A NEED ANALYSIS OF ENGLISH FOR SPECIFIC PURPOSES (ESP) FOR NURSING STUDENTS AT SMKS KESEHATAN KENDARI

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ABSTRACT

English for Specific Purposes (ESP) has been discussed for a long time around the world in the field of English Language Teaching (ELT). Teaching English based on students' needs is important, particularly for those learners who learn English beyond the academic purposes such as vocational high school students. The objective of this study is to analyse nursing students' needs for ESP materials at SMKS Kesehatan Kendari based on Target Situation Analysis. Therefore, this study is conducted to identify the Target Situation Analysis (TSA) of one of vocational high school in Kendari. This study employed research and development design with 22 samples. The data obtained from questionnaire were analysed statistically by using SPSS version 16.0. The result shows that students need in learning English process for the tasks of speaking skill; how to ask question English well, how to answer question English well, do communication with schoolmates, do communication with teachers, and do communication with patients. Listening skill; listening and understanding when do face to face conversations, listening and understanding through conversation on the phone, listening and understanding the content of forum discussions, and listening and understanding the content of announcements. Reading skill; how to read health magazine, how to read announcement, and how to read patient list, and Writing skill; how to fill the patients form and how to write medical report. Based on the findings, it concludes that speaking and listening skills are the most needed by nursing students in order to communicate in English.

1. Introduction

The growth of English as a Lingua Franca (ELF) along with increased mobility of populations around the world has created the wider use of English in many fields of studies and occupations. The needs of English, particularly in the strategic fields such as healthcare becomes inevitable in this globalizations era (Bensoussan, et al., 2009). Finch (2014) argues that even in EFL countries, which the first language is not English, the need for English, especially Medical English becomes crucial. The healthcare professionals need to use English in order to read professional journals, attend international conferences, communicate with international colleagues, and treat English-speaking patients who are visiting, residing, or doing business in the country.

Based on the above background, the researcher poses the research question as follows: “What are the ESP needs of nursing students at SMKS Kesehatan Kendari based on Target Situation Analysis?”. The objective of the study is to analyze nursing students’ need in learning English process at SMKS Kesehatan Kendari based on Target Situation Analysis.

2. Literature Review

English for Specific Purposes (ESP) has grown to become one of the most prominent areas of English as Foreign Language (EFL) teaching today (Asfihana, 2017). This process cannot be separated from the growth of English as a Lingua Franca (ELF) and the wider use of English in many fields of studies and occupations. ESP has become increasingly important since more and more people are using English in a growing number of occupational contexts (Asfihana, 2017). The expansion of demand for English to suit specific needs of a profession has emerged the great challenges for EFL teacher to provide English language teaching that can meet the learner goals in real occupation world. Therefore, the idea of adopting ESP in the classrooms particularly in Indonesia both at schools and universities cannot be avoided (Poedjiastutie, 2017).

Furthermore, teaching English for Specific Purposes has raised many issues among EFL teachers (Asfihana, 2017). These issues related to the importance of ESP and the teachers’ skill to implement it in the EFL classroom. Some people claim that EFL teachers do not possess the necessary knowledge of the subject matter, and therefore he/she may not be able to exchange ideas which contribute to bring about the intended learning outcomes. Poedjiastutie (2017) points out that the adoption of ESP emerges many issues in EFL teaching that may become barriers for English language teaching and learning process. These

issues related to communicative language teaching and teachers' lack of knowledge and skills. Furthermore, the implementation of ESP in EFL teaching is also limited to the readiness of English teacher. The lack of teachers' knowledge about ESP becomes obstacles to fully implement it in EFL classroom. Marwan (2009) stated that the adoption of ESP is mostly not accompanied by understanding the principles of ESP. The teacher-centered method in EFL teaching classroom has become problems for teacher to implement ESP. Most teachers view English language teaching in general context where students are taught to know the English materials and to pass the examination. In this case, students' need of English for their specific goals and interest to support their future study and profession are neglected.

The Vocational high school in Indonesia. Then, since training and education programs at SMK are aimed at enabling students to assess certain competence in order to encourage them to get jobs dealing with national welfare (Schipper & Patriana, 1994), the English teaching at SMK must be directed at reaching the aim. The issue of English teaching, in this case concerns with how to provide English to meet learners needs. ESP, then, becomes an essential approach in English language teaching. When English is used for special purposes, there should be a particular program for learners in order to learn it effectively. To set up a program for ESP, a teacher has to concern with several points: teaching guideline, syllabus, selecting a good materials selection for ESP program, the objectives and the students. Along with this program, good teachers will set up a program (teaching guidelines) before they begin teaching. These programs are necessary because they can prepare all the teaching and learning activities. When they do this, they can make an evaluation for the teaching materials and they can eliminate a repetition of the same materials that can cause students' boredom.

