



# A Need Analysis of English for Specific Purpose Teaching Material for Nursing Students at STIKES Mercubaktijaya Padang

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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. This research aimed at identifies needs analysis of English for nursing students at Stikes Mercubaktijaya Padang. The focus of this study was findings students' needs in learning English for nurse, where teaching learning material relevant to students' needs, current material was provided students with the skill to deal with their English references which are relevant to their needs. The data were collected through questionnaire. The informant of this research were students and lecturer. The result of this study shows that speaking as the most important skill to nursing students. Lecturer in teaching English is not enough referred to students' needs however the materials were not fully applied. Doing analyzing of language needs in English for students for specific purposes is recommended to meet the diversified needs of the students and have to revise material based on students' needs.

*Keywords: Need analysis, Teaching material, Nursing*

## 1. INTRODUCTION

The goal of English for Specific Purpose is to provide students with the language skills and elements relevant to their area of study. English is taught as a language for certain goals, such as helping learners fulfill their need to read and write for biological needs or to be able to communicate with others in a business setting. English for Specific Purposes (ESP) is a language course or program of instruction in which the content and goals of the course are fixed by the specific needs of a particular group of learners. It is an English learning approach used in various universities for teaching English with a specific purpose. ESP is frequently utilized in English language instruction for specific purposes since it can aid students in comprehending the language, help them become proficient in it, and increase their likelihood of applying the knowledge they acquire in college to the workplace. Furthermore, in the contemporary globalized environment, proficiency in the English language is required.

In some scientific and professional domains, ESP is typically utilized in foreign language teaching.

Since ESP can help students understand the

language, become skilled in it, and boost their likelihood of applying the knowledge they receive in college to the job, it is widely used in English language training for specific purposes. Moreover, fluency in the English language is necessary in the modern, globally integrated world. In certain scientific and professional fields, ESP is frequently used in foreign language training. For instance, in the field of health, students studying medicine, nursing, midwifery, and pharmacy need to be proficient in the English language. Similarly, students studying civil engineering and machines need to be proficient in the English language.

Hence, a strong command of the English language is crucial for success in various professions, including nursing. Nurses are required to effectively communicate with and provide care to patients in English, given that the majority of medical diagnoses use foreign languages like Latin, Greek, or English terminology. Therefore, nursing students must attain proficiency in English because numerous advancements in healthcare are documented in English-speaking countries. Consequently, nursing students should remain vigilant about global health developments and possess proficient English skill. They are expected

to employ English in practical situations, such as studying or working abroad, caring for international patients, or communicating with foreign individuals in a hospital setting, having communication with another foreign in the hospital.

It is crucial to have proficiency in English, even for casual conversations in medical settings. If the English lecturer does not deliver the English lesson well and the material is not appropriate for the target learners, the target's English learning will not proceed as planned. A lecturer should ideally play a significant role in classroom instruction, both internally and externally. Internal factors include how the material is applied, how the lesson is planned, how the learning is carried out, and how the learning is evaluated. The management of the classroom environment and the application for class control also constitute external factors. Therefore, a teacher who effectively implements ESP instruction meets the needs of English language learners in accordance with the students' field of study to the greatest extent possible. English lecturers or teachers need to be extremely aware of ESP material as a result. As creators of curricula, lecturers have an obligation to choose or create instructional materials that meet the needs of their students. Certain commercial textbooks that are available for purchase in the educational space are not suitable for the needs of various learners in every college, during every year of teaching, or in every class. When a teacher lacks textbook material, it can be difficult to teach lectures; as a result, rare materials are available for learning purposes.

