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English for Specific Purposes (ESP) Materials Based on Needs Analysis for Nursing Students in Facing the Society 5.0 Era

Yuriatson Jubhari[1], Nurliah[2], Awalia Aziz[3], Afif Zuhdy Idham[4], Abd. Rajab[5]
[1]*Politeknik Sandi Karsa Makassar, Indonesia*
Email: jubhariyuriatson@gmail.com
[2]*Institut Agama Islam DDI Polman, Polewali Mandar, Indonesia*
Email: *nurliahmandharese@gmail.com*
[3]*Universitas Muhammadiyah Makassar, Indonesia*
Email: aawaliazis@gmail.com
[4]*Universitas Muhammadiyah Barru, Indonesia*
Email: Afifzuhdy@yahoo.co.id
[5]*Universitas Muhammadiyah Makassar, Indonesia*
Email: rajab@unismuh.ac.id

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ABSTRACT
The notion of Needs analysis has evolved over the decades. Currently, the process of requirements analysis has become significantly more comprehensive. Its purpose is to gather information about the learners and to establish the desired learning setting and atmosphere for studying English for Specific Purposes (ESP). This study was conducted in Politeknik Sandi Karsa. There were 23 students in nursing study program. The researcher provides a set of 12 themes, all of which received a consistently high ranking from all types of respondents as suitable learning material. The findings of this study are anticipated to serve as a point of reference for future research, namely in the areas of syllabus/RPS preparation and the development of English teaching materials for nursing students. There are numerous crucial factors that may be utilized as a valuable reference in the development of ESP materials for the sub-skills of speaking, listening, reading, and writing. It can be concluded that the majority of students prioritize the development of vocabulary and speaking skills over other skills due to their aspiration to work as a nurse abroad for nursing students at Politeknik Sandi Karsa Makassar Indonesia.

Keywords: ESP, Needs Analysis, Nursing Students, Society 5.0 era

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INTRODUCTION

The demand for an innovative English for Specific Purposes (ESP) program for university students in Indonesia has grown in recent years. This is because ESP offers more advanced, specialized, and academic content that aligns with the students' chosen study programs (Jubhari et al., 2022). This is particularly important in higher education settings where students are being prepared for professional work (Pranoto & Suprayogi, 2020). Nevertheless, there is a strong need for workplace ESP that is mostly focused on EOP. Universities mandate that graduates acquire not only a certificate upon the successful completion of courses, but also a graduate diploma that serves as evidence of their proficiency.

Therefore, it is imperative for universities, vocational colleges, and polytechnics to acknowledge the importance of ESP (Imran et al., 2023). Several specialists have shared their insights regarding the fundamental concept of ESP in the context of English language instruction. The ESP curriculum is developed through a meticulous and methodical needs analysis, which strives to uncover the specific requirements of English language learners. The selection of goals, objectives, materials, contents, and teaching methods is determined by the specific needs of the learners being targeted. The primary objective of teaching English for Specific Purposes (ESP) is to assess the students' English proficiency and identify the specific language skills and components that are relevant to their individual needs and field of study (Pranoto & Suprayogi, 2020).

In order to achieve educational goals, it is very important to provide serious attention to students' learning needs. Student learning needs refer to differences in the level of knowledge, skills and behavior possessed by students at the start of learning compared to the level of knowledge, skills and behavior they are expected to achieve through the learning process (Yuswin Harputra, 2023). The needs analysis process is a tool used to identify problems and challenges that must be overcome, so that appropriate action can be taken. In other words, analyzing student learning needs is an effort to understand and create the things needed in the student learning process, which will ultimately help them achieve their learning goals more effectively (Sasabone et al., 2023).

Needs analysis is a process that assesses the qualities and skills of learners, including their limitations and strengths, within the academic setting (Mohammed, 2016). English proficiency is enhanced when it aligns precisely with the learner's core talents, which is in line with the goal of ESP (Sasabone, 2022).

The needs analysis assesses the students' desires, deficiencies, and contributions in relation to various speaking activities, media, speaking exercises and tasks, classroom environment, and evaluation methods. Speaking material designs should encompass the specific requirements of students in terms of pronunciation, grammatical structure, vocabulary, fluency, and accuracy. Furthermore, English language resources should assist in preparing pupils to communicate more fluently and authentically when articulating their thoughts (Menggo et al., 2019)

Needs analysis is the most typical characteristic of ESP, it is generally regarded as criteria or a key feature of ESP which is formerly focused rather exclusively on target or end of course requirement, and it is usually to take account of learners' initial needs, including learning needs (Halim & Jailani, 2019). As criteria of ESP, needs analysis serves three main purposes; first, it provides a mean of obtaining wider input into the content, design and implementation of a language program (Sasabone et al., 2021).

