

Preparing English for Nursing Students Course Based on Need Analysis

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Abstract

Mastering English is compulsory for every nurse, especially when they serve foreign patients. However, not every nurse has mastered English since not every institute has got English for Specific Purposes (ESP) course. This research aims to explore 30 nursing students' in Kartini vocational high school learning need by doing study based on Need Analysis that is classified into Target Situation Analysis, Present Situation Analysis, and Learning Situation Analysis. Both quantitative and qualitative methods are used. This research is also supported by other researches which found out that communication is a skill that the nursing students and nurses are weak at. Speaking and Listening are the two most difficult skills for them. By not having ESP course, the nurses and the nursing students feel difficult while interacting with the foreigner since they do not understand about medical vocabularies or they are still weak in English. Consequently, this research may design the right ESP course for the nursing students and nurses. In addition, doing need analysis on nursing students who have got ESP course can be conducted in the future to see the difference of the results.

Keywords: ESP course, Need analysis, Nursing students, Nurses, Communication

Background

English for Specific Purposes (ESP) for nursing is a program specialized for nursing students who want to learn English and need it in their job. The courses in ESP for nursing will only focus about nursing field, such as vocabulary related to medical, how to communicate with patients, and etc. The current trend of teaching ESP is by conducting an analysis to know the students' need of studying known as Need Analysis (Erikson Saragih, 2014, p. 60). Almost every institute that provides ESP course has got the ESP lecturer to conduct the need analysis before teaching the students by giving them the questionnaires about their present skills and do some interviews with the nurses.

Speaking and listening may be the skills that the students need most. Musdalifah and Syaripuddin (2017, p. 92) find that among 50 nursing students in

University of Makassar, 59% students need speaking skill and 26% of them need listening skill. Pongsapan (2015, p. 755) also finds that listening has got 3.9/5 score as the skill needed by 60 nursing students at STIKES Toraja and speaking has got 3.8/5 score. These findings prove that almost every nursing student in Indonesia agree that speaking and listening are the two most needed skill for their job. However, those skills are also the hardest skills for the students. Based on Saragih's (2014, p. 64) research, the result shows that among 50 nursing students at 5 nursing colleges in Indonesia, 50% of them are weak in listening and 60% of them are weak in speaking. Such problems may be caused by not learning English before or still weak in English. The two nurses who were interviewed by him also said that they have different expectation about using the target language in their job. For them, communication with the patients is

the biggest challenge that the nurses have to deal with.

Learning an interesting topic may motivate the nursing students to learn English. According to Susandi and Khrisnawati (2016, p. 135), giving injection and applying an infusion are the topics that the nursing students in STIKES Bali feel interesting for them and want to be included in the ESP, reaching 87.8% each. Saragih's (2014, p. 66) research also states that 46 of 50 students want to learn about patient care. These findings prove that nursing students want to focus on improving their serving skills toward the patients.

Related Literature

In conducting a successful need analysis, the teachers may do the three fundamental components for assessing language needs of learners, which are: Target Situation Analysis, Present Situation Analysis, and Learning Situation Analysis (Rahman, 2015, p. 26). By doing those analyses, the ESP teachers may arrange the right syllabus needed for nursing students. Target Situation Analysis provides information about the situation which the students will use the target language for and the topic which students want to learn in their class (Benavent and Reyes, 2015, p. 144). It lets the teachers know about the moment when the target language is used and what skill is applied most often. Based on Saragih's (2014, p. 65) research, giving advice to the patients, explaining drug interactions, and telephone calls are the situations where nursing students use English most. He also finds that 92% of nursing students want to learn about patient care. It may be caused by the frequency of communication between the nurse and the patients. The two nurses also state that communication is used often with the patients, such as talking about general nursing care, health education, and giving advice.

Present Situation Analysis analyzes students' present English skill and exhibits the crack between the present and the target (Juan Li, 2017, p. 1870). Knowing the students present skill of English may help the teachers to decide what skill they have to focus on and to know what students' advantage and disadvantage. According to Saragih's (2014, p. 64) research, speaking and listening are the two skills that the students are mostly weak at. On other skills, the difference between "good" category and "weak" category are mostly different. It is around 10 students who are actually "good" at all skills. The lecturers who were interviewed also said that the reason is that they still have not got ESP curriculum in their class. Therefore, they must look for the materials in some books even though mostly contain general English. Since ESP is important for nurses, they all agree that teachers should have a skill in teaching ESP for nursing students.

