ANALYSIS OF ENGLISH LANGUAGE NEEDS IN NURSING STUDENTS OF MUHAMMADIYAH PONOROGO UNIVERSITY

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Abstract

English in universities is taught as a general course in non-English majors, as in the case at the Nursing Department, Muhammadiyah Ponorogo University. Ideally, the content presented should be adjusted to the department, which is referred to as ESP (English for Specific Purpose). Perceptions from several parties are needed to find out how important English is for a career as a nurse and the right material according to their needs. This research aimed to analyze the students’ needs on English for Specific Purposes materials, particularly at the Nursing department, University of Muhammadiyah Ponorogo. The researcher used questionnaire as the research instrument. The subject were students of Muhammadiyah Ponorogo Nursing Academy in the academic year 2018/2019 with the total number of 90 students in three classes. The researchers decided to take only 20% of the total students, namely 20 students for all classes. The results of this study indicate that in general, respondents believe that English is very important to be taught in the Nursing Department. English is taught as a general course, but students expect material relevant to their assignments in the workplace. Teacher of ESP English courses or interested individuals can choose the next phase, which is the establishment of a syllabus, based on the preceding findings.

Keywords: ESP, English subject, needs analysis, learners’ needs

INTRODUCTION

The challenges of global competition marked by the implementation of the ASEAN Economic Community (AEC) since 2015 and the World Trade Organization (WTO) 2020 require a workforce that is not only competent in its field of expertise but also proficient in communicating using English. English has become an important skill that young people in every country, including Indonesia, must possess. As a global language, English has a major impact on policies and practices (Nunan, 2003). English is required, as a foreign language, to communicate with the global, especially
in the face of the AEC. That is why the graduate students from any department who has mastered English has a big opportunity in workplace to compete with other graduate students from all over the world.

As English became a global language, mastery of English became a necessity. To answer these global challenges, the Indonesian government launched continuous English language learning starting from junior high school to higher education. In contrast to secondary school level learning which refers to the national curriculum implemented by the government, English language learning as a public course in universities is more flexible. As in the nursing department at the University of Muhammadiyah Ponorogo, English becomes one of the compulsory subjects. This course is focused on developing skills in the understanding of materials tailored to the context of a particular profession. This is intended to equip students with English language skills in their future careers. Thus, the need for Mastery of English for students is a challenge for a college to equip its graduates with adequate English language skills to be able to compete in the era of industrial revolution 4.0.

English for Specific Purpose (ESP) is one of the applied linguistics fields that has developed in the field of education and use of English in accordance with the needs of certain knowledge and professions, as well as the use of English in the field of Science, Technology, Engineering, and other fields. ESP materials are designed to prepare learners or adult workers with knowledge of English in specialized fields, fields of work, or professions to achieve specific goals (Nodoushan, 2020). This concept connects what learners need in both academic and professional fields. Thus, ESP places more emphasis on learners at the higher education level and at the professional or workplace level.

ESP for Nursing Department at Muhammadiyah Ponorogo University took 2 credits each in the first and second semesters. Meanwhile, the ESP curriculum for this program is still not meeting the needs of students who are learning English for nursing, as one of the prerequisite courses requires students to be able to organize, analyze, translate, and communicate in English, particularly in the context of nursing services and work. As a result, the ESP curriculum includes this learning aim statement. English in nursing has a specific term related to the medical language where people do not know much about it. In addition, the variation and meaning of the English term in the nursing field are very complex and generally requires a special understanding because it is related to applications in the workplace. So the needs of students become the main key in planning specific materials to meet the needs of individuals in the real world so that ESP needs to be developed. Some linguists began to support the notion that English is required by a certain group of students to be indented by analyzing the linguistic patristics of their field of work (Hutchinson & Waters, 1987). This is a classification of ESP types according to Hutchinson & Waters (1987) ESP is divided into two categories: English for Occupational Purposes (EOP) and English for Academic Purposes (EAP).
EOP covers all aspects of English teaching and learning for professional, skills, and education requirements. Meanwhile, EAP is geared at individuals who require English for academic purposes.