## 2. METHODOLOGY

Descriptive study design was used by the researchers in this study. The subjects of this essay were the 177 students in three classes of the nursing department during the 2022–2023 academic year. Only thirty percent of the total enrollment—35 students across all classes—were chosen by the researchers to be included. For this study, the researcher used a questionnaire to gather data. The questionnaire is adapted from Septiana (2019) that research need analysis of business administration students and Putri (2015) about need analysis of management students. The purpose of the questionnaire was to find out what the nursing students at Stikes Mercu Baktijaya Padang thought about their English language needs. The questionnaire was in the form of closed-ended items written in Indonesia. The students taken as the sources of data in this

research would simply check the space that the best reflects their opinion on each statement.

Table 1. Indicator and sub-indicators revealed by using questionnaire addressed to Nursing students

Indicators	Sub-Indicators
The reasons the studentstake English course	<ul style="list-style-type: none"> <li>• Compulsory or optional</li> <li>• What do learners think they will achieve?</li> <li>• Do they take English course willingly or forced</li> </ul>
The way the students learn	<ul style="list-style-type: none"> <li>• The students' learning background</li> <li>• Methodology that will appeal to the students</li> <li>• Sort of techniques that are likely to bore/alienate the students</li> </ul>
The source available	<ul style="list-style-type: none"> <li>• Number and professional competence of teachers</li> <li>• Attitude of teachers to ESP</li> <li>• Teachers' knowledge of and attitude to the subject content</li> <li>• Materials</li> <li>• Aids</li> <li>• Opportunity for out-of-class activities</li> </ul>
The students' characteristics	<ul style="list-style-type: none"> <li>• What do they know already about English?</li> <li>• What are their interests?</li> </ul>
The place of Englishcourse takes place	<ul style="list-style-type: none"> <li>• Where will the ESP course take place?</li> <li>• Are the surroundings pleasant, dull, noisy, cold, etc?</li> </ul>
The time of English course takes place	<ul style="list-style-type: none"> <li>• When will the ESP course take place?</li> </ul>
The most important skillsaccording to the students that they must master according to their field	<ul style="list-style-type: none"> <li>• What is the most important skill in English that they must master according to their field?</li> </ul>

## 3. FINDINGS AND DISCUSSION

Regarding to the study's outcomes, encompassing data presentation, data description, and analysis of the students' questionnaire.

### Question 1: Why do you take English courses??

Regarding the first question, the following figure illustrates the students' response regarding the necessity of studying English form:



Figure 1. Reasons for taking English

The majority of students learn English for the

following reasons, according to the research: According to 56% of students, a successful future career requires proficiency in English. Because English is one of their required subjects, 15% of them study it. The remaining 9% think that when interacting with foreigners, speaking English is necessary. 20% of respondents think that learning English is necessary in order to comprehend English-written content.

**Question 2: What kind of learning methods do you hope to apply in English classes?**

The following is a description of the student responses to the second question:



Figure 2. Learning method preferences

Based on the data, there are 61% students who wants to combine the language as the method of teaching English in the class. And there are 15% students who wants to use Indonesian language.

**Question 3: What learning resources are available?**

The following is a description of the student responses to the third question:

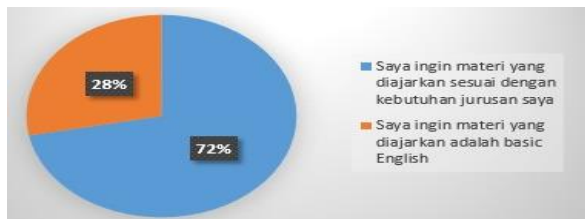


Figure 3. learning resource

Based on the data above, 72% of students agree that they want the English material taught according to the needs of the field they take so that the English they learn can be useful for their abilities as nurses in the future.

**Question 4 : How do you describe your English skill?**

The following is a description of the student responses to the fourth question:



Figure 4. English ability level

The data showed that 20% students feel that their ability in English is in basic level, while 55% students said that their ability in English is in intermediate, and 25% students said that their ability in English is in advance level.

**Question 5: Where is the English teaching and learning process carried out?**

The following is a description of the student responses to the fifth question:



Figure 5. English learning location

The data showed that 81% students agree that the classroom they use in learning English is comfortable.