Learning Situation Analysis points to subjective, feeling, and directed to the process (Rahman, 2015, p. 27). It also leads to what students want to learn and why do they want to learn. Subjective and felt needs are important for teachers to conduct the teaching method for the nursing students. Saragih's (2014, p. 66) research shows that 66% of nursing students like group work while learning English. Musdalifah and Syaripuddin's (2017, p. 92) research also finds that 90% of 50 students like cooperative learning rather than lecturing. They want to learn English because some of them want to work aboard and they do not want to communicate wrongly with the patients that may result consequences.

Research Methods

The participants of this research were 30 nursing students from grade 11 (aging 16-18) in SMK Kartini Batam, 1 English teacher in SMK Kartini Batam,

and 1 nurse in Budi Kemuliaan hospital. Both quantitative and qualitative methods were used for this research, such as giving questionnaires to the students and doing interviews with nurse and teacher. The questionnaires and the interviews contain need analysis (target situation analysis, present situation analysis, and learning situation analysis) that can acquire the information for the research to combine them and design the new lessons to improve them.

Findings

A. Findings from Questionnaires

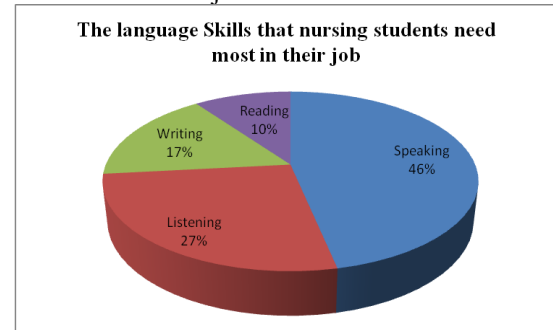
Table 1. Nursing Students Personal Information and English Proficiency

Information	Category	Frequency	%
Grade	10	0	0%
	11	30	100%
	12	0	0%
Age	16	13	43.3%
	17	14	46.7%
	18	3	10.0%
Sex	Female	28	93.3%
	Male	2	6.7%
Religion	Muslim	22	73.3%
	Christian	5	16.7%
	Buddhist	3	10.0%
Has completed field work	Yes	30	100%
	No	0	0%
Studied English Previously	Yes	30	100%
	No	0	0%
Visited hospital abroad	Yes	22	73.3%
	No	8	26.7%
Want to go and work in hospital abroad	Yes	30	100%
	No	0	0%

From the table above, the respondents are nursing students in Kartini vocational high school from grade 11th and the students' age is divided into 3 categories, and the dominant percentage of students' ages is on the category 17, totaling 46.7%. The respondents are 28 females and 2 males. The dominant percentage of their religion is Muslim, reaching 73.3% (22 students) while the

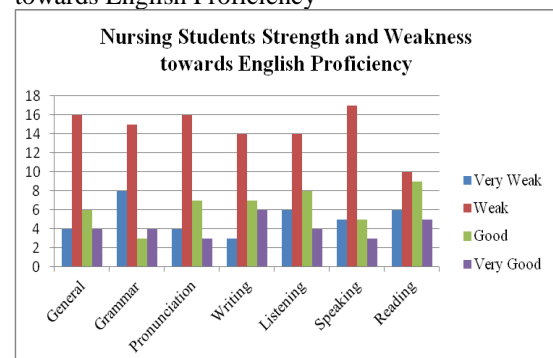
others are 3 Buddhist and 5 Christian. 100% of the respondents had completed their field work and had studied English previously. 73.3% of them have visited hospital abroad while the other 26.7% haven't and 100% of them want to go and work in hospital abroad

Chart 2. The language Skills that nursing students need most in their job



Based on the chart above, speaking is the most needed skill in the students' job, reaching the percentage of 46%. The second highest skill is listening, reaching 27%. Writing is in the third position by 17%. The lowest skill that the students choose is reading that only reach 10%.