3. Research Methodology

This study used a research and development design that describes the students' needs in learning English for nursing students at SMKS Kesehatan Kendari. It is in fact used to obtain information concerning the current status of the phenomena and to describe what exists. According to Borg and Gall (1989) educational research and development is a process used to develop and validate educational product. The R and D design in this current study applied to describe the Target Situation Analysis (TSA) to analyse the ESP materials that nursing students needs of SMKS Kesehatan Kendari in their English learning process. The Closed-ended questionnaires in this study administrated to find out students' perception to

their needs for the ESP materials of speaking, listening, reading and writing skills for nursing students and the interview of teacher and students were conducted to deepen researcher's understanding about students' needs as well as to support the arguments provided in this study.

4. Finding and Discussion

a. Speaking Skill

No.	Items	Means	Category
1.	How to ask questions English well	4.59	Need
2.	How to answer questions English well	4.50	Need
3.	Do communication with non native speakers	2.36	No need
4.	Do communication with schoolmates	3.68	Need
5.	Do communication with teachers	3.81	Need
6.	Do communication with patients	3.63	Need
7.	Do communication with doctors	3.40	No need
8.	How to communicate in the hospital	3.40	No need
9.	How to communicate in the emergency room	3.09	No need

The means score showed students' needs for the tasks include five options of the questionnaire were how to ask questions English well, how to answer questions English well, do communication with teachers, do communication with schoolmates, and do communication with patients. Students felt that the tasks are needed because as a nurse, they always do directly communication with patients and doctor.

b. Listening Skill

No.	Items	Means	Category
10.	Listening and understanding native speakers speak	3.45	No Need
11.	Listening and understanding non-native speakers speak	2.72	No Need
12.	Listening and understanding the content of health broadcast in the radio	3.18	No Need
13.	Watching and understanding the main point on TV program health shows	3.31	No Need
14.	Listening and understanding the contents of announcements	3.59	Need
15.	Watching and understanding the content films of health	3.40	No Need
16.	Watching and understanding of health seminars	3.31	No Need

17.	Listening and understanding the content of forum discussions	3.77	Need
18.	Listening and understanding the conversations through phone	3.86	Need
19.	Listening and understanding when do face to face conversations	4.40	Need

The means score showed students need of listening skill for the tasks include four options of questionnaire were listening and understanding when do face to face conversations, listening and understanding the conversations through phone, listening and understanding the content of forum discussions, listening and understanding the contents of announcements.

c. Reading Skill

No.	Items	Means	Category
20.	How to read health magazine	4.18	Need
21.	How to read announcement	3.81	Need
22.	How to read patients List	3.77	Need

The means score showed students need of reading skill for the tasks include three options of questionnaire were how to read health magazine, how to read announcement, and how to read patients list.

d. Writing Skill

No.	Items	Means	Category
23.	How to write announcement	3.45	No Need
24.	How to write medical report	4.13	Need
25.	How to fill the patients form	4.27	Need

The means score showed students need for the tasks include two options items of questionnaire how to fill the patients form and how to write medical report.

The result for four language skills are that language skill is very influential on vocational school. Every vocational school has different learning needs and they need their own material directed to the major of the school. It is line with Richards (2001) who argues that the different types of the students have different language needs and what they are taught should be restricted to what they need. Therefore, the teacher has to starts with analysis to know students' needs to their target situations. In fact, the role of the teacher in an ESP setting is highly significant. ESP teachers' help their students develop specialized language

skills that will allow them to function and potentially excel in their professional lives. They also prepare their students to pursue academic competence independently (Ghafounia & Sabet, 2014, pg. 1 cited Mulleneaux, 2017, pg. 13).

5. Conclusion

The result of this study revealed that students' needs of target situation analysis (TSA) are there are fourteen items that students need to learn in English subject of English for Specific Purposes (ESP). They felt that learn ESP is not only important but also needed for nursing students. In fact, speaking and listening skill are the most needed by nursing student in order to communicate in English. So that communication skill of students should be improved.

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