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## **NEEDS ANALYSIS OF ENGLISH LEARNING ON NURSING STUDENTS AT STIKES NOTOKUSUMO YOGYAKARTA**

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### **Abstract**

The process of teaching and learning English in universities often encounters obstacles in their efforts to achieve learning objectives. The obstacle that often arises is the inadequate learning plan so that it affects the material and implementation of the learning process which is sometimes not in accordance with the field of science that is being studied by students. Seeing this, it is very important to plan learning by conducting a needs analysis based on students' needs for learning English. This study aims to analyse the need for learning English based on four basic skills and also to identify and describe the needs of nursing students' mastery of the English language. This research was conducted using a qualitative descriptive approach. The object of this research is first year nursing students at STIKES NOTOKUSUMO. The data obtained illustrates that the purpose and motivation of students to learn English is to support academic development and be able to speak English. While their main obstacle is in terms of vocabulary mastery and understanding of grammar. The results of the analysis of English learning needs concluded that the importance of speaking and emphasis on grammar and vocabulary is needed to improve English language skills, especially for nursing students.

**Keywords:** Need Analysis, English for Specific Purposes, Nursing Students

### **Introduction**

English is the language used internationally as the language of instruction between countries both in spoken and written form and currently English is the language of instruction in various fields such as; Education, Research, science, and others. Therefore, English is a lesson given by most countries, including Indonesia. In the process of developing English language teaching at the higher education level, the way of learning English is not only done using general English learning techniques (General English/GE) but also applying English language learning techniques specifically (English For Specific Purposes/ESP).

English for Specific Purposes (ESP) is a method that is applied by adjusting the needs and process of learning English with the disciplines being

studied by students. Hutchinson and Walters (1990) state that ESP is a language teaching approach whose content and methods are based on students' reasons for learning. ESP's emphasis is on adapting learning materials and activities to suit student needs. In other words, the application of the ESP method is in accordance with the character of learning in higher education which has led to more specialized fields of knowledge such as the field of Health, especially the profession as a nurse. Febriyanti (2017) mentions that students and their needs determine the process and direction of learning, so that achieving teaching goals can run effectively and efficiently. Therefore, learning English for nurses should be related to nursing and health and apply materials that are adapted to the nursing profession. Seeing these things, paying attention to student needs must be the main concern of ESP so that the abilities and skills possessed by students can be applied to the maximum extent possible. Needs analysis can be done with the aim of being able to find out teaching materials and learning activities that are appropriate and really needed by students after graduation according to their fields, namely as nurses or even in continuing education to a higher level.

Needs analysis is an approach and method that has been commonly used by experts, Hutchinson & Waters (1987) defines needs by classifying needs into target needs (what is needed by learners to be able to communicate according to the target situation) and learning needs (whatever is needed). what learners need to learn). Target needs are divided into; Necessities (what language aspects are needed by the learner), Lacks (what the learner has not mastered, wants (whatever the learners want to learn) Analysis of the target situation is needed as a basis for asking questions related to the target situation and attitudes towards the situation of the learner and the learning process.

Based on the observation of the material and the learning process, it was found that the English learning materials at D3 Nursing STIKES NOTOKUSUMO Yogyakarta had not fully used materials that were in accordance with the professional needs of a nurse. The material used is still a lot related to general English so that the expected results of learning English in accordance with the field of science and competence as a nurse cannot be fulfilled optimally. The use of material from existing English books for nurses has been carried out but there are problems due to the characteristics, conditions, and needs of students. Seeing this, it is necessary to make adjustments to materials and learning that take into account the characteristics, conditions, and needs of students. These adjustments are expected to be used as the basis for the development or preparation of teaching materials or textbooks, worksheets for D3 Nursing students at STIKES NOTOKUSUMO Yogyakarta.

Based on the explanation of the findings of the problems that have been found, it is very important to conduct research on the needs analysis of learning (ESP) at D3 Nursing at STIKES NOTOKUSUMO Yogyakarta. The results of the research will be used as the basis for the next research stage, namely the preparation of the syllabus and the development of learning materials that implement ESP.

## Method

The method used in this study is a descriptive method with reference to a qualitative approach in the form of numbers and percentages so that it can provide a more detailed and in-depth discussion and explanation. The study utilized the results of questionnaires from students as respondents. The form of the questionnaire given is a question accompanied by choices and questions in the form of written answers. Furthermore, the data obtained from the results of the questionnaire were processed according to the problems and objectives of this study. The stages of this research are:

1. Collecting data from a questionnaire that has been given to students about their needs for English for Specific Purposes (ESP)
2. Grouping the data from the questionnaire.
3. Finding the need for English for Specific Purposes (ESP) based on available data.
4. Describing the data so that it can answer the existing problems.

