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Needs Analysis in English for Specific Purposes (ESP) for Nursing Students

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ABSTRACT
One indication of the cause, among others, is not optimal learning planning where the material provided is often not in accordance with the field of science taught by nursing students. Needs analysis is considered to be the cornerstone of English for Specific Purposes (ESP). The concept of Needs analysis has been different along the decades. Nowadays, the tasks of needs analysis is much more complex: it aims at collecting information about the learners and at defining the target situation and environment of studying ESP. This study was conducted in Politeknik Sandi Karsa. The number of students was 36 nursing students. The material offered by the researcher is 16 topics, all of which are responded very positively with the same high rank by all categories of respondents for inclusion as learning material. The results of this study are also expected to be used as a reference material for further research, namely syllabus/RPS planning and development of English teaching materials for nursing students. As conclusion that several important points that can be applied as well as an important reference in compiling English learning materials of Sub-skills in the field of speaking, listening, reading and writing which are ranked the first for each sub skill are: reading; read drawings/work schedules and understand the text, work contract in English at Politeknik Sandi Karsa Makassar Indonesia.

Keywords: ESP, Needs Analysis, Nursing Students

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INTRODUCTION
ESP has not gained wide acceptance among Indonesian English instructors, particularly at the college or university level. This is demonstrated by the fact that non-English departments assign only 2-4 credits to English courses in the first or second semesters. This could be one of the reasons English instructors are disinclined

to teach ESP. However, workplace ESP that is more EOP in nature is in high demand. Universities require graduates to obtain not only a certificate upon completion of courses, but also a graduate diploma attesting to their competence. This means that universities, as well as vocational colleges and polytechnics, must recognize ESP (Syakur et al, 2020).

English for Specific Purposes (ESP) can be defined as teaching and learning English as a second or foreign language for the purpose of using it in a particular domain (Sasabone et al, 2021). Since 1960s ESP has become a distinctive part of Teaching English as a Foreign Language(TEFL) its importance being due to the fact that English has become the contemporary lingua franca. Thus, the growing demand for English as a medium of communication and the introduction of governmental mass educational programs in which English was the first or even the only language contributed to the rapid expansion in English for Academic Purposes (EAP) to which ESP belonged initially. The communicative trend in teaching and learning English has resulted in different reasons for acquiring this language proficiency: daily communication, academic or business purposes and English for Specific Purposes was created with all these in view. There are various definitions of ESP: According to Harmer it refers to ''situations where the student has some specific reasons to learn a language".[1:1] Hutchinson et al is more specific when he declares that ESP is" An approach to language teaching in which all decisions as to content and methods are based on the learner's reason for learning"[2:19]. The same idea is supported by Strevens because as he says, the "ESP is particular case of general category of special-purpose language training. The same principles apply no matter which language is being learnt and taught".[3:24). Ten years later, Duddley – Evans et al gives a similar definition of ESP and both authors cooperated to offer absolute and variable characteristics of ESP. Most researchers seem to agree on two characteristics: a) ESP is based on a particular context; b) ESP is based on the learners' specific needs.

The issue is why, after years of studying English, the majority of learners believe they lack the capacity to utilize the language as a medium of communication. They cannot communicate effectively since they most likely do not comprehend what other people are saying in English (Sujarwo et al, 202; Sukmawati et al, 2022). They are unable to listen. Many young and unqualified teachers are given demanding teaching schedules and do not have much opportunity to get involved in any activity for professional development. the ESP teachers are mostly S1 or even S2 graduates from English Department with a very limited knowledge of their students" majors and less experience in ESP teaching for they are newly appointed English lecturers, some ESP teachers who know English (proficient enough in English) and half of them no knowledge of how to teach ESP. Most of them have never been trained how to be ESP teachers.

