Voices of Nursing Students in English Material Development Oriented to Learners’ Characteristics

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Abstract—This study aims at investigating the needs of nursing students of Muhammadiyah Yogyakarta University in learning English that was conducted as the beginning stage of developing supplementary English materials adjusted to the learners’ characteristics due to the high demand of professional nurses. This study is a descriptive quantitative research which used questionnaires as the instruments to gather data. The questionnaire was administered to 23 nursing students in order to reveal students’ needs of English learning. The results of the data analysis show that nursing students need English materials covering listening, speaking, reading, and writing skills. Meanwhile, in regard to the career purposes, students need to shape their communicative skills adjusted to their field of study, such as recognizing the medical instructions (81%), producing spoken discourse appropriately in conversation with the patients related to patients’ health condition (56.76%), inferring the information from patients’ medical reports (70.27%), and producing acceptable medical reports (86.49%). In terms of learning needs, students preferred to work in pairs (37.8%) and chose discussion as the most preferred activity (83.7%). For the topic of the learning materials, the highest preferred topic is medical treatment and patient care (51%) followed by health problems, nurses’ duties, nutritious food, and nurses’ duties.

Keywords—needs analysis, ESP, material development, supplementary materials, English for nursing.

I. INTRODUCTION

The demand of professional nursing workforce has been increasing as the world will face an 18 million shortage in global health workers in 2030. From the latest available data, in South-East Asia, the number of nurses or midwives was 2.9 million and it is projected that in 2030 there will be an increase until 5.2 million [11]. In Indonesia, there is also a high demand of nurses to be sent abroad in other Asia countries. However, it cannot be fulfilled totally due to the quality of Indonesian nurses. Instead of having good nursing skills, to work in foreign countries, nurses must be capable of using English appropriately as a means of global communication. One of nurses’ reasons cannot work abroad is usually caused by the lack of competence skills in English proficiency. Moreover, mastering English is not only one of the requirements to work abroad, but it is also the skill that nursing students must have when they deal with medical situations and learning sources that are mostly using English. In reference to that demand, Muhammadiyah Yogyakarta University (UMY) takes a responsibility to provide the English lesson for all students including the students of Nursing Department to prepare professional nurses who can compete worldwide. It is also in line with the vision of UMY to be the world class and international university. World-class universities can be defined as the universities that take an important part in the development of nation’s competitiveness in this global knowledge economy, as in [10]. Thus, the learning process in universities should promote the global-oriented learning in order to compete globally.

The needs of nursing students in learning English should be seen from the reasons why they need to learn English as the way to shape their nursing skills [5]. As the consequence, the English teaching should be adjusted to those specific learning and language use needs. The teaching of English for Specific Purposes (ESP) is mostly associated to the contexts in which the students use English. For nursing students, the contexts are usually related to the patients’ health care in which communicative skills will become the major skill to perform. However, in the English learning process, students of Nursing Department of UMY only get General English (GE) materials. The GE materials consist of listening, speaking, reading, and writing materials which are taught altogether and simultaneously. Some problems still occur since the GE materials provided by UMY do not provide specific language use that the nursing workforce needs. Some teachers have tried to find supplementary materials from other sources, such as internet and newspapers. However, they find it difficult to find the appropriate materials for nursing students from other sources. Thus, the teachers mostly rely on the materials and activities provided on the module as the main source of the English teaching.

Considering the problems above, the goal to prepare professional nurses who have global competencies does not seem to be achieved yet. The teachers still find difficulties in providing supplementary materials for students. Thus, it is needed to develop supplementary English materials for nursing students. The teachers will make use of the supplementary materials since the provided materials do not cover what the nursing students need to learn dealing with the target situation. It will also benefit the students in terms of improving creativity, encouraging situational English, and enhancing language skills. To develop the supplementary English materials for nursing students, the first step is conducting needs analysis to gain the needs and characters of the students related to the English learning. The study is limited to know the learning needs of nursing students at Muhammadiyah Yogyakarta University.

The teaching of English for Foreign Language (EFL) is divided into GE and ESP. "Ref. [5] emphasizes that General English is usually taught in primary, secondary and adult tertiary. Meanwhile, English for Specific Purposes is usually for vocational and many of language courses which the needs of the students are specific and different that of those..."
who are in General English.” In other words, ESP is a way to make learners learn something based on their reasons for learning. Considering the specific needs that nursing students have to master, the teaching of English for them should be based on their field of study. The nursing students’ subjects mostly deal with the medical things. Thus, the teaching of English for nursing students should cover some aspects that are related to the medical purposes. English for Medical Purposes (EMP) can be said as a branch of ESP which focuses on what nurses actually do with language. Everything in the teaching and learning process should help the nurses as learners use their learning strategies in order to meet their learning goals.