Since the English course in the Nursing Department study program is targeted for students' academic study, this new study focuses on EAP. Because EAP is more generic, it is limited to certain uses, such as Nursing Department. As a result, all materials and teaching-learning approaches created should be relevant to the Nursing Department's subject as well as the needs of the students. Prior to developing the content, it is critical to do a demand analysis for Nursing Department students.

Based on the aforementioned problems, it is very important to analyze the students’ needs on English for Specific Purposes materials, particularly at the Nursing department, University of Muhammadiyah Ponorogo. The results of this research will be a reference for the next stage of research, namely the preparation of the syllabus and the development of ESP teaching materials, particularly for non-English department students. Previously, a needs analysis was done using a personal dialogue technique. It has not been performed in a formal and precise manner. An ESP needs analysis is carried out in this research to thoroughly examine the requirements and determine whether the materials meet the program's objectives.

**English for Specific Purposes (ESP)**

English For Specific Purposes (ESP) is a new approach to the teaching and use of English for specific fields and studies that suit the needs of the field of science and profession of the English user. Such fields of science and professions include English for law, medicine, nursing, mechanical engineering, economics, or maritime and others. ESP is generally used to refer to the teaching and learning of a foreign language for a clearly utilitarian purpose of which there is no doubt. Robinson, P. C. (1980) As such, English for Specific Purposes (ESP) teaching has a different approach and assumption to General English (GE). (Hutchinson & Waters, 1987).

English for Specific Purposes (ESP) is a way of teaching foreign languages for certain purposes in specific sectors of research and professions. This goal is usually seen as a benefit to the English language's role as a mechanism of oral and written communication. As a reason, ESP should be thought of as a set of ideas, concepts, and procedures that are distinct from English. ESP is an English teaching method that employs a variety of techniques, perspectives, designs, resources, assessments, and goals. The requirements of students and graduates are addressed in the ESP content. The syllabus and resources for ESP classes are designed in every way by a prior study of the learners' communication needs. ESP materials, syllabuses, and objectives should be planned and produced based on the needs of students and graduate users since students need teaching materials or teaching materials that are tailored to their needs, whether they are in college or working. As a result, the ESP method is a button-up method. (Mc. Donough; Karpf, n.d. 1985)
With the preceding explanation, it is clear that ESP is not a new product, but rather a unique method to English learning. ESP refers to learners' specific needs-oriented English learning in accordance with the fields of science and occupation. Students and teachers can use ESP to determine the objective or results depending on their needs and goals (Gestanti, et al., 2019). ESP materials are based and developed based on needs analysis.

ESP differs from regular English study in several ways. This sets it apart from other English language programs, such as English as a Second Language (ESL) or English as a Foreign Language (EFL). Some ESP experts provide the main characteristics and characteristics of ESP in English learning that is diverse and varied. ESP as an approach to English learning has four main characteristics: a) it is designed to meet the needs of learners; b) the substance and content of ESP are associated with themes and topics in a specific field of science, a specific type of work or activity; and c) it is centered on a form of language that corresponds to the activity and field of science or work, such as syntax, lexical, and grammatical. (Strevens, 1988)

Robinson, P.C. (1980) went on to explain that ESP has three major features that set it apart from General English, English as a Foreign Language (EFL), and English as a Mother Tongue (EMT). The first of the three qualities is ESP, which stands for "goal-oriented learning." Learners learn English in this context not because they desire to learn the language for the sake of learning the language and culture it contains, but because it serves a definite function in academic and professional domains. 2) The content of ESP is planned and produced using the requirement analysis idea. Needs analysis is a concept that attempts to specialize, connect, and bring what learners need in academic and professional sectors closer together. 3) ESP is geared more toward adults than children or teens. This is understandable given that ESP is often taught at the intermediate and advanced academic and professional levels, as well as in the workplace.