**Question 6: When should English courses be taught?**

The following is a description of the student responses to the sixth question:



Figure 6. English learning want

Based on the data above, 48% of students agree that English lessons are taught in only one semester, while 18% of students agree that English is taught

in more than one semester. There are 22% of students who want English to be taught once a week and there are 12% of students who want English to be taught more than once a week.

**Question 7: In your opinion, what skills are the most important for you to master when looking at your professional field?**

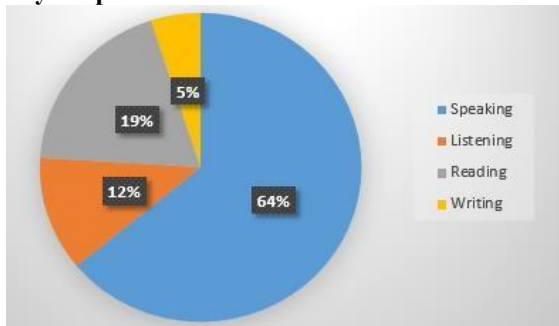


Figure 7. Important English skill

The following is a description of the student responses to the seventh question: In this question, students were asked to answer what skills they think are important to master if they look at their profession as a nurse and 64% of students agree to answer speaking as an important skill they must master as a nurse. Meanwhile, 12% of students gave answers for listening, 19% for reading and 5% for writing.

It can be inferred from the data collected that students acquire English language skills because they will require it for future success. Given the current situations, the students have realized the significance of future global growth. However, they are aware that using English when applying for jobs is essential. The way that students view English will affect how well they perform in the workplace later on. Students in this study, however, feel that learning English is beneficial for their careers as well as for their ability to communicate with foreigners in any situation.

The study indicates that the most crucial language skills for students to acquire are speaking abilities. The participants' preference to acquire speaking skills over other abilities when asked which are most important for mastering English is closely related to their answers when asked which skills are most important for mastering English. They say that speaking skills are the hardest to learn. Speaking is a helpful skill that can be used to show how well-versed one is in English. When it comes to speaking abilities, it is not possible to have students engage in one-on-one conversations.

Teachers of ESP English courses or other interested parties can decide what to do next, which

is to create a syllabus, based on the findings mentioned above. The most important thing to remember is which English skills or elements students should be taught first. When making a choice, there are a lot of things to take into account, such as the individual needs of each student, their learning goals, their learning preferences, their motivation, and their learning styles. ESP language instructors play a dual role in motivating language learners in addition to teaching and imparting language-related knowledge and skills. In this case, learning a language is seen as a means rather than an end in and of itself, and students may become quickly discouraged by course material that does not seem to have a direct bearing on their future aspirations.

#### 4. CONCLUSION

Each student has a different motivation for learning English. It is dependent upon each student's individuality, particularly in the Nursing Department. The process of determining what needs to be learned about English in order to achieve a particular goal is called need analysis. The need analysis aims to provide this research as a resource for the learning and development curriculum of the nursing department. The study would be used to ascertain the most effective plan of action, resources, and delivery system to satisfy students' need for English for Particular Purposes in Nursing.

The research indicates that students require proficiency in English because speaking the language is the most sought-after skill for future employment. The researchers conclude that this shows how students' aspirations to improve their speaking skills align with the needs of the labor market. Furthermore, it has been demonstrated that ESP professors' consistent stimulation has a significant positive effect on ESP students' academic development by raising their interest in and drive for learning. This incentive pushes students to focus their actions and efforts in a particular direction to achieve a predetermined objective. Based on the results of the previous phase, teachers of ESP English classes or interested parties can then select the next step, which is the creation of a syllabus. The most important thing to remember is what English skills or components students should be taught first. To put it briefly, instructors or course designers could create the ESP course—specifically, English for Nursing Department, Stikes Mercubaktijaya Padang—by considering the elements that could result in the most beneficial resources for students.

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