## RESULT DAN DISCUSSION

### 1. Findings

A number of questions have been given to respondents in the form of a questionnaire with the aim of obtaining responses that are used to see students' needs for learning English. The first question relates to the students' level of English mastery.

Table 1. Level of English Mastery

	Students	%
<b>Beginner</b>	65	66.3
<b>Intermediate</b>	33	33.7
<b>Advance</b>	0	0
<b>Total</b>	98	100

As it can be seen in table 1, 65 (66.3%) of students mastered English at the beginner level and 33.7% at the intermediate level, while there were no students at the Advanced level. From these findings, it can be seen that the majority of students are at the beginner level. Meanwhile, to be able to enter the world of work, graduates must be at the intermediate to advanced level.

Table 2. Interest and Motivation to Learn English

Questions				
	Strongly agree	Agree	Disagree	Strongly disagree
I will choose English if English is an elective course.	10 (10%)	78 (80%)	9 (9%)	1 (1%)
I want to learn English in addition to knowledge about healthcare and nursing.	32 (33%)	65 (66%)	0	1 (1%)
English language skills are important as additional skills that can support my career.	46 (47%)	50 (51%)	1 (1%)	1 (1%)
English language skills have an effect on getting a job.	27 (27.5%)	65 (66.5%)	6 (6%)	0
As a nursing student, I must master English for nursing.	23 (23.5%)	61 (62.5%)	13 (13%)	1 (1%)
Knowledge and mastery of English for nursing affect my learning activities in the future.	21 (21.5%)	73 (74.5%)	4 (4%)	0
Nursing students must equip themselves with English language skills for the nursing field.	17 (17.5%)	79 (79.5%)	3 (3%)	0
I take the time to practice and learn English independently outside of lecture hours on campus.	13 (13%)	66 (67.5%)	19 (19.5%)	0
I look for answers on the internet if I have problems learning English.	43 (44%)	54 (54%)	1 (1%)	1 (1%)
In learning English, I have an achievement target.	16 (16.5%)	79 (80.5%)	2 (3%)	0

From the data that has been obtained, it shows that students have an interest and motivation to learn English even though they actually experience obstacles in learning it. A total of 78 students or around (80%) of 98 students will take English courses even though it is a non-mandatory course and 65 or 66% of students want to study English in addition to studying the field of nursing. 78 students or 79.5% agree that as a nursing student, you must equip yourself with English skills for the nursing field. Students also take their time to study English outside of lecture hours on campus and it can be seen from the data which shows that 66 students or 67.5% study English outside of lecture hours and 54 students or 54% use the internet to study in this case looking for answer if you have problems related to learning English. A total of 79 or 80% of students have achievement targets when they study English. Therefore, it is very clear that most students have the motivation and intention to learn English, especially those related to the field of science they are studying as prospective nurses.

The results of the written questionnaire also reveal the general reasons of students that are interested and motivated to learn English for nurses. Student responses can be seen as follows:

1. Developments in the Healthcare field, especially nursing is very rapid, so in order to participate in winning, you must master English because all research papers, books, and papers on the topic of Health are published using English.
2. Because many Healthcare and Nursing terms use English and continue to grow so that later it can be easy to follow and not be left behind.
3. Mastering English can provide added value in getting a job in the future.

Table 3. Students' views on the importance of basic English skills

<b>Basic English skills</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>Grammar</b>	30 (30.5%)	65 (66%)	3 (3.5%)	0
<b>Reading</b>	32 (32.5%)	64 (65.5%)	2 (2%)	0
<b>Writing</b>	28 (28.5%)	68 (69.5%)	1 (1%)	1 (1%)
<b>Speaking</b>	42 (42.5%)	55 (56.5%)	1 (1%)	0
<b>Listening</b>	38 (39%)	60 (61%)	0	0
<b>Vocabulary</b>	23 (23.5)	72 (73%)	3 (3.5%)	0

Students' views on the importance of Grammar, Vocabulary, Reading, Writing, Speaking and Listening skills in learning English can be used as a reference for making learning materials and from Table 3 it can be seen that the majority of students strongly agree and agree that these aspects are important for become the focus of learning English. There are 42 (42.5%) students who strongly agree that speaking is important to learn followed by listening 38 (39%), Reading 32 (32.5%), Grammar 30 (30.5%), and Vocabulary 23 (23.5%). Students give reasons why skills are important:

1. Speaking can help me if later I meet patients from abroad because Jogjakarta is visited by many tourists.
2. Speaking is very important because it can be used to share information well.
3. Speaking and grammar can increase confidence in using English.
4. Grammar is very important to support good writing and speaking, especially in official situations.

