

## **Need Analysis in Learning English for Students of Midwifery Program UNIPDU Jombang**

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### **ABSTRACT**

*Needs analysis is compulsory for the academy to set or develop the English curriculum to reach a set of competencies needed by the students. Needs analysis is used to find specific needs for the students in the academy. English for Specific Purposes (ESP) has offered different point of view in teaching-learning English. It modifies the conventional teaching-learning which concerns memorizing the pattern or grammar and vocabulary of the language to the teaching-learning based on the learners' needs. This study is aimed at the main purpose: finding out the students' needs of students of Midwifery program of UNIPDU Jombang in learning English. The qualitative procedure is employed in this study. The model used for identifying students' needs for designing ESP syllabus follows Yalden's model known as Language Program Development with a bit modification. The result of the need survey showed that reading has the highest degree of students' demand followed by speaking, writing, and listening. Related to ESP, it indicated that the contents of the course were totally needed by the students in order to fill the need for their future professional career. Finally, the finding of the research becomes a reference to form the syllabus design or development of worksheet for ESP.*

**Keywords:** *Need Analysis, Syllabus Development; Midwifery Students.*

### **ABSTRAK**

Analisis kebutuhan adalah suatu kebutuhan bagi institusi pendidikan untuk menyusun atau mengembangkan kurikulum Bahasa Inggris guna mencapai berbagai kecakapan yang dibutuhkan oleh siswa. Analisis kebutuhan ini dijalankan untuk menentukan kebutuhanbidangkhusus dalam pembelajaran bahasa Inggris. Bahasa Inggris untuk Tujuan Khusus (ESP) memberikan sudut pandang yang berbeda dalam pengajaran bahasa Inggris. ESP memodifikasikanahbelajar-mengajar konvensional yang hanya menyangkut menghafal pola atau tata bahasa dan kosa kata bahasa pada ranah belajar-mengajar yang berdasar pada kebutuhan peserta didik. Penelitian ini bertujuan untuk: mengetahui kebutuhan siswa program Kebidanan UNIPDU Jombang dalam belajar bahasa Inggris. Penelitian ini menggunakan prosedur kualitatif. Model yang digunakan untuk mengidentifikasi kebutuhan siswa untuk merancang silabus ESP mengikuti model Yalden yang dikenal sebagai Pengembangan Program Bahasa dengan sedikit modifikasi. Hasil survei kebutuhan menunjukkan bahwa kompetensi membaca memiliki tingkat kebutuhan siswa tertinggi diikuti dengan berbicara, menulis, dan mendengarkan. Terkait dengan ESP, ini menunjukkan bahwa materi esensial khusus benar-benar dibutuhkan oleh siswa untuk mempersiapkan kebutuhan karir profesional mereka di masa depan. Penutup, hasil temuan penelitian ini semoga bisa menjadi referensi untuk membuat desain silabus atau pengembangan lembar kerja yang sesuai ESP.

**Kata kunci:** Analisis Kebutuhan, Pengembangan Silabus; Siswa Kebidanan.

## **PENDAHULUAN**

The design of the curriculum is a problem in creating the way of teaching in the classroom and the students' way of learning to use the language. Curriculum design takes an important role in creating how the teaching and learning process is conducted. Inappropriate design means unsuitable learning content for their field of study. There should be a match between the students' needs and the design itself to meet their needs. This is essential for the course developers to make the ESP instructional materials to create the textbook and exercises which are applicable in the matter of communication either written or spoken.

In order to overcome the lack of English proficiency in schools and university, an appropriate approach have been promoted as English for Specific Purposes (ESP) to the English language courses. The purpose of these programs is to provide students with an English knowledge that enables them to join the workforce. However, to design appropriate ESP syllabus which match with students need, it needs survey of their needs. Needs analysis (NA) is an information gathering process. Its rise in language planning can be followed back to the 1970s and its boundless expansion in the area is owing to its adaption by The Council of Europe's modern language project (Nunan, 1988). In line with this, many institutions provide ESP from different specialties to enable them to conduct their future careers effectively. What is available now mostly consists of the theoretical framework of the ESP approach with different applications conducted outside students' needs.

A needs analysis shows up in English language learning and educating to address particular issues of English picking up concentrating on certain particular needs by and large known as English for specific purposes (ESP) and professional programs (Richards, 2001:51). Relating to this, Diploma III of Midwifery Program UNIPDU Jombang is eager to conducts health education to carry out the concept of giving the contents of the material effectively based on the students' needs instead of English materials.