As mentioned earlier, this has posed significant difficulties for teachers and creators of English for Specific Purposes (ESP) resources, especially those focused on nursing English. They must now ensure that the learning materials they give are tailored to the specific needs of their pupils. Recalling it is undeniably challenging. Thus far, the nursing study programme has not adequately addressed the requirements for learning English (Menggo et al., 2019).

The thorough and consistent analysis of processes or needs often leads teachers or course planners of English to develop their own policies and reasoning when compiling teaching materials (Amaliah et al., 2022). This includes the use of readily available references that are more focused on teaching General English, resulting in a greater emphasis on learning language systems, grammar, or vocabulary rather than teaching English for Specific Purposes (ESP) (Sasabone et al., 2022).

Based on the descriptions above, it has become the main reason for researcher For the importance of conducting research on needs analysis with the title English for Specific Purposes (ESP) Materials Based on Needs Analysis for Nursing Students in Facing the Society 5.0 Era with the aim that educators or curriculum developers' English courses provide comprehensive and explicit learning resources for nursing students, and vice versa. Students can access English materials that are directly applicable to their academic and professional needs. This equips them with the necessary language skills and boosts their confidence to effectively communicate in English within their careers and the professional world.

METHOD

This research is descriptive quantitative research. Main focus of this research is to conduct a needs analysis in the use of ESP materials in learning and teaching English for nursing students. This research involves a comprehensive approach to understanding how teaching ESP materials was used in the Nursing Study Program as many as 23 nursing students.

The data in this research was obtained through two main methods, namely interviews and direct observations related to the use of learning media in the ESP materials, which was attended by 4th semester students in midwifery and lecturers teaching the course. In the interview process, lecturers were asked questions regarding the use of learning media in the ESP materials. Meanwhile, direct

observations were carried out to strengthen analysis by observing in depth how the learning media.

The aim of this research is to identify specific needs related to the use of learning media in the ESP learning process. It is hoped that the results of this research will provide a clearer view of how to increase the effectiveness of using learning media, especially in the context of ESP learning. Thus, this research aims to support the development and improvement of teaching methods in the nursing study program. The instrument was created by taking into account 5 aspects consisting of: (1) experience in obtaining ESP material; (2) students' understanding of ESP materials; (3) what learning facilities desired by students; (4) what kind of the topics that students want and (5) what kind of website students want. These five aspects are used because they are considered the main aspects that are necessary observed in implementation of the use of critical reading learning media. Observations were made by fourth semester students of nursing study program at Politeknik Sandi Karsa Makassar.

FINDING AND DISCUSSION

The subsequent part delineates the outcomes derived from the process of gathering data, which is categorized into two distinct areas. The initial portion provides the personal information of the participants as well as their level of ability in the English language. The outcome allows for the determination of the amount of confidence associated with each skill, as the questionnaire was utilized as a self-assessment tool. The second section provides information regarding the language requirements for nursing students. It involves selecting the specific themes and resources that nursing students and lecturers desire and require to be incorporated into the English for Specific Purposes (ESP) programme for nursing students.

Personal Information of the Respondents

No			Frequency	Percentage
1	Gender	Female students	19	82.7%
		Male students	4	17.3%
2	Has successfully completed the English subject	Yes	16	69.5%
		No	7	30.5%
3	Strive to enhance proficiency in the English language.	Yes	18	78.2%
		No	5	21.8%
4	Frequency of engaging in English language practice beyond the confines of the classroom	Not at all	7	30.5%
		Less than 2 hours	11	47.8%
		Approximately 4 to 5 hours	5	21.8%
			0	0%

	Over 5 hours
	Frequency

The personal information of the respondents from is presented in Table 1 above. The majority of nursing students in this group are female students, accounting for 82.7% of the total, and 17.3% was male students in nursing study program. The majority of respondents in their individual study programs have successfully completed the ESP materials. However, there is a minority of 7 respondents (30.5%) who have not passed the subject. Regarding their drive to enhance their English skills, only 78.2% of the participants actively strive to increase their proficiency in the language. The dearth of enthusiasm and exertion is also evidenced by the meagre proportion of respondents, a mere 21.8%, who stated no enhance proficiency in the English language.

Table 2. The students' English proficiency level

No	Very Weak	Weak	Good	Very Good
1	Speaking	30%	40%	30%
2	Reading	45%	35%	20%
3	Writing	50%	45%	5%
4	Listening	50%	45%	5%
5	Pronunciation	40%	35%	25%
6	Vocabulary	25%	55%	20%

The data presented in Table 2 outlines the students' level of confidence in recognizing their fundamental English skills, including speaking, listening, grammar, vocabulary, pronunciation, and writing. The data indicates that there was a need for improvement in their proficiency in the English language. Regarding speaking abilities, a majority of the respondents (40%) reported having a good proficiency, while 30% of students claimed to have a weak proficiency. On the other side, 30% of respondents reported having a very good speaking ability. And vocabulary abilities, a majority of the respondents (55%) reported having a good proficiency, while 25% of students claimed to have a weak proficiency. On the other side, 20% of respondents reported having a very good in vocabulary ability.

