

The Role of ESP in Improving English Competency in Students Health Analysis Study Program

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Abstract: This study aims to identify and analyze the needs of ESP learning materials in nursing students. To find out these needs, needs to be done needs analysis so that students get the material needed to support their learning process at this time or in a future career. The study was conducted with a qualitative approach and descriptive method. The research sample was nursing student class P17C who was taking an English course. Sampling uses a purposive random sampling technique. The research instrument used a questionnaire. Data were analyzed with descriptive techniques in the form of numbers and percentages. The results show that the needs of nursing students for ESP English courses vary so that it can be concluded that they need English not only for their current needs, but also for the benefit of future professional careers. It is therefore recommended that ESP English language teachers or interested parties can accommodate the needs of students, and always do a needs analysis because the needs of ESP learners are always changing.

Keywords: ESP, English, Needs Analysis, Student Needs.

I. INTRODUCTION

English for Specific Purposes (ESP) is defined as “a language course or program of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners” (Richards and Schmidt, 2010). ESP prepares the learners to use English in academic (students of different fields), professional (people of different professions such as doctors, engineers, and nurses), or workplace (technicians for example) settings.

ESP is one of the fields of applied linguistics that has developed in the field of education and the use of English in accordance with the needs of certain scientific fields and professions, such as the use of English in the fields of Science, Technology, engineering, Health, Agriculture, Engineering and other fields. ESP is designed and developed based on the concept of needs analysis (need analysis).

The purpose of conducting the needs analysis is to synchronize the learning material with the needs of the ESP participants, both in accordance with the profession and in accordance with the academic field. According to Donough (1984), the concept of ESP contains material, syllabus, and special objectives that must be designed and developed based on the needs of a group that has the will to learn English.

Students or groups of individuals who have professions coming to study should be adjusted to their needs based on the results of the analysis. For example, in the health sector such

as the health analyst profession with native English speakers working in hospitals that have a majority of patients using English communication tools between laboratory assistants and patients. Therefore, health analyst groups are encouraged to take an active role in their own learning as they have been taught (Hutchinson & Waters 1987, Robinson 1980, Swales, 1985, 1992, and Hyland 2002). However, based on a description of ESP ideas, an ESP teaching can include in their class a wider text that represents the use of language in a particular context (Seto, 2013).

Learning English as a course in Higher Education (PT) in Indonesia is included in the Personality Development Course (MPK) group. According to the Minister of Education and Culture Number: 232 / U / 2000, the course includes an institutional curriculum whose contents and orientation are determined by each institution according to the specific characteristics of the tertiary institution concerned. The characteristics of a university with regard to subject matter / content in the context of the academic scope should apply special purpose English learning (English for Specific Purposes, hereinafter abbreviated as ESP) in accordance with the field or study program.

English courses are institutional courses that must be attended by all Padang PIKIS STIKes students, especially in the D3 Health Analyst Study Program. D3 Health Analyst Study Program students are required to attend 5 semester English courses which are focused on developing skills in understanding material that is tailored to the context of the health analyst profession. Thus, the need for mastering English for students is a challenge for a university to equip its graduates with adequate English skills so they can compete in the era of the industrial revolution 4.0.

English in the field of health analysts has a more difficult term than general English because it is related to medical languages and hospital laboratory equipment which many do not know by people who are not from the world of health. In addition, the variation and meaning of the English term in the field of health analyst is very complex and general requires special understanding because it is related to applications in the world of work. Based on the above problems, placing the needs of students should be the focus of the approach that leads to English for Specific Purposes (ESP) where students and their needs become the main consideration in determining the process and direction of learning so that the achievement of teaching objectives can run effectively and efficiently

(Febriyanti, 2017).

ESP learning materials must be adapted to the needs of students (Students' Need) in the world of work so that the skills possessed by students can be applied optimally. This requires a Need Analysis in ESP that aims to teach the English language that is really needed in the field that will be occupied by students.

Researchers have conducted observations on D3 students in Health Analysts at Pioneering Padang, based on these observations, it was found that the English learning materials of students had not been suitable with the professional needs of a health analyst. The English course material provided is more related to English in general and some material has not been directed to the field of health analysts which is the learning outcomes for prospective health analysts.

Based on the results of observations made by researchers, it is very important to conduct research on the needs analysis of learning English with specific objectives (English For Specific Purposes) for D3 Health Analyst students in Padang PIKIS Perintis. The results of this study will be a reference for the next stage of research, namely the preparation of syllabi and the development of ESP teaching material for Health Analyst students.

Another problem found is that teaching materials that are ready for use in the market cannot accommodate the needs of ESP learners and generally do not match the characteristics, conditions, and needs of students. Therefore learning in accordance with the competence of health analysts really needs to be developed. This development is expected to be used as a reference for developing or compiling teaching materials, textbooks or textbooks for D3 Health Analyst students at Padang Pioneers in particular and in Indonesia in general.

II. METHOD

This research is based on observations made from time to time, so that the duration of time used is quite long in collecting data. So this research is a descriptive study. Thus, the data collected is qualitative data that is used as primary data. Basri (2016) explains that primary data is the main data that has been collected by researchers, while qualitative data is data in the form of words, phrases, clauses, sentences, expressions, texts, and so on. Data analysis was performed based on verbal techniques by carrying out the following stages: (1) Identifying problems related to the needs of students, graduates, and job opportunities; (2) Classifying the types of needs that are felt to be very important to be known by the group of individuals concerned; (4) Evaluating the results of the classification; and (5) Interpret the meanings contained in the classification.