Learners' requirements should be taken into account while designing English for Specific Purposes (ESP). They went on to say that the fact that ESP fulfills the requirements of learners is effective, that it satisfies the needs of learners, and that it helps learners to study successfully within the timeframe set. ESP develops techniques and activities that are in line with the disciplines of science that are being targeted, studied, and taught. This implies that classroom learning techniques and activities must align with the disciplines of science, occupation, and profession that reflect the diversity and variety of ESP’s essence.

**Need Analysis (NA)**

Need analysis in English for specific purposes is an effort to identify the students’ need in learning English for specific purpose. Each student is learning English for a different reason. It depends on what is the students’ specific major that they select. Need analysis is the process of collecting the evidence and information. Mostly, need
analysis is conducted from English for Specific Purpose (ESP). (Nimasari, 2018) NA can be used to describe a teacher's approach, technique, and methods. Material design, subjects, and linguistic elements are also included. Teachers can examine and evaluate their ESP lessons using the NA findings. NA seeks to assess not only the teaching and learning process, but also the teacher-student relationship, encompassing attitudes, conduct, and beliefs. The institution and the instructors may both benefit from NA by determining what should be done and improved and what should not. As a result, NA is the first step in creating, analyzing, assessing, and evaluating an ESP class.

The goal of a needs analysis is to figure out what language skills a student will need to complete a given activity, aid in assessing if a present course fulfills the needs of potential students; identify which students in a class require extra language ability instruction; identify a significant shift in direction that members of a reference group feel is necessary; distinguish between what students can accomplish and what they must be able to do; and gather data on a specific issue that students are experiencing. (Richards et al., 2001)

Basic components of needs analysis used to analyze the language needs of learners: (Basturkmen, 2010)

1. Target situation analysis (TSA)
   Identified in this analysis is the identification of what kind of tasks, activities, and skills learners should master.

2. Learning situation analysis (LSA) or Learner factor analysis
   Identified in this analysis are: what kind of learner factors motivate them and their perception of needs in the context of ESP learning.

3. Present situation analysis (PSA)
   Identified in this analysis is: identification of what the learner has and has not mastered, about the target of learning achievements that the learner wants to achieve.

4. Means analysis or teaching context analysis
   Identified in this analysis are: factors related to what ESP teaching and its teachers can fulfill.

5. Discourse analysis
   Identified in this analysis are: identification of the use of language used for tasks, activities, and skills that learners must master.

Hutchinson & Waters, 1987 states the components of needs analysis:

1. Target needs
   Target needs include necessities, lacks and wants. The necessities are the aspects of language learning that students should master. Language learners' lacks are an element of what they have and haven't mastered. Language learners' wants are characteristics of what they desire to learn.
2. Learning needs
   Things are needed in this learning process.

The target needs analysis framework is a reference in the preparation of questionnaires that become data collection methods in this study. The basic design of the above questions is combined with questionnaire questions from the study (Boroujeni et al., 2013)

METHODOLOGY

The researchers used a descriptive study design in this paper, which involved following a series of methods for documenting, evaluating, and interpreting quantitative data about the English needs of nursing students, Muhammadiyah Ponorogo University. The subjects for this writing were students of Nursing Department in the academic year 2018/2019 with the total number of 90 students in three classes. The researchers decided to take only 20% of the total students, namely 20 students for all classes. The researcher utilized a questionnaire to collect data for this study. The questionnaire was designed to determine nursing students' opinions of their English needs at Muhammadiyah Ponorogo University.

FINDING AND DISCUSSION

Finding

As regards the results of the study including the data presentation and data description, and data analysis of the students' questionnaire.

Question 1: Why do you need to study English?

Referring to the first question, the students’ answer relating to their need to study English form could be seen in the following figure:

![Figure 1. Need to learn English](image)

According to the research, the majority of students learn English for the following reasons: B, 70% of students believe English is required for a successful future career. As a result, A, 20% of them study English because it is one of their primary topics.
The remaining 5% believe that speaking English is required when communicating with foreigners.