In addition, the research on needs analysis for ESP progression were varied in the context of business, science and technology, health, and arts (Rodis et al., 2011). In previous, there were also some research studies of needs analysis and ESP in the context of business, science and technology (Hardiningsih et al., 2012) and in the context of Islamic studies directed by Zuniati (2010) in terms of course book development, Sucipto (2010) in terms of syllabus development, Meisuri (2009) in

terms of the relevance of English materials to the students' needs, and Kurniadin (2008) in terms of the use of specific English textbook to Islamic Studies students.

Based on the discussions above, the researcher believes that need analysis can assist students in learning English based on their needs. For this reason, the researcher is interested in finding out the students of Midwifery Program need in learning English at Unipdu Jombang.

## **METHOD**

This research applies qualitative approach to find out an appropriate formula in analyzing the students' needs for the ESP syllabus. An analysis of the target group of students becomes very importance to start course developing process. According to Yalden (1983) designing a course that can best serve learners' interest and needs is an obstacle for many instructors. In line with this, in order to achieve comprehensive outcome of the syllabus product, the designer formulating the syllabus development stated by doing needs survey.

By considering the importance of conducting needs survey, the researcher follows the procedure of language program as what has been proposed by Yalden (1987:88). These stages in general include processes that are conducted commonly in research. The result of the processes is utilized as a basis for the syllabus development. Therefore, this study can be considered as developmental study in nature.

## **RESEARCH FINDING**

ESP is recognized as a learner centered approach to teaching English as a foreign or second language, Duddley-Evan (1998). It gets together the needs of (mostly) adult learners who need to learn a foreign language for use in their specific fields. Therefore, it is totally agreed that the main focus of ESP is learners' needs in learning English. This indicates that to compose ESP syllabus and material, we cannot avoid investigating the students' needs in learning English. Therefore, the finding of this study based on the result of the questionnaires which was given as guiding questions for needs survey.

The needs survey contains of questionnaires for the students, English teachers, academic staff, and some of the Alumnae. The result of the needs survey was utilized as a guidance to develop syllabus. It is discussed as bellow:

**a. The Result of Needs Survey from the Learners**

The questionnaire which was answered by the students of Midwifery Program is proposed to obtain students' opinion about the course, the materials/topics they need to learn, and their expectation toward the course in which it presents positive contribution for their future profession.

▪ **The Significance of the Needed Skills**

In term of the significance of the needed skill, the respondents made statements differently among others. The data shows that the significance of the needed skills which students chose was reading. Twenty respondents or 45% gave sign that reading becomes the most important skill they want to master. The second level was speaking, thirty students or 27% dealt with this skill based on their need orientation. Listening placed in the third level of the significance needed skills to be mastered because nine students 18% argued that it was the important skill which they had to master. The last level, five students or 10% chose writing as the main English skill to master.

It implies that reading has the most prominent place in their work activities. In conclusion, the syllabus-developed stressed mainly on content of task that the learners needed to perform on the job.

▪ **The Purposes of Learning English**

In the case of listening skill, fifteen students or 30% argued that their listening skill was really useful for their next TOEFL test. Fourteen students or 29% stated that their listening skill was useful for understanding the English instruction during the class. Eight students or 16% gave the answer their listening skill was helpful for understanding English movie and song. And twelve students or 25% pointed that listening skill was helpful to overcome their difficulties in any kinds of test, conversation and other condition that expressed in English.

Later, seventeen students or 35% argued speaking skill was very important to their daily conversation and for their English practicing process. Fifteen students or 30% answered that speaking skill was useful for any kinds of students' activities. They gave the examples like as make a conversation to the native and express students' hobbies. Nine students or 19% pointed out that speaking skill would really helpful for their interview during attending their career. Eight students or 16% gave the answer speaking skill helped them to discuss and present their work during the class.

Then, the next point related to reading skill, nineteen students or 39% responded that it

totally helped the students to recognize specific terms dealing with Midwifery. Fourteen students or 29% replied reading skill assisted them in comprehending the text or article. Ten students or 21% claimed it has many function related to the previous point related to TOEFL test, understanding specific terms of Midwifery and comprehending the text or article. Only five students or 10% took reading skill as one of the key to succeed their TOEFL test.

The last, in the point of writing skill, twenty five students or 51% stated that writing skill entirely helped their test. Sixteen students or 33% answered writing skill could be interpreted to a lot of things include students' hobbies. Seven students or 14% argued that writing skill was helpful for their writing report. Only a respondent or 2% commented that it was useful for writing application letter for their future condition. In conclusion, the finding of the point number two, four, six, and eight implies the development of the syllabus and teaching materials for the students of Midwifery Program in particular must be enlarged and made more varied through the students' field of work and study.

▪ **The Frequency of Using English**

The frequency of using English indicates variations among respondents. In the point of listening, twenty five students or 51% showed that they sometime listen to English material and it less than three times a week outside the course. Fourteen students or 29% stated that they seldom practice their listening skill. Nine students or 18% gave positive answer that proved they often listen to English material more than four times out of the classroom and only a student or 2% claimed that she never practice her listening skill.