III. RESULTS AND DISCUSSION

Based on the results of data analysis, the results of the study can be described in the following paragraphs: ESP is

distinguished from general English as included in the school and college curriculum. Learning material refers to the curriculum of the tertiary institution so that teaching staff in tertiary institutions should design and develop material that is consistent with the curriculum's objectives. Another case with ESP, ESP participants can help determine the learning materials and methods, and even they can jointly determine the materials and methods that are appropriate to their wants and needs. Basically, ESP refers to the goals and targets achieved. The purpose of ESP is that individual groups or students are able to master English in the field of science as their discipline, for example students of agricultural study programs, they are expected to master English for agricultural science or if they are students of fisheries study programs, they are required to master English in the field of fisheries, etc. The area of discussion in learning English is of course related to agriculture and fisheries. The contents of the reading text and learning activities should be in accordance with the scientific field. Increased vocabulary is more directed at registers than just vocabulary in general, but does not mean that general vocabulary is ignored. So, in general this goal is understood as the benefit of English in playing its role as a communication tool, both oral and written. The substance of ESP is related to themes and topics in certain fields of study, types of work and so on. In this regard, Johns & Dudley-Evans (1991) asserted that ESP material in specific regions should be consulted with experts on the relevant parties. ESP should be seen as a concept, approach and method that is different from general English. So, ESP has perceptions, designs, materials, evaluations and objectives that are especially different from general English. The design of ESP material must refer to the needs of students and users of graduates. Therefore, a needs analysis is very important to do the best possible based on questions that can be asked to potential ESP participants. The results of the answers are analyzed, formulated and determined so that they are related to the accuracy of the actual ESP program and material. Donough (1984) states that the concept of ESP contains material, syllabus, and goals that are designed and developed based on the needs of a group to learn English. Students' English competencies need to be improved through the ESP program. Graduates of English language and literature and English education are expected to be able to master ESP,

so that they not only master English in the fields of linguistics and literary sciences, but it is very important for them to master English texts in other fields of science, such as communication, economics, law, health, engineering, and other sciences. The word interest in the field of pedagogy and psychology means interest, whereas in economics it means interest; the word concrete generally means that which is usually contrasted with the word abstract, whereas in the field of civil engineering it is defined as concrete. This kind of vocabulary is called a register. This register issue is discussed in ESP. Thus, ESP has a role to improve student competency skills.

Megawati (2016) states that realizing an ideal language class, especially ESP English class, is not an easy thing to do. This is caused by the number of students who are too many at one time, 50 people or more. In speaking skills, it is not possible to ask students to speak one by one actively. However, every student's speaking skill needs cannot be met properly. As for the writing, reading, and listening skills with a large number of students, it also becomes an obstacle for the teacher in providing exercises that consist of several stages, checking and giving sufficient feedback or improvement. Thus, skills other than speaking lack sufficient attention. Brown in Javid (2015) states that as a foreign language learner, the main obstacle faced is shame, anxiety, or hesitation to speak due to fear of being wrong, considered stupid or not fluent due to limited knowledge of language. This is reinforced by the results of the questionnaire obtained by researchers that the nursing students of STIKes Kusuma Husada Surakarta had the highest difficulty in speaking due to the lack of vocabulary, Pronunciation, Grammar, difficulty memorizing, shame if making a mistake. Speaking, Writing, Reading, and Listening skills are equally important language skills because all four skills are integrated (Integrated Skills) in learning English. So ESP instructors must be able to determine the focus of teaching on skills that require handling and deeper discussion in the classroom. Each nursing English material has unique characteristics and is different from one another. For example, in Nursing Activities material that requires more verbal communication skills with patients, doctors or other health professionals, Speaking Skills have a greater portion as well as in Medical Record material, so writing skills get a more dominant portion. ESP learning can be focused on one particular English skill and it depends on the needs in the field of learning (Chovancova, 2014).

ESP English Learning Objectives Determination of learning objectives made based on needs analysis is very important in ESP to determine the learners' needs. It is very important to equip them with English material that can accommodate all of these goals. The material used must be useful for students so that when they graduate and work they can use English in their work lives (Chovancova, 2014). Ellis in Chovancova (2014) added in the development of teaching materials must consider the use of authentic materials that reflect their profession. So ESP does not only teach English without context in it. Based on the above findings, ESP English course instructors or interested parties can determine the next step, namely the creation of a syllabus. The important thing to remember is which English skill or component should be prioritized to be given to students. To decide this, there are a number of things that must be kept in mind, including the different characteristics of each student's needs, learning objectives, learning styles, motivation and learning desires that are not the same. As said by Javid (2015) that the role of ESP Language instructors is not only limited to teaching and providing knowledge or skills related to the language, but also

motivating students. The consistent provision of motivation by ESP instructors has an important role in the academic development of ESP learners, which can increase interest and desire to learn. This motivation helps learners to stay focused on their efforts and activities in a certain direction, to achieve certain goals.

IV. CONCLUSION

Based on the results previously described, it can be concluded that the scope of language in ESP in certain cases differs from general English. ESP programs and materials are oriented towards the targeted goals to be achieved at each meeting. This goal is understood as the benefit of English in playing its role as a communication tool to convey ideas related to a particular context. ESP programs and materials should be designed and developed, so that ESP's role is to improve the English language competence of students or groups of individuals who are learning English specifically. The material needs to contain topics and themes so that discussions in the learning process can focus more on the targets to be achieved rather than more extensive discussions without specific targets. Thus, graduates of English language and literature are also able to master English in other fields of study, including rich in registers.

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