**Question 2: In the future, I will use English for?**

The results of student responses from the second question can be described as follows:

![Figure 2. Use of English](image)

Based on the data, there are 80% of students who use English for their future career, and 20% are used for their social life.

**Question 3: Do you agree that English should be added into your curriculum?**

According to the statistics, 65% of students agree with the English curriculum, which is followed by 35% of students who strongly agree. It may be assumed that they not only regard English as a useful skill for their future, but also that they support the English curriculum as a way to help them study English as part of their main major.

**Question 4: Do you need additional higher level of English class for your curriculum?**

The data showed that 70% of students agreed with the addition of higher-level English, while 30% of students strongly agreed with it. This proves that there is an additional level of higher English classes for the curriculum is indeed required by students.

**Question 5: If a student has low competence in English, what will happen?**

100% of students believe that having a poor command of the English language will have a negative impact on a student's academic achievement. As a result, students are generally aware of the significance of studying English.

**Question 6: What skills do you like to be more emphasized in the class?**
In this question, students are asked what abilities they lack and will be stressed in class. The percentages for speaking, reading, and listening is 80%, 10%, and 10%, respectively. Speaking is the most favored ability, according to the results of the study. Speaking is the hardest skill for students to acquire.

*Question 7: What topics of your major do you like to be more emphasized in the class?*

Students are asked not just what abilities are prioritized, but also what subjects they require. This will assist the lecturer in determining the topic to be presented to the students. According to the data, 35% of students choose nursing for working conduct, 30% prefer nursing for science abilities, 20% prefer nursing for job competence, and 15% prefer nursing for social life.

*Question 8: When do you use English?*

According to the study, 60% of students use English in English class, and 40% use English in English classes linked to their major. This indicates that they know the language but do not actively utilize it. Active participation in English can be a way to improve one's skills. As a result, it is necessary to create an English-dominated environment.

*Question 9: What kind of English class activities do you need?*

According to the research, 65% of students prefer group work as their preferred method of learner-to-class engagement, 35% choose individuals to work, and 5% choose other activities.

*Question 10: What kind of lecturer's role do you like to have?*

Students' and lecturer's roles in each other's lives Students expect the lecturer's role to be about supporting and directing the learning process, according to 65% of students. Students want to be involved in the learning process, but they need to be directed by the lecturer. A lecturer's involvement in managing the learning process is preferred by 35% of students. They mistakenly believe that managing everything in the classroom is equivalent to a regular classroom.

*Question 11: Do you agree that English class with 2 credits (2 sks) is enough for your whole major program?*

According to the result, 85% of students believe that two credits of basic English in the Nursing Department is sufficient for their major. 10% of people strongly agree. Two credits for the foundational course are deemed reasonable and not excessive. 5% of students, on the other hand, disagree.

**Discussion**
ESP refers to the study of science and work by English-oriented special-needs students. ESP considers the goal situation, the learner's requirement to communicate in English when developing its method. This will distinguish between students who are learning ESP and those who are learning English as a second language. Need analysis is necessary to assess the goal situation for student needs. Need Analysis is defined by Ellis and Johnson in Febriyanti (2018) as a process for obtaining a description or description of the requirements of learners (or the needs of a group of learners). As a result, Need Analysis is the best approach for gathering information on the requirements of English learners in a specific group, such as nursing students.

English for Nursing Purposes (ENP) or English for Nursing is a type of ESP learning that focuses on health and medical education. ENP focuses on nursing students' English learning in medical/health situations, as well as communication with doctors, pharmacists, analysts, and patients. ENP is an intense learning program for aspiring nurse practitioners who are interested in professional learning and teaching in English to get the essential skills. Learners must have a particular degree of language competence to actively participate in content-related material acquisition. Furthermore, according to Javid (2015), the ESP program does not need its participants to achieve top English rankings; rather, ESP is designed for individuals who are predisposed toward using English as a learning medium. As a result, nursing students who wish to improve their competence as professionals and their talents need to have acceptable English skills. It has been demonstrated that knowing English may help people achieve their objectives and advance in their jobs.

