

## Need Analysis for Identifying ESP Materials for Nursing Science Study Program STIK Bina Husada Palembang

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### ABSTRACT

Material development is one of the important factors that determine the success of the language teaching and learning process. Teaching materials are a key component in language programs. English for Specific Purposes (ESP) is generally interpreted as an approach to learning English based on the goals/needs of the learner. In this study, the researcher used a descriptive method. The participants of this study were 7<sup>th</sup> semester students of the Nursing Science Study Program at STIK Bina Husada Palembang, there were 58 students who had filled out a complete questionnaire, consisting of 11 males and 47 females. The instrument used is a questionnaire, The result showed student's personal reasons for studying English was to be able to communicate in English fluently. 28% of the students answered to know and understand the grammar accurately, and 17% stated for working purposes. Further, majority of the students wanted to master their speaking skill at the end the program, followed by reading and speaking skills. 9% of the students wanted to master the listening skill and 9% of the students wanted to master all English aspects. The data generated from student questionnaires and interviews with the head of the nursing study program at STIK Bina Husada Palembang have explained several issues that need to be considered because the results of the answers offered offer significant suggestions for the development of English materials at STIK Bina Husada Palembang.

## INTRODUCTION

Indonesia as a member of ASEAN countries has started to implement the ASEAN Economic Community or MEA. The MEA is the realization of the free market in Southeast Asia which was previously mentioned in the Framework Agreement on Enhancing ASEAN Economic Cooperation in 1992. The purpose of the establishment of the MEA is to increase economic stability in the ASEAN region, and is expected to be able to overcome problems in the economy between ASEAN countries.

The enactment of the MEA is an opportunity for eight professions that have obtained the mutual recognition agreement contained in the Mutual Recognition Agreement (MRA) from ASEAN countries. One of the professions that has been ratified by the MRA is nursing. The opening of opportunities for the nursing profession is both an opportunity and a challenge for both prospective professional nurses and professional nurses.

Nurses who have high competitiveness will have the opportunity to participate and benefit in the "market" of nursing services. Therefore, if nurses want to be able to take work opportunities abroad, they must master the language, culture, and social systems that apply in the territory of the destination country.

The Central Statistics Agency (BPS) noted that the number of nurses in Indonesia would reach 511,191 in 2021. This number increased by 16.65% from the previous year, which was 438,234. In relation to the ASEAN Economic Community and Globalization era, students graduated from Nursing Science department must have communicative competence and the specific English language competence to carry out the responsibilities of being a nurse.

Material development is one of the important factors that determine the success of the language teaching and learning process. Teaching materials are a key component in language programs. Materials, whether commercially developed or teacher-produced, are an important element of the curriculum, and are often the most tangible and visible aspect. They provide guidance to teachers about the intensity of coverage and the amount of attention demanded by a particular pedagogical content or task.

The English course is a general course that must be followed by all students of STIK Bina Husada Palembang. This course is focused on developing skills in understanding material that is tailored to the context of a particular profession. Thus, the need for mastery of English for students is a challenge for a university to equip its graduates with adequate English language skills so that they are able to compete in the 4.0 industrial revolution era.

## LITERATURE REVIEW

### English for Specific Purposes

English for Specific Purposes (ESP) is generally interpreted as an approach to learning English based on the goals/needs of the learner. In the context of learning English in Indonesia at both high school and college, especially for students outside the English department, the ESP approach is a popular choice.

Many definitions are embedded for ESP. Some people describe ESP as teaching English for whatever purpose it may be. However, others describe it as learning English used in academic studies or teaching English for vocational or professional purposes.

Robinson (1980) defined ESP as the teaching of English to the learners who have specific goals and purposes. According to him, these goals might be professional, academic, scientific etc. Mackay and Mountford (1978, p. 2) have referred to it as the teaching of English for “clearly utilitarian purposes”. These specific purposes are the above-mentioned academic, professional or scientific ones that clearly depend on the learners’ needs. Both these definitions do not confine ESP to any specific field, discipline or profession and recognize its broader area of action.

Hutchinson and Waters (1997) say that the emergence of ESP has little to do with linguistics and psychology. Learners use different learning strategies, use different skills, enter with different learning schemes, and are motivated by different needs and interests. Therefore, focusing on the needs of the learner becomes as important as the methods used to disseminate linguistic knowledge. Designing specific courses to better meet these individual needs is a natural extension of the material designer problem. To this day, the motto in ESL circles is centered on learning.