5. I think reading and writing are important for nursing students because they can get references and understand easily. Writing can help us share knowledge and write papers and that is a positive value as students.
6. Vocabulary is important because many nursing terms use English and vocabulary is the most basic of all.

Regarding the question about what English skills that are needed by students as prospective nurses, the answers are:

1. Speaking and listening are important in order to communicate with foreign patients.
2. Many health terms use English, so vocabulary skills are very important.
3. Reading and writing are important, there are many scientific writings, especially journals that use English. Reading writing ability can make it easier to understand.
4. Grammar and vocabulary are very important because without vocabulary it will be difficult to apply grammar

Table 4. Obstacles in learning English

<b>Obstacles</b>	<b>Yes</b>	<b>No</b>	<b>Do not know</b>
Difficulty in writing sentences	44 (44.9%)	52 (53 %)	2 (2.04%)
Lack of vocabulary	71 (72.45%)	25 (25.51%)	2 (2.04%)
Unable to pronounce words properly and correctly	30 (30.61%)	66 (67.34%)	2 (2.04%)
Unable to understand conversation well	34 (34.69%)	62 (63.27%)	2 (2.04%)
Difficulty in understanding texts	44 (44.89%)	52 (53.06%)	2 (2.04 %)
Does not understand Grammar	61 (62.24%)	35 (35.71%)	2 (2.04%)
Unable to use sentences in conversation or speech.	37 (37.75%)	59 (60.2%)	2 (2.04%)

The main obstacles that students have in improving their English skills are limited vocabulary and insufficient knowledge of Grammar. This can be seen from the responses of respondents who felt that they lacked vocabulary mastery as many as 71 people (72.45%) and who did not understand grammar as many as 61 (62.24%). In the questions in the form of essays concerning the obstacles in learning English, the respondents gave the following responses:

1. It is difficult to find English learning resources for nursing.
2. An unsupportive environment, often teased by friends if I'm using English so it doesn't make me enthusiastic.
3. Difficulty pronouncing vocabulary and fear of making mistakes
4. It is very difficult to make sentences, especially when asked to speak directly.

In relation to the basic skills in table 4, namely listening, speaking, reading and writing that need to be developed to improve their ability and mastery of English, respondents think that these skills are important and this can be seen from the majority of respondents or more than 50% answered "yes" which means they agree.

Table 5. English Learning Needs

No	Needs	Yes	No	Do not know
<b>Listening</b>				
1	Understand English presentation well and correctly	74 (76%)	22 (22%)	2 (2%)
2	Understand conversation in English	73(74.5%)	19 (19.38%)	6 (6.12)
3	Obtain certain information	76 (77.55%)	21 (21.42%)	1 (1.02%)
4	Understand the commands and lecture materials in English	78 (79.6%)	20 (20%)	0
<b>Speaking</b>				
1	Pronounce words and sentences properly and correctly	70 (71.4 %)	28 (29%)	0
2	Respond correctly and appropriately in conversation	74 (76%)	22 (22%)	2 (2%)
3	Able to play an active role in discussions	77 (78.6%)	18 (18.4%)	3 (3.06%)
4	Give presentations and respond to questions	67 (68.37%)	29 (29.6%)	2 (2.04%)
<b>Reading</b>				
1	Understanding reading in the form of journals/scientific articles/modules	77 (78.57%)	16 (16.3%)	5 (5.1%)
2	Looking for important information when reading	79 (81%)	17 (17%)	2 (2%)
3	Understanding important vocabulary when reading	77 (79%)	19 (19%)	2 (2%)
<b>Writing</b>				
1	Write sentences properly and correctly	62 (63.3%)	34 (34.7%)	2 (2.04%)
2	Writing paragraphs	77 (78.57%)	19 (19.38%)	2 (2.04%)

3	Able to write scientific articles/journals	66 (67%)	22 (22%)	10 (10%)
4	Able to identify errors and revise them	73 (74%)	21 (21%)	4 (4.08%)

From the data in table 4, it can also be concluded that there are several English learning needs that get the highest response:

1. Reading : Finding important information in reading 79 (81%)
2. Listening : Understanding commands and lecture material in English 78 (79.6%)
3. Reading : Understanding reading in the form of journals/scientific articles/modules 77 (78.57%)
4. Speaking : Able to play an active role in English discussions 77 (78.6%)
5. Listening : Getting certain information 76 (77.55%)
6. Writing : able to identify errors and revise them 73 (74%)

The data shows that students need English for academic purposes, especially to understand information from reading and obtain useful information for the development of knowledge and understanding related to the field they are studying now.

