



THE ANALYSIS OF NURSING STUDENTS NEEDS IN ESP COURSE

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ABSTRACT

Nowadays, the opportunity for nurses to work abroad is wider and even wider more by the commitments of 61 members of World Trade Organization (WTO) under the General Agreement on Trade in Services (GATS). This challenges non-English native universities with nursing study program to equip their graduates with English communication skill through English for Specific Purpose Course. This study aimed to find nursing students needs in learning English. It used a mixed-method research design with 45 nursing students selected purposively as the respondents. The data were collected through a questionnaire, class observations, and interviews. In the interviews, the researchers invited 10 of 45 students to answer several open questions. Then, the data were analyzed descriptively. The results produced three themes, namely: (1) reading and speaking skill: reality and expectation, (2) nursing student perspectives on English and the learning, and (3) ELT effectiveness with ESP approach. In practice field, the students found that they needed to understand the English reading texts and expected to have a better speaking skill. They also showed a high interest in English and felt the importance for their future career. They argued that their ongoing English learning was effective for them since the learning materials were suited and supporting media were available. Thus, the students stated readiness to implement their English communication skill in nursing occupational practices.

Keywords: English for Nursing, need analysis, language use, student perspectives, effectiveness

INTRODUCTION

Nowadays, the opportunity for nurses to work abroad is wider and even wider more by the commitments of 61 World Trade Organization (WTO) members in health sectors under the General Agreement on Trade in Services (GATS) (Carzaniga et al., 2019). Most commitments are on hospital services provided by health professionals including nurses. The commitment includes 4 modes which one of them is to facilitate individuals travelling from their own countries to supply services in another. Along with this, to have communication skill of English as the largest-used international language for national human resources become a necessity. This challenges non-English native universities with nursing study program to equip their graduates with English communication skill through English for Specific Purpose (ESP)

Course. Through the course, nursing students are expected to be able to understand and use English for their academic needs and professional future.

English for Specific Purpose (ESP) is one of the growing fields of applied linguistics. ESP is better defined as an approach not teaching method in which English learning is organized for specific disciplines including nursing science. Nowadays, nurses need to use English to read procedure manuals of medical equipment, medicine labels, textbooks, journals, attend international conferences, communicate with international colleagues, treat English-speaking patients, and continue their studies abroad. Thus, English for Nursing as one of ESP Course is designed to prepare adult learners with knowledge and communication skill of English



that support them in the field of scientific, work, and future career.

Indonesian universities often program English for Nursing as one of the compulsory courses, such as in the Nursing Science Study Program of Universitas Faletehan. This course focuses on developing nurse students' English communication skills when providing health services. This English Course with ESP approach have been programmed since more than a decade but the need analysis had not been conducted yet. However, there is a need to develop the suitable learning materials since the available English for Nursing textbooks are not sufficient to fulfil the learning needs. There is also a goal to develop a better program of English for Nursing to produce more proficient outcomes. Designing suitable ESP materials need an analysis on students' necessities, desires, and shortcomings. Besides situational target analysis, there is also a need to analyze what the nursing students need to learn in English for Nursing course. Therefore, based on the problem, this study aimed to analyze nursing students' needs in learning English. The results of the study can provide some insights to arrange an appropriate program of English for Nursing Course and develop the learning materials.

THEORETICAL FRAMEWORKS

English for Specific Purposes (ESP)

ESP is not a new product but rather a distinct method of learning English. ESP refers to learners' specific needs-oriented English learning based on their scientific and occupational fields. It has no emphasis on a particular methodology or a specific type of teaching material (Bensafa, 2017). Nevertheless, the focus is mainly on the language use which depends on learner's needs identification and analysis.

ESP can be used by students and teachers to determine the objective or results based on their needs and goals. It is an urgently primary step which underlies a well-structured foundation of English program in non-English department. Then, further steps follow, including arranging curriculum and syllabus, developing learner's discipline related-learning materials, and preparing supporting learning media.