Based on the data that has been taken, it can be explained that students learn English because they need English as a provision for success in the future. The students have recognized the importance of future global growth based on the current situation. They understand, however, that English is a vital skill for applying for jobs. Students' perceptions of English will have an impact on their professional performance in the future. However, students in this research believe that learning English is useful not just to their careers, but also to their ability to converse with foreigners wherever they meet them.

According to the research, speaking abilities are the most important language skills for learners to develop. When asked what skills are most important in order to master English, the participants' choice of speaking skills as the abilities they wish to learn is strongly connected to their responses when asked what skills are most necessary in order to master English. Speaking abilities are the most difficult to learn, they say. Speaking is a useful ability that may be used to demonstrate the depth of one's English knowledge. It is impossible to have students actively talk one by one when it comes to speaking skills. However, the requirements of each student's speaking abilities cannot be adequately satisfied. When it comes to writing, reading, and listening abilities, having a big group of students makes it difficult for teachers to provide activities with several stages, review them, and provide adequate feedback or
development. As a result, talents other than speaking receive insufficient emphasis. As a result, ESP teachers should be able to focus their classes on skills that require more in-depth handling and discussion. Each nursing English material has unique characteristics and differs from the other. ESP learning can be focused on one particular English skill only and that depends on the needs in the field of learning (Chovancová, 2014)

Learning objectives are determined via an examination of the learner's requirements. It's critical to provide them with English resources that can serve all of these functions. The information utilized should be beneficial to students so that when they graduate and begin working, they will be able to communicate in English (Chovancová, 2014). Authentic resources that reflect their profession should be considered while developing instructional materials. As a result, ESP does not just teach English in a context.

Based on the above findings, teachers of ESP English courses or interested parties can determine the next step, namely the creation of syllabus. The most crucial thing to keep in mind is which English abilities or components should be given to students first. There are numerous factors to consider while making a decision, including each student's unique needs, learning objectives, learning style, motivation, and uneven learning wants. The role of ESP language teachers is not only limited to teaching and providing knowledge or skills related to the language but also motivates its learners. Language learning is regarded as a means to an end rather than an end in itself in this circumstance, and learners might quickly feel demotivated by language course content that does not appear to be directly relevant to their real-world goals. (Basturkmen, 2010). Consistent motivation by ESP teachers turns out to have an important role in the academic development of ESP learners that can increase interest and desire to learn. This motivation helps learners to stay focused on their efforts and activities in a certain direction, to achieve a specific goal.

CONCLUSION

Every student learns English for a different reason. It depends on the students' uniqueness especially for Nursing Department. Need analysis is an attempt to identify requirements for learning English specifically for a specific purpose. The purpose of the need analysis is for this research to serve as a reference for the nursing department's learning and improvement curriculum. The research would be utilized to determine the best strategy, tools, and medium to meet the demand for English for Specific Purpose in Nursing among students.

According to the research, students need English as a provision for their future work, as the student needs the most interested skill is to speaking English. This demonstrates that students' desire to enhance their speaking abilities is compatible with the demands of the job market, according to the researchers. Moreover, Consistent stimulation by ESP professors has been shown to have a crucial impact in
the academic growth of ESP students, increasing their interest and desire to learn. This motivation encourages students to direct their efforts and activities in a certain direction in order to accomplish a specified goal. Then, Teacher of ESP English courses or interested individuals can choose the next phase, which is the establishment of a syllabus, based on the preceding findings. The most crucial thing to keep in mind is which English skills or components should be given to students first. In short, course designers or lecturers could develop the ESP course, particularly English for Nursing Department, Muhammadiyah University of Ponorogo, by taking into account those factors have the potential to provide the most helpful materials to students.

REFERENCES


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