

Vocational High School Of Nursing Major Needs Analysis Of English For Specific Purposes (Esp): A Case Study In Purwakarta

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Abstract

English for Specific Purposes ESP focuses on teaching English to students for a specific purpose. English for Specific Purposes can be used to help students gain the language skills they need to succeed in their chosen field. English is an essential skill for students in vocational schools. This study will focus on English for nursing students. It aims to identify the learning needs of students in vocational schools. This search would be better if respondents were added to make it larger or include all students in the school. For example, poll all students to get more relevant data. The questions are also more specific to see how the learning is going. The study should also use multiple previous studies to analyze existing data more accurately. Questionnaire questions should also be more specific so that you can see what difficulties students have, what form of learning they prefer, what skills students prefer in learning English, and opinions. their English.

Keywords: Need Analysis, Vocational High School, Nursing Major, English

1. INTRODUCTION

ESP English for Specific Purposes instruction concentrates on teaching pupils English for a specific purpose, such as a certain career or job. Even (Riemer, 2007) said that English proficiency may help engineers advance their careers. Since students are required to learn the topic to aid their future jobs, teaching English for Specific Purposes in Vocational High Schools is a crucial issue (Ronaldo, 2016). When many professionals need to be competent in English as an international language, English for certain Purposes as a branch of English language education in a certain sector becomes important on a bigger scale (Sulistio, 2016). ESP can be utilized at vocational schools to assist students in acquiring the language skills necessary to be successful in their chosen sector. For instance, a student pursuing a career in nursing would need to master medical jargon and efficient communication techniques for both patients and fellow students.

Vocational schools can assist their students in acquiring the language skills necessary to be successful in their chosen careers by teaching English for specific objectives. Nursing students with citizenship might benefit from using ESP English for Specific Purposes to help them acquire the language abilities necessary to be successful in their chosen area. The ability to read and analyze medical documentation, as well as knowledge of the ethical and legal ramifications of their job, may also be necessary. English is one of the most important languages in the world. Vocational school students need to be able to

speak and write English fluently in order to effectively communicate with their colleagues and colleagues from all over the world. The following are some of the essential English skills and vocabularies that you may find useful for your vocational school students.

Technical Vocational Vocational Vocabulary Depending on the vocational school you are attending, you will need to learn certain technical vocabulary. For instance, automotive students will need to learn technical words related to the car parts, and culinary students will need to know cooking terms. **Basic Conversation Skills** You will need to learn some basic conversation skills, such as: In the field of business communication, students are expected to learn how to compose business e-mails and letters, make telephone calls, and attend meetings. However, the issue with this study is that the majority of students struggle with their English language skills, the teacher's content is not comprehensive enough, and students are not inspired to learn English.

2. RESEARCH METHODOLOGY

Research Design This study focused on analyzing the needs of nursing students at vocational high schools in learning English. This research used case study, because the researcher aimed to understand the object under study more deeply and to explain how it existed and why this case could occur. This research also saw students opinions about learning English at school and what learning they needed to support their careers after graduation. The researcher then analyzed the questionnaire and process data to get results for material development of needs analysis, researchers would also conducted interviews for more specific questions. Then, the researcher would take observation by interviewing the English teacher for knowing how did learning process so far. Best thing to do when analyzing data was reading and re-reading all data and filter by searching for sensory units such as words , phrases , sentences, ways of thinking, patterns behavior and events that tend to be normal and recognized.

Site and Participants This research would be conducted at a vocational high school in Purwakarta, because when the researcher asked one of the students, she explained that learning English at school seemed very difficult and unpleasant. Many students also play truant when learning English. Participants in this study will be 10 students in tenth grade and 8 students in the eleventh grade, so that they knew from the start what they need in learning English. They could also prepared for fieldwork training by twelfth grade. Then they were ready to work by twelfth grade.

Data Collection Method In the first stage, the researcher would create a questionnaire and interview guide for students. The questions in the questionnaire and interview would be adopted from (Boroujeni & Fard, 2013), because the journal had questions that are relevant to this research. From the answers in the questionnaire, answers that look the same would be classified. Then, with the answers, the researcher could analyze their interest in learning

English, their motivation in learning English, and what materials are suitable and support their future careers. While the questions in the interview aimed to clarify the answers from the questionnaire. The questions asked to students become more specific and students could answer in more detail and broadly. From their interview answers, they would also generate other, more specific questions. In addition to questionnaires and interviews that will be conducted on students, there were also observations in the form of interviews with English teachers. This observation aimed to determine the state of learning that had been undertaken so far. It will also be asked how enthusiastic students were in learning and how understanding students were in learning the material that had been given.

3. RESULT AND DISCUSSION

Result

In this study, researchers found several things that were quite important to study. This data was obtained by analyzing questionnaires filled out by students, interviewing the four students, and interviewing the English teacher.