The purpose of ESP is for students to be able to master English in the field they are studying. For example, chemistry students, then they must understand English for chemistry, or if they are nursing students, they must know English for nursing, or if they work in hospital, then they must master hospital English and so on.

### **Material Development in ESP**

Teaching materials for ESP tend to be viewed as distinct and separate from general materials. This may be because of the emphasis on content and the unfamiliarity of the content to many teachers. There are also differences in the roles of teachers and learners and in the design of the materials. For these reasons we need some additional considerations in mind when selecting ESP materials.

Dudley-Evans and St. John (1998) suggest that for teachers of ESP courses, materials serve the following functions: as a source of language, as a learning support, as motivation and stimulation, and as a reference. ESP materials may therefore seek to provide exposure to the specialized genres and registers of ESP, to support learning through stimulating cognitive processes and providing a structure and progression for learners to follow, to motivate learners through providing achievable challenges and interesting content, and to provide a resource for self-study outside of the classroom.

The implementation of the material development procedure is carried out by focusing on the development of materials for the specific purpose of teaching English itself. To develop teaching materials for a particular purpose, one of the things that must be the starting point is the needs of students. Developing

materials should begin with needs analysis in the context of ESP, determining course content, and designing materials.

### **ESP and Need Analysis.**

The needs analysis for ESP refers to the identification of the language and skills used in determining and refining the teaching materials for the implementation of the lectures. ESP teachers or course developers need to carry out a needs analysis process. According to Basturkmen, (2010: 19) needs analysis includes:

1. Target situation analysis: Identify the tasks, activities, and skills that students use in English to; what students should ideally know and be able to do.
2. Discourse analysis: Description of the language used above.
3. Analysis of the current situation: Identify what the learner did and did not know and could or could not do in relation to the demands of the target situation.
4. Learner factor analysis: Identify learner factors such as their motivation, how they learn and their perception of their needs.
5. Analysis of the teaching context: Identify factors related to the environment in which the course will be run. Consideration of what ESP courses and teachers can realistically offer.

Needs analysis takes various forms including questionnaires, interviews, observation of interactions and analysis of language use in target situations. Questionnaires and interviews allow needs analysts to explore people's opinions about the needs, difficulties and importance of language skills and areas.

### **METHODOLOGY**

In this study, the researcher used a descriptive method. The design of this method as used to describe the data collected. Descriptive research is not only limited to the problem of collecting and compiling the data, but also includes the analysis and interpretation of the meaning of the data.

The participants of this study were 7th semester students of the Nursing Science Study Program at STIK Bina Husasa Palembang, there were 58 students who had filled out a complete questionnaire, consisting of 11 males and 47 females.

The instrument used is a questionnaire that focuses on personal information and English language proficiency, as well as the English language goals of the Nursing Science Study Program students, STIK Bina Husada Palembang on English language skills

### **RESULT AND DISCUSSION**

This section describes the results from questionnaire. The Questionnaire is made based on personal information about students' English proficiency and their needs toward English materials

Table 1. Personal information and English proficiency

Questions	Options	Frequency	Percentage
How old are you?	21-30	37	64
	31-40	15	26
	41-50	6	10
Employment situation?	Employed	44	76
	Unemployed and looking for work	14	24
How important do you think English is?	Neutral	1	2
	Important	16	28
	Very Important	41	71
Have you studied English before?	Never	1	2
	Ever	57	98

As described on the above table, age category of the students are classified into three classes, most of the students are in 21-30 years old category. 44 students or 76% of the respondents work in health sector, further 41 or 71% of the respondents stated that English is very important.

Table 2. Personal reasons for studying English

Goals	Frequency	Percentage
To be able to communicate in English fluently	28	36
To know and understand the rules of grammar accurately	22	28
To read literatures and nursing books are in English.	1	1
School's subject	1	1
For working purposes	13	17

The table shows the description of student's personal reasons for studying English. The highest percentage of reason in studying English was to be able to communicate in English fluently. 28% of the students answered to know and understand the grammar accurately, and 17% stated for working purposes.

Table 3. English Level

English Level	Frequency	Percentage
Advanced	2	3
Elementary	30	52
Intermediate	18	31
Upper Intermediate	8	14

Table 3 shows the students perception toward their English level, majority of the students stated their English level was on elementary level, 31% was in intermediate level, 14% was in upper intermediate and only 3% in advanced level.