The teaching of English for nursing students should be different from the General English because the terms used in medical field are different with the terms used in common daily communication. “Ref. [4] defines medical discourse as a particular terminology employed to effectively and accurately achieve a communicative purpose in health care settings such as diagnosis.” It can be concluded that teaching ESP for nursing students must cover the materials that they need, that is the medical materials. Moreover, the competency that the professional nurses should have is not only mastering the particular English terminologies, but also the competence in building the doctor-nurse relationship, being active in a discussion, gathering information, sharing information, and providing closure which need the ability to use the language communicatively [3].

The main characteristic of ESP is addressing the language which is required by learners as well as learning contexts of learners which can be determined through what is called Needs Analysis (NA) [1]. The student’s need is defined as the reasons for which the student is learning English. The process of analyzing the specific needs of particular group of learners is an important point in developing ESP materials since it will reflect what the materials are and how it will be conducted. Thus, the ESP material design should be able to identify the target situation and then conduct complete analysis of the linguistic features of the situations. Ref. [1] differentiates needs into the target needs and the learning needs in analyzing the needs. Target needs are what the learner needs to do in the target situation, for example a nurse in the workplace has to know how to explain the drugs procedure, giving advice to patients, and reading patients’ records. In the target needs, there are some technical terms which are related to the target needs. Those are necessities, lacks and wants. Necessities are the types of needs indicated by the demands of the target situation. Lacks analysis will show the gap between what the learners have to know with what they have already known. It is related to their expectation in learning English. Meanwhile, wants are the point of views of the students related to their needs.

Learning needs analysis will reveal what the learner needs to do in order to learn [5]. Moreover, they claim that in ESP field, it is not a product but an approach to language teaching which is directed by clear and specific reasons for learning. By analyzing the learning needs, the information related to the effective ways to conduct the English learning will be obtained. Regarding the effective ways of learning the skills and language, learning needs analysis is crucial to be conducted.

Supplementary materials refer to materials taken from another source or any other materials that are developed for learning purposes [6]. There some reasons for teachers to use other materials beside textbook. Firstly, teachers expect to bridge the gap or mismatch between textbook and official syllabus or public examination or students’ needs. Secondly, teachers use supplementary materials because they think that students need to expose a wide range of textual materials or have more practice of particular kinds, and lastly teachers need to supplement a coursebook in order to cater for various language competence levels or different needs of specific individuals in a class. The supplementary materials can be in the form of printed materials and audio-visual material. The development of supplementary materials is aimed at helping the students more understand the learning objectives and helping the teachers provide more input and activities for the students.

There are some advantages in designing supplementary materials for teaching and learning process. The advantages are build the students’ creativity and respond in learning process, break the monotonous since it offers various activities, encourage situational English, enhance the language and communication skills, leads to group work, and challenge the students to be more engaged in the learning process [8]. The various types of activities provided in the supplementary materials can stimulate the students’ creativity and it can reduce the boredom caused by the use of textbook. The interesting supplementary materials can help the teacher motivate the students to be engaged in the teaching and learning process.

The rest of this paper is organized as follow: Section II describes proposed research method. Section III presents the obtained results and following by discussion in section IV. Finally, Section V concludes this work.

II. PROPOSED METHOD

The data in this study were gathered from the needs analysis questionnaire which was targeted to reveal students’ needs of English learning. It was administered to students when the researcher conducted the needs analysis in the beginning of developing the materials. The questionnaire for needs analysis gathered some information, such as students’ lacks, wants, necessities, learning style, and goals of learning English. To support the data collected from the needs analysis questionnaire, the researcher used an interview guide. The researcher conducted an interview to the English teachers who have experienced in teaching English for nursing students. The data collected through the needs analysis questionnaire are quantitative data which were analyzed quantitatively by using Excel program to get the percentage for each aspect. It was analysed using frequency and percentage. The highest percentage of the answers of each item was considered representing the students’ conditions. Meanwhile, the data from the interview were analyzed qualitatively. It was used to support the quantitative data from the questionnaire. It was analyzed by using descriptive qualitative procedure proposed by Miles (Miles, Huberman, and Saldana, 2014: 8). The data analysis included data condensation, data display and conclusion drawing. The researcher selected, focused, and simplified the data that appeared in the interview transcript by coding the data in order to get the valid data. After selecting the data, the researcher started to organize and process the condensation
The researcher found the data about the target needs and learning needs. Then, the data were organized and displayed which later were concluded.