When designing English for Specific Purposes course, the needs of the learners of non-English study program should be considered

(Ekayati et al., 2020). They went on to say the fact that ESP fulfils the needs of learners effectively, that it satisfies the needs of learners, and that it assists learners in successfully completing their studies within the timeframe set. ESP creates techniques and activities that are in line with the scientific disciplines being targeted, studied and taught. This implies that classroom learning techniques and activities must be aligned with scientific, occupational, and professional disciplines 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 students' needs in learning English for specific purposes. It is an essential and primary stage to gather evidence and information about what students need to learn, their desires and prerequisite (Gopporovna Shamsitdinova, 2019). The results of need analysis may produce a suitable program of ESP, including the learning materials (Jubhari, 2022; Marjanovikj-Apostolovski, 2019), well-selected teaching methods and strategies (Maya et al., 2019), suitable classroom activities, and proper assessment and evaluation techniques.

The initial theories by Hutchinson and Waters in 1987 classified need analysis for ESP into two types, namely: (1) target needs analysis and (2) learning needs analysis. Target needs analysis is well-known for decades for the term of want, lack, and necessities. 'Want' means students' desires of why they want to learn English. 'Lack' describes students' shortcomings in English in which these may provide feedback for what the students need to learn in order to improve their English proficiency. Meanwhile, 'Necessities' draws attention on students' future in which they probably use English for their occupational and professional purposes.

Regarding learning needs which is defined as a set of empirical steps to identify what students need to learn in English course, teachers as researcher (Novita et al., 2019) must create a planning to collect some required data which enable them to analyze then finally to make an empowering language curriculum. For the case of university students who learn English for their academic and future career purpose, the language curriculum is determined by their chosen discipline. Here NA can be used to

describe required teaching and learning approach, technique, and methods. Material design, subjects, and linguistic elements are also included.

METHODS

The researchers used a mixed-method research design for this study. The research participants were 45 students of Nursing Science Study Program of Universitas Faletahan who were selected purposively. They joined English for Nursing 1 course in the academic year 2022-2023.

The data were collected through a questionnaire, interviews, and class observations. The questionnaire consisted of 11 closed questions. Meanwhile, not all respondents were involved in the interview session. The researchers just invited 10 of 45 students to answer five open questions. Both techniques were designed to find out the students' perspectives on the English language use and the learning they had. To fulfil triangulation, the researchers also joined the English for Nursing 1 class and conducted an observation. The findings obtained through this technique were jot down in a field note. Then, after obtaining the required data, the researchers analyzed them descriptively. They read the data many times then coded them to find the themes.

RESULTS AND DISCUSSION

Based on the data gathered through the questionnaire, the interviews, and the class observation, there are three themes classified as below.

Reading and Speaking Skill: Reality and Expectation

The following is a figure drawn from the data collected through the closed questionnaire. The questions are presented on the left side of the graph. Meanwhile, the right side shows the data percentage of the answers.

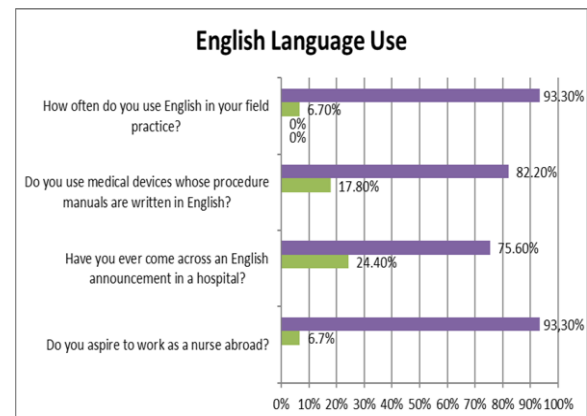


Figure 1 How English is often and will be used by nursing students

Based on the results of the questionnaire, it was found that students rarely used English in their daily life but used it for doing practices in hospitals and other nursing fields. The data above shows that 93.30% of students stated that they often used English in practice fields. 6.70% of students stated that English was used highly frequent in the practice fields. Meanwhile, no respondents stated that they rarely and very rarely used English in their practice field. To conclude, majority of the participants used English in their practice fields.