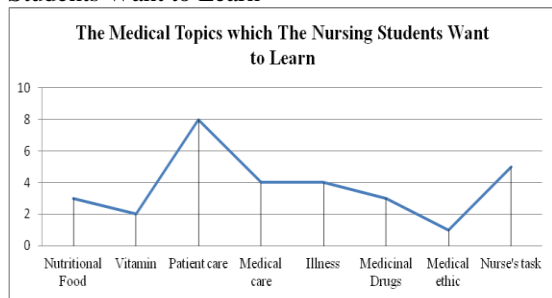
Graph 3. Nursing Students Strength and Weakness towards English Proficiency



The diagram shows that most of the students are still weak in English proficiency. Each skill indicates the number of the students that are still weak varies between 10 until 17. Most of the students are weak at speaking skill. The number of students that are very weak at all skills varies between 3 students at writing and 8 students at grammar. The averages of students that are good at all

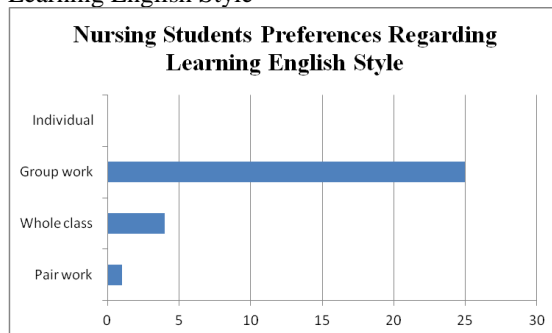
skills are 6 students and only around 4 students that are very good at all skills.

Graph 4. The Medical Topics which The Nursing Students Want to Learn



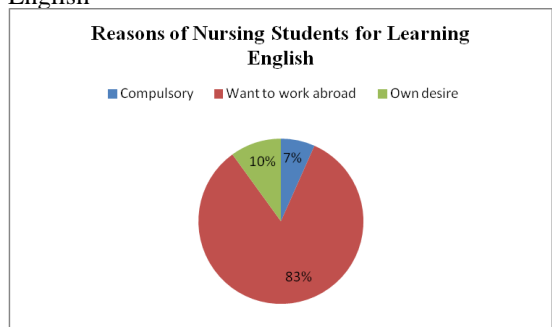
Based on the chart, patient care is the topic which the students want to learn most, reaching 8 students. The second topic is nurse's task that is chosen by 5 students. Medical care and illness have got the same number of students (4 students). Medicinal drugs and nutritional food have each 3 students while vitamin and medical ethic have each 2 students.

Graph 5. Nursing Students Preferences Regarding Learning English Style



The chart shows that almost every student prefers group work while learning English and they like to learn with their friends. In conclusion, that's why none of them choose individual learning style.

Chart 6. Reasons of Nursing Students for Learning English



The chart shows that mostly nursing students want to learn English because they want to work in hospital abroad. 10% of them want to learn English because of their own desire, while 7% of them learn it because it is a compulsory subject.

B. Findings from Interviews

1. One nurse from Budi Kemuliaan Hospital

The nurse agreed that vocabulary, speaking and listening should be mandatory to teach for nursing students. He considers that speaking and listening skills are very necessary when he is having a conversation with a foreigner, such as knowing the patients' complaint, giving advice to the patients, and doing telephone calls with them. Mastering lots of vocabularies that is related into health is a must, especially when the nurse works overseas. He has an experience with a lot of foreigner patient and most of the time there will be a miscommunication between the staff and the patient since the English proficiency in there is considered low. He also explained that writing English documents can be a chore if you are not able to understand English or by using gesture with the patient if the nurse doesn't understand what the patient is trying to say.

2. One English teacher from Kartini vocational high school Batam

The English course in SMK Kartini still does not have ESP in each major, so every major in there will learn the same material on their English course (still using EGP). The only moment when the nursing students use ESP is when the teacher assigns them to make a text about nursing. In there, writing and vocabularies skill are used and the teacher also says that his nursing students have only a little Basic English skill. The teacher also says that the problems experienced by the

students are the vocabulary, grammar, and pronunciation and thinks that speaking skill is the most important thing to be mastered by nurse.

Discussion

The findings from this research have several similarities with the previous study conducted by other researches. It cannot be denied that when the institution does not have ESP course for the students, the need analysis will almost have the same results with those institutes which also do not have it. This research's results are proved by the research conducted by Saragih (2014, p. 68) and Musdalifah and Syaripuddin (2017, p. 94) that nurses and nursing students need communication skill most in their job. Among 30 students, 14 students use mostly speaking skill in their job while 8 students use listening skill. They explained that communication with the patients is the reason why such skill is important. Their tasks are giving advice to the patients, listening to the patients' complaint and making phone calls. Therefore, giving nursing students an ESP course is very important to prepare them to be ready whenever there are foreigner patients.

Patient care has the highest number of students as the topic that they want to learn most, just like Saragih's (2014, p. 66) research, reaching 8 students. According to the students, learning about patient care can increase their knowledge more about medical field and improve their communication skill with the patients. This argument is strengthened by the result of the interviewed nurse that communication with the patients about patient care always happens whenever there are foreigner patients get treatment in there. Hence, patient care is very important to be learnt by nursing students since it is applied every time by the nurse.