Table 4. Important aspects of language to be mastered

<b>English Aspects</b>	<b>Frequency</b>	<b>Percentage</b>
speaking	37	64
listening	5	9
reading, speaking	8	14
listening, writing	2	3
listening, speaking, writing	1	2
listening, reading, speaking, writing	5	9

Table 4 indicates that majority of the students wanted to master their speaking skill at the end the program, followed by reading and speaking skills. 9% of the students wanted to master the listening skill and 9% of the students wanted to master all English aspects.

Table 5. Interesting English learning techniques

<b>Technique</b>	<b>Frequency</b>	<b>Percentage</b>
Lecturing	6	10
Discussion	26	45
Practicing	12	21
Discussion and Lecturing	8	14
Discussion and Practicing	6	10

Table 5 describes the interesting English learning techniques, majority of the students or 45% stated discussion as the interesting English learning technique, 21% stated practicing, 14% stated discussion and lecturing, and 10% for lecturing as well as discussion and practicing

### **The result from interview**

#### **Head of nursing science study program**

The following outlines the result of the interview the head of nursing science study program, STIK Bina Husada Palembang to complete the information related to the English material development, she stated that the English material should integrate four basic English skills, namely speaking, listening, reading, and writing including aspects of grammar and vocabulary into the scope of nursing services and work, both in clinical/community practice and in classroom learning and/or in the laboratory. Further, it prepares students to be able to get

an adequate TOEFL/IELTS score to continue their education to a higher level or work abroad.

The writer also interviewed four students, 2 of them are employed and the other 2 are not. They stated the goals of learning English were (1) to develop their speaking ability, (2) several literatures related to nursing were written in English, (3) develop new English vocabularies, and (4) to go abroad.

## **Discussion**

The results of questionnaires and interviews with the head of nursing study program the STIK Bina Husada Palembang played an important role in the development of Palembang English teaching materials. They are intended for students of the STIK Bina Husada Semester 7 study program in English 3 subject. This development is intended to improve students' ability to master the 4 language skills in English and furthermore be able to communicate actively and use them in their workplace. 64% or 37 respondents are students in the range of 21-30, and as many as 44 respondents or 76% are already working. Based on this condition, it can be concluded that respondents need English to support their work in the health sector. Mastery of English itself is one of the basic capitals to be able to compete in the global era, especially the ASEAN Community.

Table 2 shows that the majority of nursing students of the STIK Bina Husada Palembang nursing study program need English materials that support them to be able to communicate in English fluently based on the applicable grammar. when already working, good communication skills and grammar can also be factors to get promotions in the future.

Furthermore, students also stated that of the four language skills, speaking ability is the biggest aspect in developing the material that will be expected from English courses, this is in line with the statement above, and improving speaking skills is expected to be carried out through the discussion method. The discussion technique might be one in all the offered teaching ways used by university lecturers (McKeachie & Svinicki, 2006) to encourage learning. However, the dynamics of the discussion technique might not be complete by most of these lecturers (Forrester-Jones, 2003)

The discussion method can encourage students to dialogue and exchange opinions both with the teacher and their friends so that they can participate optimally without any rules that are too harsh but still follow mutually agreed ethics. According to Suparlan (2007) discussions can be carried out in two forms, namely small group discussions and class discussions. In learning Indonesian, discussion is very helpful for two-way communication.

## **CONCLUSIONS AND RECOMMENDATIONS**

The data generated from student questionnaires and interviews with the head of the nursing study program at STIK Bina Husada Palembang have explained several issues that need to be considered because the results of the answers offered offer significant suggestions for the development of English

materials at STIK Bina Husada Palembang. They hope later in that learning English is to be able to communicate with good and correct grammar.

In addition, there are findings that show ESP learning is expected to meet the needs of respondents in current work. By knowing this fact, lecturers can work together to identify ESP materials to improve the quality of students, especially in English.

An ESP teacher can always choose to design a particular material, by designing or combining the various available textbooks. The material must be related to the needs of students in certain subject areas to increase their learning motivation, in this case English.

### **FURTHER RESEARCH**

This research is still far from perfect, so the researcher gives suggestions for further research, namely: using more data sets so that the accuracy becomes more accurate and students' need analysis can be achieved

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