The second bars group shows that 82.20% of participants stated that they read many procedure manuals of medical devices written in English. Nevertheless, 17.80% of them answered no. In addition, 75.60% of nursing students stated that they had seen or read announcements written in English at the hospital where they did the practice; while 24.60% of them answered that they had not. This phenomenon describes a reality in which nursing students must face English reading text frequently and need to understand them to be able to show a good performance of their work.

The need for English becomes even wider when students revealed that they really wished to continue their career abroad in the future. Figure 1 shows that majority of participants (93.30%) had aspirations to have an international career; although the rest of them (6.70%) did not. To travel abroad to give nursing service means they really need to be able to communicate well in English. In the interviews, most participants expressed that they need a

better speaking skill. This finding parallels the study (Wulandari & Muhsin, 2019) which found that nursing students as their research participants thought that speaking skill is one of most desired skill they wanted to achieve. By considering the nursing students expectation, improving their speaking skill must be one of the learning objectives in English for Nursing course.

By comparing nursing student frequency of reading English texts and speaking in English, the use of this language in speaking activity is lower than in reading. It can be understood that the students live, study, and practice in a non-English environment in which they have limited chance to use English in oral communication. Besides, the nursing students told in the interview that they didn't feel confident to speak English in public area. They were feared of making mistakes during their conversation. Lack of confidence is their reason which becomes an obstacle to develop their speaking skill. Thus, teacher of English for Nursing should also concern on the positive development of nursing student learning attitude, such as having a good confidence.

Nursing Students Perspectives on English and the ESP Learning

Below is the figure which shows the data of nursing students' perspective on English and the ESP learning which were gathered from the closed questionnaire. The left side presents the related questions and the right side are the percentage of students' answers which are displayed in a graphic chart.

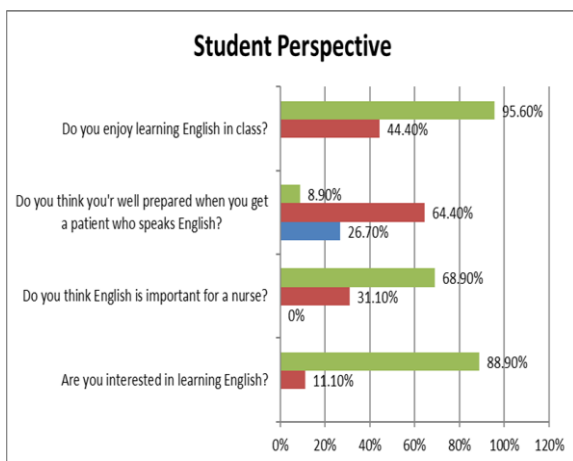


Figure 2 How nursing students think of

English and the ESP learning

The data above shows that 88.90% of nursing students were interested in learning English. However, 11.10% answered no. In addition, 31.10% of them thought that English is important for nurses and 68.90% answered very important. None of the participants stated that English is not important for nurses. According to the data, the nursing students showed a high interest in English and felt the importance for their future career. This finding related to the ESP teacher's role as enabler whom observed in the classroom. In a non-native environment, the ESP teacher activated students' interest in English and their willingness to communicate in the language by providing instructional interactions (Dahlina et al., 2022; Setiyani, 2019).

The graph also shows that most participants stated readiness to treat English-speaking patients. 64.40% of the participants thought they were well-prepared to do it and 8.90% answered very ready. Nevertheless, there were 26.70% of nursing students who stated not ready. The data seemingly describes the learning result of their English class which implemented ESP approach. By this approach, the nursing students were prepared to be able to communicate by using English when they provide nursing services. This finding is in line with (Lee, 2016; Wulandari & Muhsin, 2019) who found that most students of non-English department thought that ESP is useful and helpful for the future job. In English for Nursing class, the teacher facilitated nursing students to practice English communication when providing nursing services. They regularly did performance-based tasks in the class.