The Current way of Learning English in Nursing Classroom

When the Covid-19 pandemic was over, this school carried out offline learning and for grades ten and eleven, two hours of learning were given a week, meaning that there was one meeting in one week. In accordance with the teachers answer in the interview "Now students enter offline classes again, not online. And now English is studied once a week". From the teachers point of view, there were students who are enthusiastic about learning English and some are very enthusiastic. As the teacher said "There are students who are enthusiastic about learning English but some are not". "The manual that I use for teaching is the English book used at senior high school, so it is not specific for virginity. I also have difficulty teaching grammar and vocabulary to them".

The material provided is basic English material for tenth and eleventh grade but the level of difficulty is different. Teacher get difficulties in teaching but did not affect learning. The difficulty is experienced when students have to understand vocabularies and grammar, so the teacher has to modify the lesson plan so that the learning objectives are achieved. This school does not use manuals related to English in nursing. The teacher said he used the usual English books used in high school. Usually students are given individual assignments such as making invitations and also groups assignments such as writing papers. In accordance with what the teacher said "Assignments that I give such as making invitations, telling daily habits and others". The teacher also uses the lecture method in learning, while the assessment obtained is in the form of meeting scores and also midterm and final grades.

According to the teacher, the method provided was quite effective, but students thought that there was a lot of material that they did not understand,

even basic English material such as greetings. Students seem to have difficulty adapting from online learning to offline learning, said the teacher. There are only a few students in the class so that the teacher can more easily convey the material. With the change between online schools and offline schools that eleventh graders have gone through, students seem a bit difficult to adapt but they prefer offline schools rather than online. The teacher also explained that the learning carried out was in accordance with the established curriculum, and the teacher did not provide material that was considered quite difficult on the grounds that such material would be taught when they were in college.

Students Needs of Learning English for Nursing Major

After conducting interviews with students and filling out questionnaires by students, found some of the needs that they should get. The need is in terms of teaching materials, assignments, and assessment, it was found that language learning was in grades ten and grade eleven, the researchers categorized as follows :

Materials

Asking for Information

Asking about information for nurses is very important, because they will record the patients being treated. Starting from his biodata, insurance, family, history of previous illnesses, history of drugs consumed and others. These are the duties of a nurse, as a student said in the interview, "As a nurse, you must definitely ask the patient for information, which is their quite important task, because with that information, the patient will get the appropriate treatment". Students have been given lessons to record patient information, but unfortunately students do not know what to do if this is done in English. Even to ask about biodata they have not been taught by their English teacher. Some of them know basic English however, if it is used to ask patients for information it is not enough. In the interview the students answered they did not know how to ask for information in English. "When I tried to see how their English was by speaking in English, the students stammered in answering it".

Numbers

In nursing numbers are one of the important things, they will calculate drug doses, measure blood pressure, measure height, measure weight and others. In the interviews the students also mentioned that learning to count in English was necessary for actions related to numbers. Of course learning about numbers is very necessary. At least they can count correctly in English. Unfortunately they didnt get such material. They have learned to measure blood pressure but do not use English. Of course, if not trained from the start, counting will be quite difficult for them.

Asking for Permission

Nurses must also ask for permission from patients. For instance, if a nurse is going to take blood from a patient, she will definitely ask for permission first. All four students in the interview agreed that asking for permission before doing things like taking blood, checking blood, or infusing patients is important to keep a patient comfortable. This aspect will be tested based on the student's responses in the interview, such as "Speaking skills need to be further developed to better communicate with patients", "It is very difficult to practice speaking in the work world, even when we learn English we can't speak use English". This is supported by the students' responses in the questionnaire, with 78.6 percent saying that the most challenging aspect is speaking. "I have learned to ask permission in Indonesian, but never in English". In the interviews, students said that "it is impossible for me to do anything unless I ask permission first". Because it's standard operating procedure.

Assignment

The material given by the teacher is from the senior high school manual, not from the vocational school manual. Of course, the material will guide the students in the right direction. In an interview, the teacher said that "I use the same book as Senior High School book and the materials are like Invitations, Daily Habits, and the like. So, the assignments given by me are like saying habits at home, Making Invitations, and so on". Students also said that the assignments are almost the same and seem boring. The assignments also don't lead to majors.

Assessments

The teacher's assessment is split into two, individual and group assessments, as sometimes the teacher does group assignments. In the interview, the teacher mentioned that assessment is done by observing student's progress in understanding what has been presented, filling out tests, and working together as a group. This is also what students said in interviews when they were asked if the teacher did group assignments or individual assignments.

