

Linking Interest, Ways of Learning, and English Learning Needs for Midwifery Students

Khoirul Anwar*
University of Muhammadiyah Gresik
khoirulanwar@umg.ac.id

Abstract. Interest and ways of learning are nearly not ever an important alarm when analyzing English learning needs. Moreover, research on the relationship between interests, ways of learning, and learning needs has certainly not been checked in depth in forecasting English learning for Specific Purposes (ESP). This study aims to explore the relationship between interests, ways of learning, and learning needs, especially in midwifery students at University of Muhammadiyah Gresik. This study uses three questionnaires about interest, ways of learning, and learning needs, which were distributed to 45 respondents of midwifery students, where the results of the three questionnaires were analyzed using the Spearman Rank Correlation. The results revealed that there was a strong relationship between interests and ways of learning with a value of $r = 0.773$, but there was a low relationship between interests and learning needs where $r = 0.240$, as well as ways of learning with learning needs, namely $r = 0.289$. Thus, interest and ways of learning are two perfecting variables to sustain learning success. Although the two are not directly attached to learning needs, they are still prominent to take notice in the context of classroom planning, as well as being very convenient and auxiliary facts when designing ESP teaching.

Keywords: *interest, ways of learning, learning needs*

INTRODUCTION

The problem of needs analysis leaves a lot of disagreement, especially on aspects of the variables identified when conducting a needs analysis [1]. Disagreement over the variables that were explored varied as the development of the needs that arise when learning English. In general there are two groups of needs that must be identified, namely the needs of the target and learning needs [2]. The needs of the target are often identical to what is learned and the learning needs are what are used during learning English. Some argue that optimizing these two things is enough to start learning ESP [3]. But language education psychologists are not enough about these two things. Of course, other aspects are needed to be taken especially aspects of affection in

learning. They argue that the target needs and learning needs are just the surfaces, while the learning affection is the real needs of students which of course is still largely ignored by the ESP learning design experts [4].

This identification of learning affection needs is certainly a new space that must also be accommodated when conducting needs analysis [1] [5], [6]. Some ESP objectives are also sometimes at a crossroads, which is closer to true, namely learning English in order to understand the material content or mastery of material content to facilitate learning English itself.

Clarity of the dominant roles of goals, learning, and interests is needed to provide an overview and theoretical contribution to the scope of needs analysis. Thus this study aims to answer two main things namely; what are the learning needs, ways of learning, and learning interest; Is there a correlation among the three for midwifery students.

ESP issues in higher education

The problem with the theoretical basis is that there is still no agreement between whether ESP is part of a scientific discipline or just a tool, then the role of ESP instructors must be insider or outsider, and which ESP instructor is more appropriate as a language teacher or subject teacher [7]-[9].

Other common problems include the lack of proper lecture time, too many students, low motivation, and lack of prior knowledge [1], [10].

From the above description, it can be conical that the problem of teaching ESP includes several things, namely the needs analysis, learning design, and the teacher [4], [9], [11] [12]. To overcome these three problems, to consider the needs analysis map completely about the lecture design and facilitate the teacher in implementing ESP learning [13].

Need Analysis

Needs analysis is a very popular term in English learning for special purposes [14]. The needs in this analysis have various perspectives, including the needs analysis, which has two contents, namely learning analysis and task analysis [3], [15], [16]. In general, this study uses the perspective offered by Hutchinson, which divides the needs analysis into two major things: the needs of the target and the learning needs [2].

Learning Interest and Ways of Learning

Interest in learning relates to a person's tendency to pay attention to events, by showing a high sense of interest, so a kind of someone's attention from within that directs itself to the reality of activities, objects, and also all experiences [4],[17]-[19]. Interest in learning, in this case, is the encouragement of students without any pressure on activities, feelings of pleasure that result in an increase in certain skills and knowledge. Interest in learning is certainly greatly influenced by physiological factors (physical state of students), environmental factors, and social factors [20].

The way to learn is essentially identical to the learning style that is very closely related to attitudes, behaviour, and also the movements of learners. Certainly, a more operational definition is that learning is a combination of learners in perceiving, organizing, and processing all information [21]. The more complete way of learning about the consistency of a learner starts from processing the stimulus, then remembering it in the mind, and then using the power of thought to solve problems [22]. Of course, the choice of ways to process the information using the method most preferred by individual learners [23].

METHOD

This research is a descriptive correlation that has two main objectives, firstly to identify needs, ways of learning, and learning interest, and the secondly to find dominant factors of the three [24], [25]. The first purpose is done using three questionnaires, namely the language needs questionnaire, learning methods, and interest in learning, and the second objective is by correlating these three variables. The data is taken from all midwifery students of Muhammadiyah University of Gresik with 45 students, so all are sampled.

The needs analysis questionnaire covers two main points [2], namely the target needs which include four namely English ability (3 items), learning objectives (3 items), English skills (3 items), and the frequency of use (4 items). While learning needs consist of learning methods (3 items), desired expectations (2 items), expected skills (3 items), and hobbies (1 item). This questionnaire is adapted from Anwar K. [26], which has been analyzed its validity and reliability.

The questionnaire about interest has referred to Slameto [18], which consists of two things namely feeling of interest and enthusiasm (consisting of 8 items) and learning activities (7 items). The third questionnaire about to learn referred to Hamalik's theory [27] which includes learning preparation (2 items), to attend learning (6 items), schedule and note management (12 items), task completion (6 items), and exam management (2 items). All items

use a rating scale (1-3) starting from strongly agree, agree, and disagree [27].

