

The Portrait of Students' Need for English Speaking Materials in Nursing Vocational School

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Abstract: Need analysis is a very important part before designing the materials. The aim of this research is to analyze students need in tenth grade at SMK Negeri 1 Bulango Selatan for developing English Speaking materials. The study based on the need analysis framework proposed by Lamb (responded background), Hutchinson and Water consist of target need (goals, necessities, lacks and wants) and learning need, and Nunan focusing on learning need (input, setting, procedures, teachers' role and learners role). The data collected through observation, interview, and questionnaire. the participants were 30 students at Nursing vocational class in SMK Negeri 1 Bulango Selatan who participated in fill the questionnaire. The study found that the Nursing vocational students made many mistakes in speaking English like grammatical mistakes and poor vocabularies. Then, the materials not focused on the nursing vocational to support their career in the future. The result of students need analysis of responded background shows that proficiency level in English are average and bad. In target need and learning need shows that the students of Nursing vocational need to enhance their ability in speaks. Finally, based on the result of students need analysis the researcher make the English speaking material based on the students need.

Keywords: need analysis, responded background, target need, learning need.

Introduction

In this globalization era, there will be more and more developments that occur in this country. The use of international languages such as English is very widespread, as well as in the world of health which includes the world of nursing. Moreover, English language education very helpful in terms to finding source of knowledge about nursing science which mostly comes from international journals. English is important for the nurse because patient come from different culture, shapes and speak in different language. This is very useful for the nursing vocational students, because they still have plenty of time to learn and mastery English as their basis before enter to the medical University.

Based on Ministry of Health 1534/menkes/sk/x/2005 about health curriculum stated that curriculum materials divided into three components, namely the normative, adaptive and productive components. The normative component directed to the formation of character and attitude. An adaptive component provided to develop the concept of creative and logical thinking that support

the ability from graduates to adapt their self in development of science and technology. The productive component is given to equip skills and attitude in work based on capabilities demanded by the world of work. Moreover, in adaptive component, English materials aims to cultivate the ability to communicate in order to anticipate the era of globalization and increasing rapid flow of the information. It means that, English speaking materials is important to be develop in fulfill the nursing students needs.

Nursing vocational is one of vocational school in Gorontalo, it is located in SMK Negeri 1 Bulango Selatan. Student in nursing vocational school are expected can fulfill the normative, adaptive and productive components. Not only about their knowledge in the medical area but also be able to communicate with the patient in English. Further, a good communication with others is the best solution beside academics needs. Nursing responsibility is not only about the success to do their routines such as taking a blood sample or

administering medication, but also how they treat the patient purely on the physical level. Pearson (as cited in Wright, 2012, p.1) states that "nursing is a holistic process, taking into consideration not only the psychological but any socio-cultural, environmental, and politic-economic features of a disease and its treatment, not to mention the impact on patients and their families." Thus, it is very significant for the students in nursing vocational school to get knowledge about English speaking as their basis before enter to the medical university.

Additionally, Arbain (2014) states that "all of the learners in the world can deliver their thought, feeling, ideas by communicating through this language (English)". As a foreign language in Indonesia, English learners usually find it difficult in mastering English, especially in speaking, as it is stated in Abduh & Andrew study (2017). Speaking English has an important role in people's lives in the world. Hence, the nursing students will learn English because they have a particular role not only they have knowledge about medical but also to communicate and there are some journal international and medicine which provide in English language.

Need Analysis

Need analysis in language teaching plays a vital role in the process of designing and carrying out any language course. This research will identify the students' needs for speaking skill in nursing vocational; therefore the researcher needs some theories about need analysis. According to Richard (2001), "procedures used to collect information about learners' needs are known as needs analysis". Furthermore, according to Hutchinson and Water (2004, p 55-58), "target needs' is something of an umbrella term, which in practice hides a number of important distinctions". It is very beneficial to look at the target situation in terms of necessities, lacks, and wants.

Moreover, learning needs also includes input, procedures, setting, learners' role and teachers' role. Those are known as tasks component in Nunan (2004, p. 40). Nunan (2004, p. 47-70) defines that 'Input' refers to the learners work about the subject in completing the task based on spoken, written and visual data. Data can be provided by a teacher, a textbook or some other sources. 'Procedures' refers to steps that a learner has to do with the input in the learning task. 'Settings' refers to the classroom arrangements specified or implied in the task. 'Role' refers to the part that teachers and learners are hoped to play in bringing out the learning tasks in the social and interpersonal relationships between the

participants". Thus, it means that learning need gather what the learners' needs in achieving the effectiveness of teaching and learning process based on the student needs analysis.