Discussion

The Current Course of Learning

Researchers suggest using digital learning tools such as Kahoot (Singh, 2021), building an English self-learning model based on Computer Network Assisted Instruction (Tian et al., 2022), Learning New Vocabularies (Chung, 2012), Developing a Mobile Learning-Based Blended Teaching Model, Developing Students' Capacity for Self-Learning, Utilizing Blended Teaching Strategies, Utilizing Cognitive Linguistic Theory, Including Virtual Reality, Developing Computer Network-Based English Language Self-Learning Models.

This method can be used by Vocational schools to help students learn English effectively and achieve the appropriate levels of competence.

The search results indicate that students may struggle to speak for vocational school due to a number of reasons such as lack of vocabulary, bad pronunciation, lack of self-confidence, fear of making grammatical mistakes, lack of technology, lack of motivation, etc. This is contrary to the journal stated speaking is one of the important language skills that students must proficiency in oral expression including fluency in English (Munfadhila, 2022). Similarly, there are many ways to improve speaking skills, such as using student-centered, speech-enabled CALL systems, learning materials that are customized to each student's needs, and delivering public speeches.

On the other hand, vocational schools should focus on developing students' independent learning capacity, which is essential for improving language skills and achieving desired outcomes (Qi, 2013). By contrast, vocational schools can help students develop their speaking skills and reach their desired level of proficiency by implementing these ideas and focusing on developing their independent learning capacity.

Based on the search results, it is necessary to conduct a needs analysis to identify the specific needs of the nursing students before providing English resources for them. The course contents should be relevant to the majors of the nursing students so that they can support their professional careers. The English curriculum should focus more on honing communication skills such as small chat and oral and written reporting as well as medical terminology mastery. The materials should focus on spoken English fluency and include interactive communication for the hospital nurses and interactive communication for the patients in hospitals and the interactive communication for the nurses to speak with the patients' families (Rizal, 2020). Similarly, creating skill-based materials can help the nursing students to travel abroad and improve their language skills for the workplace.

Students' Needs of Learning English

The researchers interviewed the English teacher and two grade 10 students, as well as two grade 11 students, and also filled out the questionnaire provided by the students. The researchers concluded that, "Nursing material should be provided to students in English subjects as it will support their career. According to (Adal et al., 2023), Nurses working in critical care/emergency rooms had twice as much training and experience as Nurses working in outpatient clinics. According to Rao (Rao, 2019), The most important skill to learn in a second language is speaking. Therefore, nurses need to learn how to speak to patients, ask for their permission, be able to do arithmetic, measure the patient's physical condition, store patient data, and more. In the study, students said that improving speaking skills is very important because it is necessary for communicating with patients. According to (Indarwati et al., 2022) public speaking is a very difficult thing to communicate. Therefore

students should be trained in public speaking at school so that when working they can be applied properly. Through speech, people can interact with others in social interaction to learn this process (Dewi, 2023). With qualified speaking skills, a nurse will definitely find it easier to communicate with her patients.

According to the findings, the assignments given were relatively generic and did not result in the acquisition of English for nursing. Providing students with assignments that are related to their majors will help them develop skills that will be useful for them to become a nurse. Supporting the findings, (Caparó et al., 2012) found that postgraduate instruction can ensure that nurses acquire the English language faster and for specific objectives. Therefore, providing assignments according to student majors can help students become better at English where they will be working later.

Individual and group assessment will be sufficiently effective to be used in the classroom. This will demonstrate how students progress in their comprehension of the material, what competencies they have developed and which competencies are challenging for students, how compact students are when asked to complete group tasks. Assessments through tests will demonstrate how well students comprehend the material and what challenges they face.

4. CONCLUSION

The purpose of this study is to provide an analysis of the needs of the nursing department in terms of the conditions under which students learn English at school and what they need in order to learn English at school. The study provides information on the following topics:

What are the students' difficulties in learning English?
How enthusiastic are students when it comes to learning English?
What are the ways in which students learn English?
How do students learn English in school?
What are students' interests in English?
What weaknesses do students have in learning English?

The researcher has two main research questions, how to learn English at school and what are the requirements for nursing English material? To answer these questions, researchers used three tools, questionnaires distributed to nursing students majoring in grades 10 and 11, teachers interviewed as an observation on the current state of learning English at school, interviews with 2 grade 10 students and 2 grade 11 students to assess their English skills, materials requirements, factors influencing student learning, and type of learning at school.

This research shows that learning that has already been done is less attractive to students in learning. What students find boring becomes a barrier to learning English. Many students don't know basic English in grammar,

writing, greetings, etc. Student material that's equivalent to high school material isn't enough to support their major. From what students mentioned, they never learned grammar and never practiced speaking English, even though it's important to support their career. They don't learn the rules of writing to make their writing appropriate. We only have a few students, so it should be easy to teach English. But students think that learning is less attractive to most students.

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