This study used a descriptive quantitative design using quantitative data from the questionnaire supported with an interview. The researcher conducted needs analysis by administering questionnaire to 37 nursing students on March 14th, 2017. The questionnaire for needs analysis gathered some information, such as students’ learning experience, wants, lacks, learning style, and goals of learning English.

III. RESULTS

There were 23 female and 14 male students of Nursing Department of Muhammadiyah Yogyakarta University who voluntarily participated in this questionnaire. The students were in the fourth semester whose age levels were categorized between 19 – 21 years old. How long students have been learning English is categorized into two classifications which are 1-10 years and 10-20 years. Some students only got the English lesson at school and the rest had experienced learning English in the English course in which fourteen students (37%) only learned English at school without joining the English course. Other students had experienced learning English in informal courses. Regarding the Test of English Proficiency for Foreign Language (TOEFL) score, 67% of the students have TOEFL score in the range of 351 until 400. A checklist of English skills in reference with Common European Framework of Reference (CEFR) had been provided in the questionnaire. The data show that 45% of the students are in B1 level or intermediate level of English mastery. Sixteen students are even categorized in A2 and A1 level. The rest, four students, is categorized in the higher level which is in B2 level.

TABLE I. STUDENTS’ LACKS OF MACRO AND MICRO SKILLS OF ENGLISH

<table>
<thead>
<tr>
<th>Students’ mastery of English skills</th>
<th>Very Good</th>
<th>Good</th>
<th>Quite Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Distinguishing between literal and implied meaning</td>
<td>2.70%</td>
<td>40.54%</td>
<td>56.76%</td>
</tr>
<tr>
<td>2) Recognizing the meaning in daily conversation with patients</td>
<td>2.70%</td>
<td>35.14%</td>
<td>62.16%</td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Using cohesive devices appropriately</td>
<td>0.00%</td>
<td>40.54%</td>
<td>59.46%</td>
</tr>
<tr>
<td>2) Discussing with the doctor and other nurses related to patients’ treatment</td>
<td>0.00%</td>
<td>43.24%</td>
<td>56.76%</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Recognizing cohesive devices in written discourse</td>
<td>0.00%</td>
<td>27.00%</td>
<td>72.97%</td>
</tr>
<tr>
<td>2) Guessing the meaning of words from context</td>
<td>0.00%</td>
<td>52.43%</td>
<td>47.57%</td>
</tr>
<tr>
<td>3) Inferring the meaning from medical articles</td>
<td>0.00%</td>
<td>43.24%</td>
<td>56.76%</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Distinguishing between literal and implied meanings when writing</td>
<td>0.00%</td>
<td>24.32%</td>
<td>75.68%</td>
</tr>
<tr>
<td>2) Producing articles related to medical field</td>
<td>0.00%</td>
<td>29.73%</td>
<td>70.27%</td>
</tr>
</tbody>
</table>

The result of the questionnaire also shows the students’ lacks of learning English. The data are divided into two categories. The first category shows the students’ lacks regarding the four English skills in general including listening, speaking, reading, and writing. Meanwhile, the second category presents the data of students’ lacks regarding the macro and micro skills of English which are related to both academic and career purposes. Students were asked to choose the category of very good, good, and quite good for each item in the questionnaire. From the findings, 62% of the students considered that their listening skill mastery was still quite good. Regarding the next skills, most of the students (75%) also considered themselves as having quite good mastery of speaking skills. For reading, 89% of the students had good mastery of reading skills. In terms of writing skills, 70% of the students were in the category of having good mastery of writing skills. For the students’ lacks of macro and micro skills of English, the data are presented in Table 1.

As shown in Table 1, there are two listening skills in which most of the students were weak at. The students’ mastery of distinguishing between literal and implied meaning and recognizing the meaning in daily conversation with patients was still considered low since most of the students were in quite good level. In terms of speaking, there were two skills that most of the students were in quite good level. The skills were using cohesive devices appropriately and discussing with the doctor and other nurses related to patients’ treatment. For reading, the skill of recognizing cohesive devices in written discourse (73%), guessing the meaning of words from context (68%), and inferring the meaning from medical articles (57%) were still in the quite good category. Regarding the writing skills, there were two skills in which most of the students were in quite good level of mastery. They are distinguishing between literal and implied meanings when writing (76%) and producing articles related to medical field (70%).