On the top of the figure, it can be seen that 95.6% of nursing students stated that they enjoyed learning English during ESP classes; while the rest of them (4.40%) stated that they did not enjoy the classes. Most of nursing students can enjoy every lesson in the class of English for Nursing. In the interviews, the students expressed that they enjoyed the teacher's delivery and class management. As a class organizer (Novita et al., 2019), the ESP teacher was observed to be able to use the learning time effectively with a good teaching structure.

In the interview, the nursing students stated that they felt their English learning was fun and comfortable. This situation is important in language learning and required to develop students' intrinsic motivation. By having a good intrinsic motivation, teacher may help students develop their positive learning attitude.

ELT Effectiveness with ESP approach

The following graph describes the results of this study relating to the teaching and learning process in English for Nursing course based on nursing students' perception as ESP approach put learner needs as the focus of instructional decisions. The left side presents the group of questions on the questionnaire used in this study and the left side are the percentage of the answers.

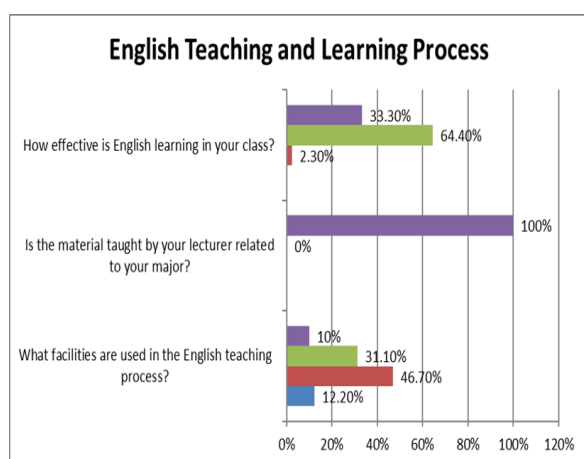


Figure 3 How the students think of their English for Nursing course

Based on the figure above, 64.40% of nursing students stated that the English learning they joined was effective. Moreover, 33.30% of the participants answered that it was highly effective and just 2.30% who stated ineffective. To understand this students' perception-based effectiveness, the next questions which are about the learning material and the learning media might explain. Surprisingly, 100% of participants stated that the materials delivered by the teacher are related to nursing discipline. They were satisfied with the learning materials developed and provided by the teacher. Furthermore, the ESP teacher used various teaching media, including projector (46,70%), audio visual such as role play video (10.00%), text book (31.10%), and medical properties

(12.20%). For the nursing students, their English learning by applying ESP approach was effective since the learning materials were nursing-related and supporting media were available.

As a material developer, the ESP teacher arranged and put the learning materials on student worksheet which must be studied and worked by the nursing students in each meeting. The worksheets were available both in printing and in digital form. The worksheets consisted of nursing-related reading texts, health and nursing-related terminologies, useful expressions for nursing communication practice, nurse-patient conversation audio, nurse-patient role play video, and nursing documentation. All of these learning materials were composed and classified by a thematic-based approach.

The nursing students were also helped by the available learning media. Through the media, they were facilitated to achieve their learning objectives. The media facilitated the process of transfer of knowledge from the ESP teacher to the nursing students. The ESP teacher used various media, including audio, visual, audio-visual, and internet-based. The students were connected to conversation audio and role play video which can be found on YouTube and Google Drive and accessible anytime and anywhere. Since the learning context is nursing, medical equipment as learning media were also available and presented based on related-topic discussed. However, more visualization through pictures on the students' worksheets would be better.

CONCLUSION

In reality, nursing students need to understand English reading text to be able to perform their tasks well. However, they have an expectation to speak English better in order to support their professional career in the future. The problem is their lack of confidence which hinders them to communicate by using English. Thus, developing a good learning attitude including having a good confidence is urgent. For achieving this, English for Nursing teachers primarily need to activate the students' interest. Then, they should facilitate the students to have a lot of instructional interactions and performance-based learning activities. Besides, the teachers need to develop nursing-related materials and to provide various supporting media to achieve the effectiveness of ESP



learning and teaching.

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