This research also shows nursing students in Kartini vocational high school weakness, that is speaking skill. Since speaking and pronunciation are related,

both skills acquire the top two highest numbers in "weak" category, reaching 17 and 16 students respectively. Almost every skill has more students in "weak" than in "good". This result is also found by Musdalifah and Syaripuddin (2017, p. 94) who discover that speaking skill is also considered by students as difficult and most students are weak in all categories. Some students also have the same reasons about their current English skill, like too hard understanding English and do not have basic English skills. Only below 15 students who comprehend English skills. This research proves that there are still many nursing students who are weak in English and only few of them understand English. This matter is critical, since almost every hospital has foreigner patients and the nurses are required to take care of them.

The nurse in this research also experiences the related difficulties with the nurses in Susandi and Khrisnawati's (2016, p. 137) research. According to their interview with the nurses, while talking with the foreign patients, sometimes, the nurses have difficulty in understanding the patients' intention due to their pronunciation. Even though their speaking skill is in good criteria, their listening skill may affect their communication with the patients. Hence, speaking and listening skill cannot be separated while communicating. In Budi Kemuliaan Hospital, the English proficiency is considered as weak. Communication seems to be the biggest deal for the nurse. They are worried if they cannot understand the patients' complaint or there is misunderstanding between the nurse and the patients. As the solution, the nurses choose to write the point about what they are trying to say or even use gesture to the patients. By not being able to communicate in English, the information received may be not fully complete or understandable and may cause wrong intention.

The weakness of English proficiency in Kartini vocational high school may be caused by not having ESP course. According to the English teacher in there, the nursing students receive the same lesson with other majors, since they only have English for General Purposes (EGP). The teacher also agrees that ESP should be applied especially in vocational high school. The lecturers interviewed by Saragih (2014, p. 67) also agreed that teachers should be skilled with specific ESP so they can improve their teaching ESP skill for nurses and nursing students. When a school does not have ESP class, it is up to the teacher to teach the nursing students about materials in medical field by assigning them to make a writing or doing some presentations. This is the reason why nursing students mostly do not have comprehended English skill in medical field. They are not well prepared and the materials that they received in school are different with their application in the hospital.

In choosing the learning style that is suitable for the students, 83% students in Kartini vocational high school choose group work as the best. Group work is chosen so they can be more freely to learn rather than listening to the teacher. This statement is supported by Musdalifah and Syaripuddin's (2017, p. 92) research who found that only 10% students like lecturing method while 90% choose cooperative learning as the preferable method. Going out of the class work and have interaction with native speakers also chosen as the most suitable activities in learning English by nursing students in Pongsapan's (2015, p. 756) research. They prefer doing something practically and working on something exciting rather than learn formally and listen to the teacher. None of the student chooses individual learning style, just like other previous researches conducted. By learning with their friends, it is easier for them to understand English since they can discuss the material together and teach

each other. Working abroad may motivate the nursing students to learn English more. It is found that 83% students want to work in hospital abroad. Therefore, conducting a nice English class is prominent for the teacher to increase students' motivation of learning English.

Conclusion and Suggestion

The data from this research have shown several problems for nursing students in learning and improving English skills. First of all, it cannot be denied that applying ESP course for the students is very important as the first step to improve nurses' English skill. Foreigners may get treatment in any hospital and anytime. Nurses must be ready to serve the foreign patients just like any other patients. Next, the data shows that speaking and listening are the two skills that are very difficult for the nursing students and even the nurses. Therefore, the teacher should focus on improving the students' communication skill and prepare the correct material for the students.

Also, in choosing the material, the teacher should accentuate the topic that the students most likely use in their job. Patient care is regarded as the topic that is frequently discussed by the nurses and the patients. It is important for the nurses to deliver the message to the patients correctly and avoid misunderstanding with them. Wrong information may cause fatal consequences that may harm the patients' health.

Finally, every vocational institute should conduct ESP course in every major. Every major has different application of English for their job, so the material that will be learnt is of course will be different too. Applying EGP is not recommended for vocational high institutes as they have different use in each major. If the students do not learn the right materials, they will be confused in their job as the materials that they learnt are different with the real

application in working world. Giving students a group project can also help them to learn English effectively, since they prefer cooperative learning as the

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- best method. Their ambition to work in hospital abroad is the key for the teachers to motivate them in learning English.