METHOD

Research Design

This study uses quantitative and qualitative descriptive methods that describe and analyze the learners' needs in English language. The study design constructed here is based on the developed study questionnaire.

Site and Participant

Site of the research were in SMK 1 Bulango Selatan, Gorontalo. Then, the participants are the tenth grade students of SMK 1 Bulango Selatan and the teacher of English lesson. There are 30 of the students in tenth grade students.

Technique of Collecting the Data

In this step, the researcher used theory from Creswell (2008, p. 220) as the instrument of this research. Techniques in collecting the information were observations, interviews, and questionnaires.

Observation

This research uses observation to observe the English teaching-learning process in tenth-grade students of SMK Negeri 1 Bulango Selatan and the textbook that the teacher used to teach English. Furthermore, the indicators are the tenth-grade students and the English teacher. This observation relates to the researcher's research questions, related to the textbook, students, and the teacher.

Interview

The researcher interviews the English teacher about the materials of English for tenth-grade students and what are the students' difficulties in speaking activities. The interview was conducted in SMK Negeri 1 Bulango Selatan in nursing vocational classes. The interviewee in this research is all the students of tenth grade in nursing vocational and English teachers in that class. It includes the open-ended questions related to the research and the researcher records the process of interview.

Questionnaire

The needs analysis questionnaire will be used to gather the data of the students' needs in learning English, especially in speaking. The students will be

asked to answer several questions related to their problems and needs in speaking English materials by choosing one or more options from several options provide. Moreover, need analysis that the researcher in applied the questionnaire is proposed by Lamb (1996, p 34-8) in Wello and Dollah (2008, p.79), Hutchinson and Waters (1987) and Nunan (2004). Lamb model of questionnaire is explored students' background; include name, age, experience in learning English, duration of use English in everyday, and the students' proficiency level in English. Moreover, Hutchinson Water in explored the target needs include, goals, necessities, lacks and wants. Then, Nunan in explored the learning needs include input, procedures, setting, teachers' role and learners' role. Thus, some part of the questionnaires is transform based on nursing vocational. Here are the organization of questionnaire adapted from Lamb (1996), Hutchinson and Waters (1987) and Nunan (2004).

Technique of Analyzing the Data

There are several steps in analyzing the data based on Creswell theory (2008, pp. 185-192) that will be explained below;

Step 1 (organized and prepared data)

In this step, the researcher organizes and prepares the data for the analysis step. Furthermore, after researcher conducting the observation, interview, questionnaires to get students' needs.

Step 2 (read all the data)

In this step, the researcher will read all the data based on the data that the researcher found in interview and questionnaire. After that, the researcher will analyze the materials which appropriate with the students' needs in speaking skill.

Step 4 (describe in detail)

In this step, the research will describe in detail the information that the researcher get from interview, questionnaires and the document analysis.
Step 5 (narrative approach)

In this step, the researcher will use narrative approach in explain every data that the researcher find in the process of research.

Step 6 (interpreting data)

This is the final step of the research, the researcher will interpreting the data.

FINDING AND DISCUSSION

Responded Background

Responded background refers to see the student's condition and experience in learning English. The result of the responded background shows that they have a lack experience in English such as; all of them never learn English in English course. Besides, the students use English in the classroom with their friend and the teacher only when the English lesson time. Then, some of the students not always used English with their friend on the outside of the class and not often to practice.

In fact, in the options of the student's proficiency level of English (very good, good, average, and bad), almost all of the students confess that their proficiency level of English is average, while others choose badly. By looking at that situation, the researcher considers it is very important to enhance and give them motivation in learning English especially in speaking English.

Need Analysis.

The model of the questionnaire in this research divided into responded background, target needs and learning needs. Responded background include the student's background such as name, age, experience in learning English, where and when they use English and the level of their ability in English. In addition, there are also target needs and learning needs as a part of the questionnaire. A target need refers to goal, necessity, lack, and want. Then, learning needs refer to input, procedures, setting, learner's role, and teacher's role.

Target Needs

The students responded in the category of goal there are 80 % students agree in the item to have a good grade in learning English and can pass the examination. Helping them to fulfill their goals can make the students have a good motivation in learning English by design appropriate supplementary materials. Moreover, there are 50,50 % who choose the item of to be able to speak English in daily activities. Have a good communication in English help the students to speak fluently with others. Tomlinson's (2003, p 376) perception resemble with Nunan's (1989, p 11)

vision that communication should be seen as a process rather than a set products.