Then, out of the classroom, seventeen students or 37% stated they occasionally speak English. The frequency is less than three times a week. Twenty one students or 43% clarified that they seldom practice to speak English. Six students or 8% gave optimistic answer because they practiced to speak English more than four times a week. Five students or 10% proposed that they never practice to speak English out of the classroom.

Followed by the discussion of the frequency of reading through the respondents, twenty five students or 51% occasionally read any English material but it was less than three time a week. Sixteen students or 33% pointed that they seldom read any kind of text that consist of English materials out of the class. Five students or 10% stated they never read English materials except in the classroom. Only three respondents or

6% claimed they often read some kinds of English materials out of the classroom.

Finally, twenty two students or 45% declared that they sometimes write in English out of the course process. Eighteen students or 37% stated that they seldom write any written text out of the classroom procedure. Six students or 12% claimed that they often write in English out of the classroom process and it more than four times a week. Only three students or 6% who never write anything in English when they have been outside the classroom practice. So, the conclusion is the students of Midwifery Program was dominated by two major groups; occasionally use English and seldom use English.

▪ **The Needs of Specific Content of English Course**

It asks about the expectation of the respondents through the content of the English course they studied. Twenty five students or 51% argued that English for Midwifery was the most appropriate content for their English course. Then, thirteen students or 27% stated that General English was needed in their English course. Later, three students 6% claimed that English for Islamic studies was needed in their English classes. Last, eight students or 16% gave their answer that combination of the previous content would give great contents for their English course. Based on the data gathered, it could be concluded that for about 51% of the respondents strongly agree with the statement that English for Midwifery was the appropriate material for their English course needs.

▪ **The Impression of Learning English**

Most of respondents gave the answer that they felt enjoy during English teaching-learning process at their senior high school. It was proven by thirty four students or 69% gave sign that indicate this answer. Seven students or 15% thought English teaching-learning process during senior high school was quite bored. Six students or 12% considered their English teaching-learning process during senior high school seemed to be fluctuation. In certain time it was so warm and in the other time it was so bored. Two students or 4% proposed that there was so monotonous process of English teaching-learning. The finding indicated that most of the respondents had nice experience during learning English at their senior high school.

▪ **The Model of English Course**

In terms of techniques dealing with English course of semester 2, there are some arguments. Twenty eight students or 57% stated that teaching technique based on students' background knowledge was the appropriate one

for them. Then, twelve students or 25% gave clue that the combination among some techniques would give benefit for their learning process. Later, five students or 10% thought teaching English based on grammar was appropriate for their course. Last, four students or 8% replied that conventional lecturer was the technique that they wanted to join in. based on the previous data, it could be concluded that background knowledge of the respondents must be thought as a partial to conduct a syllabus for them.

**b. The Result of Interview with English Teachers**

The data derived from the interview showed that Midwifery Program of UNIPDU Jombang had three full time teachers with different length of teaching experiences. Two of them have been teaching at the Midwifery Program UNIPDU Jombang for more than three years. One of them has been teaching at Midwifery Program UNIPDU Jombang for about a year. They have different experiences in teaching English.

Related to the level of the ESP course, they have the same opinion that it was low intermediate to intermediate level because the average score of the student in mid and final was around six point five.

To implement the ESP course the one hundred students were divided into two classes: A and B, so that each class was around fifty one and forty nine students. The instructors were given the authority to arrange the whole English course 4 credits in two semesters. The time allotment for each credit was 45 minutes.

In terms of teaching materials, the instructors collected teaching materials from many sources such as health bulletin, English textbooks, English magazines, English newspaper, and any sources adopted from internet.

Dealing with teaching techniques, the three instructors have the identical idea that they are be in agreement in the subsequent methods: explanation, presentation, role-play, assignment, drill, question, and answer.

**c. The Result of Interview with the Director of Midwifery Program (Academic Staff)**

The researcher interviewed the director of Midwifery Program UNIPDU Jombang, Hj. Sabrina Dwi Prihatini, S.K.M, M.Kes to get some information as bellow:

In terms of purposes of the students who joined the ESP, the director stated that English for non-English department students at university level is totally required. Since English course is a compulsory subject for all students of Midwifery

Program. She also argued that by joining the ESP course completely, the students are expected to improve their academic competence and to master the contents of the course well.

The director had the same opinion about the purpose of the learners in mastering English. The main purpose was to prepare them with the ability to understand both spoken and written English and to train them to express and to write English in specific term and reports.