Data from the three questionnaires were analyzed descriptively quantitative and then continued using the correlation formula.

RESULTS & DISCUSSION

In general, the results of this study are divided into four main sections, namely the presentation of the results of the analysis of needs, interest in learning, ways of learning, and finally the results of calculating the correlations of the three variables.

The successive explanations of the findings from the eight aspects in need analysis are as follows: Students' English Proficiency is at a sufficient level (69%). The purpose of learning English is to have career (77%). The important skills are Speaking (84%, Reading 67%), and Writing (62%). The frequency of use is Listening (29%), Reading (9%), Writing (7%), and Speaking 4%). Furthermore, the method is an interactive discussion (67%), using IT (73%). Expectations of work in Health services (78%), and Health academics (36%). The use of English is seminars (69%), reading journals in health (67%), communication with colleagues in the health community (22%). Hobbies of learners to music (67%), travelling (24%), reading newspapers and magazines (24%), watching tv and YouTube (73%).

Results about students' interest include; in English courses (90%), eager to learn (75%), Enjoy the process (80%), earnest in learning (80%), happy with assignments (78%), disappointed when absent learning (75%), commitment to attend (66%), and always take quizzes (75%). Interest in learning activities include; happy to take quizzes (77.8%), comfortable while studying (60%), understanding material (62%), asking questions (62.2%), feel enthusiastic (77.8%), doing assignments (60%), being independent (66.7%).

Results of ways of learning include praying before learning (90%), and preparing textbooks (80%). Ways to follow learning in reading modules (84%), recording subject matter (80%), understanding subject matter (81%), concentrating in learning (73%), being serious (78%), and always active (68%). Scheduling management, in a schedule (62%), making notes (60%), taking notes after learning (66.7%), making a material summary (73.3%), ready for discussion (80%), reading modules (77.8%), ready to learn (55.6%), summaries (84.4%), rereading (84.4%), completing assignments (71.1%), and group work (66.7%). While the results of the management exam about difficulties (80%), and asking when experiencing difficulties (60%).

The fourth part is the result of the correlation between interests, ways of learning and learning needs with the findings in table 1.

Table 1. The results of Correlations

			Interest	Way of learning	Learning Needs
Spearman's rho	Interest	Correlation Coefficient	1,000	,773(**)	,240
		Sig. (2-tailed)	.	,000	,171
		N	45	45	34
	Way of Learning	Correlation Coefficient	,773(*)	1,000	,289
		Sig. (2-tailed)	,000	.	,098
		N	45	45	34
	Learning Needs	Correlation Coefficient	,240	,289	1,000
		Sig. (2-tailed)	,171	,098	.
		N	34	34	34

** Correlation is significant at the 0.01 level (2-tailed).

1. Correlation coefficient value of 0.00-0.25 = very weak relationship
2. Correlation coefficient value of 0.26 - 0.50 = sufficient relationship
3. Correlation coefficient value of 0.51-0.75 = strong relationship
4. Correlation coefficient value of 0.76 to 0.99 = a very strong relationship
5. Correlation coefficient value of 1.00 = perfect relationship

The data in the table above shows that there is a positive relationship between the three variables, although the level of correlation shows differences. In detail, there is a very strong and positive relationship between interest and ways of learning with a correlation value of 0.773. Meanwhile, there is a sufficient relationship between ways of learning and learning needs with a correlation value of 0.289. Likewise, interest and learning needs have a weak relationship with a correlation value of 0.240.

Learners are unique creatures and very dynamic in their desires so that their interests, hopes, and also their learning targets can potentially change with the changing dynamics and demands [28]-[31]. The designer of ESP learning continues to be challenged to pursue and adjust the changing learning needs at any time in accordance with the times, especially to include students' interests and ways of learning [32].

Ways of learning is an important aspect that supports the success of achieving student learning competencies because readiness in learning is reflected in an adequate way of learning [33]. How to learn also has a role as important as the interest in learning where these two things are very important attached to the learner's self. Most researchers have discussed through several previous studies about the relationship of interest in learning with an increase in English language learning skills, as well as about

the effect of learning with English skills [30], Bouchefra & Baghoussi, 2017; Anwar & Wardhono, 2019).

The results of this study have confirmed the results of previous studies that interest in learning and ways of learning not only have a positive effect on students learning English for general purposes but also for special purposes. Nevertheless, the results of this study have given new space to the needs analysis theory that interests and ways of learning can also be an important concern. This can be a reasonable reason because as we know that ESP learners have a strong background in learning experiences (good and bad learning experiences). So, the identification of interests and ways of learning are an important consideration when analyzing ESP learning needs.

CONCLUSION

The results of this study indicate that there is a positive relationship between learning interests, ways of learning, and learning needs in ESP learning. Furthermore, this study shows a strong and positive correlation between learning interest and ways of learning of ESP students themselves. Likewise, there is a positive correlation between learning interest and learning needs as well as ways of learning and learning needs even though the level of relationship is not too strong.

This research contributes greatly to the theory of ESP needs analysis in which interests and ways of learning also deserve special attention or focus when designing ESP learning. The ESP designer must be sensitive to all aspects inherent in learners by trying to recognize changes in their desires, preferences, and expectations in starting the learning design. Likewise, the way of student learning also needs to be measured properly because the success of the ESP learning process does not only depend on the teaching method of the teacher-designed but also the acceptance of student learning methods as well.

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