The other part of the target need is necessities, lacks, and wants, those three pillars proposed by Hutchinson and Water. Hutchinson and Waters (1987, p. 55–58) suggest conducting ‘needs analysis’ by considering “necessities, lacks, and wants.” In the item of necessities, the research found that there are 83,33 % students who choose the item of can to understand people used or speak in English but unable to respond. It means that they need to enhance the ability to speak therefore they can confident enough to speak English. Moreover, based on students’ respond in the finding part lacks, 60 % students respond in the item of difficulties in discussing either in groups or in pairs in speaking. This is certainly challenging for English teacher when they teaching speaking. As Mcdonough and Shaw (2000, 152) stated that to achieve these speaking purposes we need to activate a range of appropriate expressions which will fulfill these particular purposes. Further, in students respond the item of questionnaire *wants* there are 70 % choose wants to be able in to communicate in grammar correctly, 66,66% wants to communicate in English fluently, and 60% wants to be mastering English based on their major (Nursing vocational). It can be concluded that the students want to achieve their want to be able to communicate orally in English. Thus, it means that before teacher design an appropriate English speaking materials, teacher have to consider students’ needs.

Learning Needs.

In the part of learning needs, there are some parts of task component, there are setting, input, procedures, learner’s role, and teacher’s role based on David Nunan’s book *Task-Based Language Teaching*. Based on the finding above, in the task component of learning needs setting in Nunan (2004, p 70) refers to find out the setting of doing tasks that the students like most. In finding above, there are students agreed 73,33% learn in pairs. Finally, the researcher will arrange the students setting in the classroom based on their need. Learning in pairs and in a large group can help students that have a lack motivation in learning English especially in speaking.

Moreover, in task component of input, the result shows that 63,33% agreed in choose the texts to have the length around 50-100. Then, next alternative 43,33 % of the students strongly agreed in choose the speaking input of the text length around 100-150 words. While some other the student who chooses the length is less than 50 words. In accordance with Candlid (1987) in Nunan

(2004, 40) suggest that input refers to the data presented for learners to work on.

Additionally, in the task component of learning needs procedures based on the finding above, there are four kinds of activities included in procedures; types of activities in vocabulary, types of activities in grammar, types of activities in learning speaking, and the type of activity of pronunciation. In the types of activities in vocabulary, the result shows that 50% students strongly agreed to choose to want to matches words with images. Then, the others students want to complete sentences in the dialogue on the words by the students own words and match words by words. By taking the data of the types of the activities in vocabulary, can help the researcher to design English speaking material based on the student’s needs. It was supported by Tomlinson (2003, p.396) good vocabulary materials design involves designing activities where the conditions for learning to have the best chance of occurring with vocabulary at the appropriate level for the learner. In the types of activities in grammar, the result shows that 70% students agreed to choose the item complete the utterance/dialogue by using the correct grammar. Thus, in the types of activities in learning to speak based on the finding above, the higher option has students wanted discussion as their priority. Discussion can build up the students speaking ability by sharing their opinion to the other students. According to Thornbury (2006, p 102), many teachers would agree that the best discussions in class are those that arise spontaneously, either because of something personal that a learner reports. Further, there are 60% students agreed to choose the item of role play as the activity in learning speaking. Role play has the important part in enhancing speaking ability, because by express directly automatically the students can motivate in speak English. It was also supported by Thornbury (2006, p 96), argued that speaking activities involving a drama (role play) element, in which learners take an imaginative leap out of the confines of the classroom, provide a useful springboard for real-life language use. In addition, in the type of activity of pronunciation, the result shows that there are 83,33% of the students choose the item of repeat the teacher’s words that are considered difficult. It means that they want to learn how to pronounce the difficult words related to their major, nursing vocational. This activity can help the students in enhance their confidence in speak English.

Furthermore, in the task component of learning needs, there are also learners’ role and teacher’s role. Learners’ role refers to find the information about the role of the student. The result shows that 66,67% students strongly agreed to want to listen to the teacher’s explanation well. It means that by pay

attention to the teacher explanation the students can be able to participate in the teaching and learning process. Teachers' role refers to find the information about the role that the teacher should perform in the classroom. The higher item that students choose agreed is wanted the teacher to providing examples of assignments given to students 70%. Then, 70% of the students who agreed that their teacher explain the materials by using the media such as pictures, LCD and any others. Media also can help the students to enhance their speaking ability, for example, the teacher gives some pictures related to the nursing vocational.

Finally, by seeing the result all of the finding data above, in students responded background and needs analysis (target need and learning need) it can be concluded that the researcher will develop supplementary English speaking materials to help and build up the students' proficiency in speaking.

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