## 2. Discussion

Before learning English begins, the teacher must consider the level of students' English mastery (Table 1) which is at the beginner and intermediate level. This must be taken into consideration to ensure that the material to be provided is in accordance with the level of student ability and can be followed properly so that the learning process can be carried out as expected. Other obstacles that may complicate the learning process also need special attention so that they can be avoided and overcome so that the learning process can take place optimally and achieve its goals. As Ellis (1997) stated that as teachers, we need to explore more fully the factors that are involved in motivating students to perform tasks well because this is something that teachers have to control over.

Regarding the motivation and needs of students (Table 2), nursing students realize that English plays a very important role in increasing competitiveness in education, looking for work and when they work. Students also realize that English is also important for them to be able to follow developments in the field of nursing science. Understanding and awareness of these things encourages students to learn independently to improve their English language skills. Wimolmas (2013), stated that learning makes students gain new knowledge and skills and motivation pushes us or encourages us to go through the learning process. ESP teachers must ensure that teachers use materials related to nursing and involve students in using English that is appropriate to the field of nursing.

In relation to basic English skills (Table 3), students assume that speaking and listening skills are basic skills that are important to master. They want to master it but students also experience problems in grammar and pronunciation so that they become hampered and have difficulty using English for fear of being wrong. Todea and Demarcsek (2017) suggested that there is another psychological mechanism which functions in adult learners: the fear of being judged by their peers. Therefore, it is very important to guide students in using proper grammar and correct pronunciation so that mistakes can be avoided and will increase students' self-confidence.

Students' interest in learning speaking is based on its benefits in the world of work and daily communication. In table 4 it can be seen that in improving speaking, students experience problems in terms of mastering grammar. Chen (2016) stated that fluency and accuracy are allies not enemies, and grammar and communication are complimentary since they shape and influence each other, and internalized grammatical knowledge will enable effective communication an interaction to take place. This can affect the learning process. Teachers can apply a communicative approach to overcome the obstacles in mastering grammar. Harmer (2007) suggested that the important concept in this approach is to engage students in real world communication through a series of communicative duties with the balance between fluency and accuracy. The teacher guides students to recognize structure by paying attention to its form and meaning. The teachers have to assist the students to carry out ESP that focuses on reading, listening, speaking, writing activities so that students can apply grammar directly which is related to their profession in the future. Syvak (2018) stated that ESP courses are meant to prepare specialists who are able to use the English language as the main professional means of communication in their future jobs and real-life situation. Paying attention to the use of English grammar in speaking, writing, reading, and listening will provide opportunities for students to recognize their respective weaknesses so that they can overcome these weaknesses so as to improve their English mastery. For writing skills, students want to have the ability to write paragraphs and be able to identify errors and revise them.

It can be seen from the high motivation and interest of students; the students can actually be involved to participate in class actively and teachers can use your resources to facilitate students and always encourage students in the learning process. Narjes and Sabet (2014) suggested that many ESP teachers should follow an adulthood-oriented approach and act as simultaneous teachers and counselors dealing with both linguistic and psychological needs of learners in a parallel way. The needs of students in learning English (table 5) can be used as a reference for learning design by adjusting student and academic needs. Therefore, the strategy that can be used in the learning process is learner-centered that pays attention to and considers the needs of learning materials needed by students. As Hutchinson and Walter (1994) stated that ESP is a language learning approach, based on the needs of learners. So, by giving English for care as their needs in their classes, it is easier to understand the material provided and tailored to the ESP approach.

## Conclusion

Based on the discussion that has been done, it can be concluded that speaking and listening skills are skills that students really want to master and are followed by reading and grammar. According to most students speaking skills are the most important to master because it can provide added value when they are looking for work. In learning English, students experience several obstacles, mastery of vocabulary and grammar is the main obstacle in learning English. Despite experiencing obstacles, students have motivation in learning English which can be used as a driving factor to further explore English even though they experience obstacles. Students want to explore 4 basic skills, namely; listening, speaking, reading writing. With regard to listening, students want to hone their ability to get certain information and understand commands and lecture material in English, while students want to develop themselves so that they are able to play an active role in discussions using English and provide appropriate responses in conversation. As for Reading ability, students prefer to be able to understand reading in the form of journals/scientific articles/modules and look for important information in the texts.

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