The data related to students’ wants reveal the information about the English skills that students need to improve for it reflects their necessities of learning English. The results show that 49% of the students consider that speaking is the most important skill for their academic purposes. For career purposes, speaking is also considered as the most important skill for its percentage that is 78%. For macro and micro skills of English, the highest results for each skill show that for listening skill in academic purposes, the skill of recognizing the communicative functions of utterances, according to situations, participants, and goals has the highest percentage (94.59%). In speaking skills, the students consider that using appropriate styles, registers and conventions in conversations is the most important skill since the percentage is 81%. In reading, recognizing the topic or communicative functions of written texts is considered as the most important skill among others for its percentage is 83%. Meanwhile, for writing, students consider that accomplishing the communicative functions of written texts according to form and purpose is the most important skill for their academic purposes. For career purposes, students chose the skill of recognizing the medical instructions (81%), producing spoken discourse appropriately in conversation with the patients related to patients’ health condition (56,76%), inferring the information from patients’ medical reports (70,27%) and producing acceptable medical reports (86,49%).

In terms of learning needs, students preferred to work in pairs (37,8%) and chose discussion as the most preferred activity (83,7%). Moreover, students chose classroom as the most effective place (40,5%). Most students (56,76%) agreed that they are good at learning visually, such as by watching videos and reading texts; graphics; and tables. For the topic of the learning materials, the highest preferred topic is medical treatment and patient care (51%) followed by health problems, nurses duties, nutritious food and nurses’ duties.
Related to the characteristics of the good module, students needed a module that contains various activities (56%) and can make them get involved in the lesson actively. In regard to learning goals, most of the students preferred to be active learners in the classroom during the activities (86%) and 68% of the students expected the role of the teacher as giving clear explanation related to the learning activities.

IV. DISCUSSION
The findings show that the students need supplementary English materials which are related to their field of study. They need English materials that cover listening, speaking, reading, and writing skills. Most of the students agreed that they need the skills of recognizing the medical instructions, producing spoken discourse appropriately in conversation with the patients related to patients’ health condition, inferring the information from patients’ medical reports and producing acceptable medical reports skill.

A similar study was conducted which emphasized the importance of conducting needs analysis before designing materials for nursing students. In a study entitled “Designing ESP Materials for Nursing Students Based on Needs Analysis”, it was found the information to design the ESP materials from the viewpoints of nursing students, the lecturers, and Indonesian nurses who work abroad. The results are very useful for designers of ESP of various fields since they represent the real needs of nursing students. The results of the needs analyses show that nursing students need English materials about giving advice, explaining drug usage, possible reactions and making phone calls [9].

The second relevant study was aimed at describing the needs analysis and situational analysis for designing an ESP curriculum for nurses in Thailand. The results show the Thai nurses’ major needs included speaking and listening skills and vocabulary related to the field, which would allow them to develop a higher quality of service, such as question forms used to collect patients’ information, explanations about medications, drug interactions, procedures, making appointment, using expressions of time, accents and communicate on the phone [2]. It was also found that the nurses needed to learn some basic English structures to be able to serve the patients, be polite and make them feel comfortable. Although conducted with different participants, the needs analyses of those two previous studies show relevant results with the outcome of this study. Regarding the nursing students’ needs, nursing students need English materials which are related to their field of study, such as inferring the information from patients’ medical reports, getting involved in conversation with the patients related to patients’ health condition and producing acceptable medical reports.

V. CONCLUSION
As the first stage of developing materials, conducting needs analysis is very beneficial to know learners needs and characteristics. The data gathered from the needs analysis are used as the guidance to design or develop the materials. In this study, the needs of nursing students of UMY have been analysed and the results show that in terms of students’ lacks of learning English, most of the students tend to lack of speaking skills, but it is still considered that they need English materials which cover listening, speaking, reading, and writing skills. Students are considered lack of several macro and micro skills, including distinguishing between literal and implied meanings when writing, recognizing cohesive devices in written discourse and producing articles related to medical field. The data related to students’ wants show that speaking is the most important skill for students’ academic and career purposes. For career purposes, students choose the macro and micro skills of recognizing the medical instructions, producing spoken discourse appropriately in conversation with the patients related to patients’ health condition, inferring the information from patients’ medical reports and producing acceptable medical reports.

It is expected for the future research to include more participants which are more various in order to enrich the data. It is also suggested that there is a potential area for investigating the needs of English in several hospitals of each different country.

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