking skill would facilitate among people in communication which was acquired from habitual. Furthermore, Lct 2 said that speaking led to practice so that when she worked speaking and listening were dominantly needed and mostly used in order to avoid miscommunication in giving treatment. Then writing and reading were mentioned after. Lct 2 said that writing was used to document assessments. In conclusion, all basic skills are very important for nurses but speaking and listening are the most important one.

Since school of health sciences of Kepanjen have mentioned that it would compliance demands of international health worker, researcher thought that introducing English speaking countries culture especially its' health care system is important. Yet, three experienced nursing lecture have different opinion. Lct 1 agreed because culture is part of transcultural in nursing. It benefits students to facilitate in doing nursing care or nursing documentation. Lct 3 has the same opinion as Lct 1 that health care system in Indonesia and English speaking countries are completely different. Different from Lct 1 and 3, Lct 2 thought that introducing English speaking countries' health care system was not important because in her opinion the application of English in nursing was more essential. Further, she said nursing practice were almost the same in everywhere, so that, speaking practice was enough to prepare nursing students competing in international's demand of nurses.

4. CONCLUSION

The result of this research is an obvious fact what students needs and wants. It is not that easy to design English for specific purposes, in this case is for nursing students. Besides, it can be a reference for school to design syllabus and materials and as an advice to improve their service.

From nursing students in second semester, they want and need speaking to be improved as they can communicate with foreign patients or hospital personnel thought they are not excited if they have to learn English for nursing with the health care system there. It suggests English teacher to increase speaking practice hour to meet their demand.

Furthermore, nursing students in fourth and sixth semester who had joined English class in the first year also argue that they need more book of English for nursing. They get difficulty in finding reference about English for nursing in library. Then, it is clear that school's library is suggested to complete their English for nursing book collection, at least the same as what English lecturer uses in the class. Besides, they want to have laboratory rather than only use speaker in listening section class. They said that speaker in each class does not work well so that they cannot hear the audio clearly. As we know, laboratory gives some private access and independency for each student. Therefore, it is suggested to school to have their own language laboratory to facilitate their students learning English independently and get more experience in learning English as foreign language.

On the other hand, there are two different opinions whether their English class is effective or not. Most of them argued that it was not effective because they did not have language laboratory because it restricted their learning access. Yet, the rest said that their English class was effective because they still can get and use authentic materials such as e-book and journal which were free and suggested from their English teacher. Fortunately, those authentic materials have helped English teacher to teach them well with minimum facilities.

In 2015 curriculum, nursing students in school of health science in Kepanjen will have two English classes in fifth and sixth semester. English teacher needs to design the English for nursing materials in two semesters. In fifth semester, it is suggested the class to have the following materials about:

1. Introducing themselves,
2. Offering,
3. Thanking ,
4. Hospital personnel,
5. Giving direction,
6. Giving instruction
7. Assessing patients,
8. Asking and giving advice, and

9. Explaining Treatment procedure.

Further, in sixth semester it is suggested the class to discuss about:

1. Write or document the nursing care
2. Write application letter and other official letter
3. (Read) Abstract
4. Write abstract for research

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