Based on the data analysis results, it can be inferred that all sub-skills provided by the researcher were positively received by the four types of respondents. The reading skills, namely the ability to interpret drawings/work schedules and comprehend the language of an English employment contract, hold the highest rank with an average value of 4. In terms of the proficiency level of the other skills, such as listening skills, comprehending English instructions, understanding English conversations, and comprehending English media (internet, videos, movies, music, news, etc.), they are at the initial level. Proficiency in spoken English involves both the ability to articulate new words accurately and the capacity to describe objects

and materials with the same level of detail as articulating a process or technique. Proficiency in writing skills encompasses the ability to compose English paragraphs, draft reports in English, and formulate contract agreements in English, all of which hold equal significance.

Syllabus of ESP For nursing Students

The writer employs a learner-centered approach as the foundation for constructing the new course. This strategy was also utilized to cooperate with the primary components of ESP training materials. Next, the design prioritises the particular requirements of learners, specifically nursing students, during the learning process. In addition, the assessment is a crucial factor for evaluating the learners' performances. One way to achieve this is by conducting performance-based assessments and receiving feedback from instructors. The assessment seeks to provide a more qualitative viewpoint on the efficacy of the subjects and instructional methods after their implementation.

Material Development for the ESP Syllabus

The development of teaching materials for ESP is crucial as it demonstrates the teacher's creativity and knowledge of the subject. Materials are described as any resources or sources that can aid students in the process of language acquisition. When designing the material, the designer must ensure that it fulfils the requirements of the learners.

Paltridge, B., & Starfield, (2013) proposed three recommendations to take into account while designing the materials: 1. The content and setting are derived from the student's fundamental capabilities, whether they are genuine or simulated. These resources will inherently provide pupils with the necessary access to language. 2. Utilize distinct materials that specifically cater to the individual pupils' areas of expertise and academic focus. 3. Ensure that the activity is both authentic and relevant by engaging the student in activities using the items they will actually require in their future work situation.

There are various studies stated that the development and distribution of resources in English for Specific Purposes (ESP) is of utmost importance. It is important to consider both the learners' and sponsors' needs. Materials designers or authors should possess the ability to establish connections, establish links, and integrate the linguistic aspects as well as the specialised subject that they are targeting (Rabiathul Adhabiyyah Sayed Abudhahir, Mahanum Mahdun, 2015). The adoption of Communicative Language Teaching and Method was assisted by the consideration of students' learning requirements and styles. The researchers also examined the professors' stance on CLT and confirmed the existence of a favourable attitude. There are several factors that prevent the use of Communicative Language Teaching (CLT) in English for Specific Purposes (ESP) lessons (Boroujeni et al., 2013). However, the majority of the students excelled at writing rather than speaking. The majority of learners will require proficiency in corporate communication and specialised forms of English for their future careers. Primarily, the majority of learners prioritise the development of their writing and speaking abilities. During sessions,

learners develop an interest in multimedia and presentations, which are also crucial for enhancing confidence (Mahmood, Anser, 2017).

A significant proportion of nursing students consider their English skills to be insufficient. When it comes to the essential skills of English, students demonstrate more self-assurance in their vocabulary and speaking proficiency as opposed to their listening, reading, and writing abilities. According to this research, most students prioritise the enhancement of their vocabulary and speaking abilities over other skills since they aspire to work as a nurse in a foreign country.

CONCLUSION AND RECOMMENDATION

Based on the data mentioned above, it can be inferred that the majority of nursing students perceive their English proficiency as inadequate. Regarding the fundamental competencies of English, students exhibit greater confidence in their vocabulary and speaking abilities compared to their grammar, listening, reading, and writing skills. This research reveals that the majority of students prioritize the development of vocabulary and speaking skills over other skills due to their aspiration to work as a nurse abroad. Curiously, while they are driven to expand their vocabulary knowledge, they perceive their grammar proficiency as lacking. Thus, it is imperative for them to acquire a thorough understanding of grammar. In addition, students also perceive that English proficiency is crucial for their future career prospects. They hold the belief that possessing proficient English language skills can expedite their professional advancement as a nurse on the global stage at the fourth semester students of nursing study program at Politeknik Sandi Karsa Makassar.

As recommendation by utilizing tangible resources, nursing students will have increased satisfaction and a sense of ease during their learning process in ESP materials, since they are already familiar and comfortable with the objects employed in the classroom.

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