In line with what has been stated above, it has created new challenges especially also for teachers and developers of ESP English teaching materials in particular nursing English teacher to be able to provide a learning that really fits the needs of students. It's certainly not easy to remember. So far, learning English in the nursing study program has not gone through the needs. process analysis or analysis of needs consistently and in depth which causes the tendency of teachers or planners of English courses that lead to own policies and rationale in compiling teaching materials, which include: using easily available references which are more dominant for teaching General English and often leads to learning language system, grammar or vocabulary rather than teaching ESP. That of course contrary to what Hutchinson & Waters quoted by Yudistira (2017) that teaching English ESP is

said to be successful if the material and language learning content is not only on grammar or vocabulary but also on skills needed by learners to be able to communicate in the language English professionally in their field of work.

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. 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.

Hutchinson & Waters (1993) make clearer distinction that needs consist of two things namely target needs and learning needs. *Target needs deal with what learners need to do in the target situation. Target needs include three useful terms that is necessities, lacks, and wants. Necessities are the type of need which is determined by the demands of the target situation. It means that what learners have to know is how to function effectively in the target situation. Lacks are gaps between the target proficiency and the existing proficiency of learners. Lacks can be organized only after teachers or course designers already know the needs of learners. Want concern with the awareness of needs that specify the ESP situation. Awareness is a kind of perception which may vary according to one's viewpoint. When learners have a clear idea of the necessities of the target situation, and they already have a particular view of their lacks, it does not automatically suit with the perceptions of other interested groups like teachers, course designers or sponsors. Therefore, ideal wants must reflect all the groups interested in implementing ESP. Learning needs refer to what knowledge and abilities learners will need in target situation. If the starting point in ESP is called "lacks" and the destination is necessities and wants, the way to go from the starting point to destination is called learning needs.*

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; Needs Analysis in English for Specific Purposes (ESP) For Nursing Students with the aim that teachers or syllabus designers English courses can obtain detailed and clear information about the material learning needed by nursing students and vice versa students too may get English learning materials that are relevant to the academic field and jobs so that they can have the right language skills and also have high confidence to be able to communicate in English professionals in their careers and the world of work well.

METHOD

In the early stages of this research, a study of some literature and research has been carried out journals related to the research topic. Subsequently, a survey was carried out begins with the preparation of the instrument in the form of a questionnaire which is distributed to 4 categories respondents are:

1) Students of nursing study program at Sandi Karsa polytechnic semester 2 as many as 36 nursing students for one class.
2) ESP English teacher majoring Nursing study program at Sandi Karsa polytechnic as many as 2 English lecturers.
3) Lecturers of nursing English courses are preferably overseas alumni lecturers who have experience interacting with native or second language English speakers
4) Stakeholders, management, consultants and employees of large-scale construction companies multi-national as the target of student language learning at work

The instrument used in data collection is in the form of a number of questionnaire developed by Hutchinson & Waters (1987) and simplified more comprehensive by Dudley-Evans & St. John (1998) which includes 4 important things about the needs of learning English from the point of view of the four respondents, namely:

a) The level of skills and abilities of students in English
b) The level of importance of the need for 4 English skills/skills which include listening, speaking, reading, writing, including grammar and vocabulary.
c) The level of importance of the sub-skills needs of the 4 main skills, namely listening, speaking, reading and writing that are needed in daily and internal communication world of work.
d) The level of importance of the need for ESP English learning topics / materials that are related to the field of science and civil engineering work. These data have been responded well by almost 90% of respondents from every 4 above category.

FINDING AND DISCUSSION

Skills	Poor	Moderate	Good	Very Good	Ability Level
	1	2	3	4	
Listening	9,93	40,35	46,88	2,84	Moderate
Speaking	14,18	56,74	34,82	3,26	Moderate
Reading	3,96	37,88	52,77	5,38	Good
Writing	7,8	43,97	41,13	7,09	Moderate
Grammar	7,9	44,97	39,14	8,08	Moderate
Vocabulary	3,97	52,77	35,88	7,38	Moderate