Later on, the importance of English in the curriculum of Midwifery program had important status. In the fact, there were certain lecture used English as mean of interaction during they taught the specific content of the course. Hence, the students were expected to master English at least at intermediate level to join such class.

Then, for the point discussion about to whom the students used their English in campus, the director claimed that the interlocutors were friends, lecturers and some staff who had ability to communicate in English. The lecturers could be the instructors of English course or other lecturers who had ability in teaching content by English.

Related to the English topics which is usually discussed, wrote, read, and listened by the students to build their English up, the director stated that it commonly related to popular sciences and the up to date topics related to midwifery matters. The topics could be found easily both in the published magazine and online publisher.

For the future career, the director claimed that there was a wide opportunities to students to explore their competences and performances. It could be in the line of doctors' assistance, manager of public clinic, academic staff, and also businessman.

Concerning to the interlocutor to whom the alumnae would communicate with, the director believed that the alumnae would use English in their future career with their colleagues, superiors, and foreign consultant of hospital. In addition, she claimed that some students would also use English in the future career with their superiors for those who become midwife of foreign or international hospital.

Finally, some topics predicted by the academic staff used by the students in their future career consisted of the pregnancy and birth, health, maintenance, books, journal, and magazine related with midwifery subjects.

#### **d. The Result of Needs Survey from Alumnae**

To get complete input from the alumnae, the researcher cooperated with the director of Midwifery Program UNIPDU Jombang to gather

them in a period of time. For about fifteen alumnae could be gathered at a classroom. Then, the researcher distributed the interview point list to take the information as the following:

##### **▪ The Alumnae's Impressions during English Teaching-learning Course**

There was different appreciation in expressing the respondents' impressions during English teaching-learning classes. 8 respondents stated that the courses were quite interesting. Five respondents viewed that the courses were sometimes felt interesting and in the other time they are felt bored and monotonous. Two respondents thought that the courses were the only procedure to pass their study and they sensed uninteresting. Those respondents' answer indicated that the English teaching-learning procedure was not too bad. But it needed revisions in order to fix the lack that occurred within.

##### **▪ The Content of Midwifery within the English Courses**

In terms of content of midwifery within the English course, respondents had different opinions through this issue. Eleven students stated that it was very useful for them. They argued that they not only could master English as a course but they can learn more about the content of the course that had been shared in English. Three respondents felt that it seemed to be usual as the common content that they have been gotten and a respondent thought that it looked more confusing than learning English patterns. Based on the discussion above, it can be generalized that content of midwifery within English courses had great contribution in order to build up both English itself and the content in which it was shared.

##### **▪ The Level of Significance of English Skill**

In the discussion of English skill prioritized by the alumnae, there are variety answers among of the respondents. Seven respondents chose speaking as the main skill that they felt important for their future career. Six respondents picked out reading as English skill prioritized. Two respondents chose writing and no respondent gave a sign to listening. The different answers of the question put on English speaking skill prioritized by the alumnae. It could be concluded that English skill mostly needed by the alumnae was speaking and reading. So, the writer will emphasize to both skills.

##### **▪ The Frequency of Applying English in a Week**

It could be generalized that most of respondents seldom use English as a means of their communication. Seven alumnae clarified that

they use English in their communication was less than three times a week. Five alumnae explained they read English material less than three times a week and two alumnae stated that they express their writing skill less than three times a week.

## CONCLUSION and SUGESTION

### Conclusion

English competence in communication skills has been identified as the problem faced by the Students of Midwifery Program UNIPDU Jombang. To achieve those skills, the authorized department may not ignore the content health and midwifery which becomes a part of ESP. The significant method of solving this problem by involving specific content on students learning process is there is a necessary a set of materials enabling them to increase their communicative skills, both written and spoken communicative skills. Nevertheless, Midwifery as one of non-English Departments is a project that ESP should be maintained to get together what the students really need in the future concerning with their English.

The result of this research deals with identifying students' needs that can be effectively applied to design ESP syllabus to improve the existing teaching-learning circumstance, especially in Midwifery Program UNIPDU Jombang. The last, the Midwifery Program students hopefully will take pleasure in the English course if the syllabus are based on their real needs. The students will be motivated to learn English, if the developed material of the syllabus are in attendance through various teaching techniques, and evaluated through appropriate testing techniques.

### Suggestions

The suggestion is distributed in the point: to be ideal, the development of the ESP syllabus should be developed in accordance with the result of the needs survey and combined with the institution needs.

This research was conducted in ESP syllabus area which focuses on the needs of students Midwifery Program UNIPDU Jombang. Therefore, it is suggested for future researcher to conduct English research and development in the area of non-English department. The result diversity in finding might be found because those are related to different language context that involves many factors such as students' interest, prior knowledge and learning motivation.

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