The level of students' ability to 4 skills, including grammar and vocabulary Students majoring in nursing students generally respond that the level of their English proficiency and skills in 3 skill areas namely listening, speaking and writing as well as grammar and vocabulary are at a moderate level (basic english) and only had a good level (pre-intermediate) in the field of reading skills namely 52,77of students. In this reading skill, only 37.88% have moderate level of ability. The listening skill is 40.35% students have a moderate level, 46.88% have a good level, and only 2.84% have very good level (intermediate). For speaking skills 56.74% of students have moderate level, 34.82% have a good level and 14.18% have a poor level (basic). Writing and grammar in general almost have the same level, which is at about medium level 43.97% to 44.97%, around 40% to 41% at good level and only 7.08% and 7.09% at good level very good. This shows that there is a close relationship between mastery of grammar and student writing ability.

From the results of data analysis above, it can be concluded that all sub-skills offered by the researcher was also positively welcomed by the four categories of respondents (students, ESP lecturer, civil engineering teacher, and company) with an average level of importance of 4 and above 3. The highest rank with an average value of 4 is owned by reading skills, namely read the drawings/work schedule and understand the text of the English employment contract. As for the level of each of the other skills, namely listening skills, understand English instructions, hear English conversations, listen to and understand English media (internet, videos, movies, songs, news, etc.) in the first level. For speaking skills, pronounce new vocabulary in English is at the top level and is followed by explaining

material/objects in English which has the same level as explaining about a process and the procedure. And then for writing skills: Writing paragraphs in English, write reports in English and write contract agreements in English has the same level of importance.

There are various studies stated that the needs analysis help us as teachers to identify the students' prospective professional needs, the students' needs in terms of language skills and the students' deficiencies in the area of language skills. Only after analyzing the students' needs and determining the objectives of the language course, we can select a material that meets the needs of the students. Thus, needs analysis is the foundation on which we can develop curriculum content, teaching materials and methods that can lead to increasing the learners 'motivation and success (Otilia, 2015). In line with the other study stated that developing English language material for diploma (D3) Pharmacy departments' students whose competencies are needed more than before as well as large pharmacy dictionaries in terms of writing, speaking, and reading and memorizing recipes by digitizing as the demands of this millennial era. For other material developers to emphasize the needs of students in the form of ESP in studies and outcomes relevant to competencies in the field of pharmacy and prescription science studied at the undergraduate, professional and pharmacy level (Syakur et al, 2020). This study was supported by the other study showed that From the data obtained, a summary of the material has been found important English language learning, covering 4 language skill areas (language skills) and language topics relevant to the field of science and work student majoring in civil engineering (Haryono et al, 2020).

Based on the descriptions above stated that the needs analysis process in ESP learning is a complex activity that involves two important components, namely the learner in the target situation and needs learning. Furthermore, it is stated that a comprehensive needs analysis in ESP must cover at least 5 important aspects, namely; target situation analysis, discourse analysis, current situation analysis, learner factor analysis, and teaching context analysis. So that It can also be explained here that ESP learning should focus on the relationship between the process of learning English and the communicative needs of students. Therefore as analyzed by Hutchinson & Waters (1987) that if we know why learners need English then the language content is adjusted in such a way that the learning process will be focused on those needs.

CONCLUSION

From the study of the analysis of the needs for learning English, it has been found that: several important points that can be applied as well as an important reference in compiling English learning materials for among others:

Sub-skills in the field of speaking, listening, reading and writing which are ranked the first for each sub skill are: reading; read drawings/work schedules and understand the text, work contract in English. Listening; understand English instructions, hear English conversation, hear and understand English media (internet, videos, movies, songs, news, etc.) Speaking: pronounce new vocabulary in the language English, explaining material/object in English, explaining about a process and procedures. Writing: Writing paragraphs in English, writing reports in English. English and write the contract agreement in English. All sub skills they have the same degree of importance. The material offered by the researcher is 16 topics, all of which are responded very positively with the same high rank by all categories of respondents for inclusion as learning material. This ESP learning needs analysis is then expected

to help designers and English teachers in compiling and developing syllabus/RPS content and teaching materials that can meet the needs and success of learners in learning English.

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