

NEED ANALYSIS FOR DESIGNING ESP COURSE FOR MEDICAL STUDENTS

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Abstract

The massive spread of English has brought a high demand on acquiring the language for many workers from different types of job field. One type of field that acquire the workers to master it is the medical field and in this study, the specific worker would be a Doctor since there are many barriers that can impede the communication between a doctor and a patient. However, the teaching of English that has been taught since the beginning has not quite met the significant needs of those future medical workers. When English for Specific Purposes (ESP) was introduced in the early 1960s, many curriculum designer has contributed in creating the particular syllabus for medical field called Medical English (ME). This study investigated the need analysis of medical students by gathering data from 40 medical students, a doctor, an ME teacher, and a foreign patient using questionnaire and face-to-face interview. The result showed a decent English proficiency of the students including speaking, listening, reading, and writing despite of the various difficulties that they have encountered, the quite learning condition that suits them, and the skills that they will achieved which mostly affiliates with speaking and listening abilities. Factors that determined and influenced their current English situation were also presented in this study. At the end, the researchers noted the importance of conducting need analysis to design a ME course.

Keywords: doctor, medical student, patient

INTRODUCTION

The rise of English has triggered many workers in the different variety of job field, especially the medical field, to be able to master it. The ability to use English would be a massive benefit for the medical workers such as Doctor and Nurse. However, the English course that the school or educational institution has provided before was neither helpful and specific nor strongly related to the field of the study they currently in and the future job they will have later. Therefore, once ESP (English for Specific Purposes) concept was proposed by Hutchinson and Waters back in 1987 after the World War II, people tended to create or design a specific course for medical students called Medical English (ME). Medical English mainly focuses at the technical and contextual based (Lodhi, Shamim, Robab, Shahzad, & Ashraf, 2018). Also, ME is categorized as extremely different with general English that has been existed since the beginning of the spread of English because eventually ME is strongly related to medical workers' needs and is directly connected with their future skill. After ESP was proposed, many experts or curriculum designers have made several attempt to design the most suitable and right course of ME. Designing ME course means determining what kind of materials and activities that the medical students will learn and conduct during their

study in class. There are several stages to design the effective course for students. The earliest stages of designing a curriculum is by conducting need Analysis.

Need analysis refers to the activities engaged in gathering the full data and information that will be the base for future development of curriculum that suits the particular group of students' needs (Songhori, 2008). Several types of need analysis had been proposed and conducted by the curriculum designer. Each types has its own understanding and strategies how to observe the medical students' needs. Some of them are Present Situation Analysis (PSA), Learning Situation Analysis (LSA), and Target Situation Analysis (TSA).

Present Situation Analysis (PSA) roughly tries to approximate the strengths and weakness of students in language, abilities, and learning experiences (Dudley-Evans and St. Jhon, 1998:125). PSA shows the curriculum designer about the actual language skills they currently have. Moreover, Learning Analysis (LA) is the kind of strategies that the students' themselves need to acquire the language (West, 1998). LA ties to get information about the suitable and comfortable way for students to learn the language. Consequently, Target Situation Analysis (TSA) refers to the communicative ability in the target situation (Chambers, 1980). TSA explains the speaking, listening, reading, and writing skills that the medical students will have to master when they are working as a medical worker later on.

Previous study showed that English language course and workshops should be constantly exposed to the doctors and future medical workers so that the medical workers communication skill needs will be achieved (Lodhi et al., 2018). This study proved that communication skills of the students is one of the most pivotal needs that should be considered while designing an ME course. Moreover, ESP should be emphasized on the interaction of one person with the others (Kayaoğlu and Akbaş, 2016). This interaction refers to the communicative engagement that they will encounter and also use in the future as a medical workers. Furthermore, need analysis should be conducted by observing the students' English ability through listening, speaking, reading, and writing test (Innocent, 2017). This study initiates how the current situation plays an important role in students' understanding in the future. The first and second study emphasized on the communication skills of medical students later on which leads both studies to TSA. In contrast, the third study observed the current language abilities of the medical students which is related to PSA. Therefore, those previous studies about ME showed the importance of need analysis

and why should curriculum designer conducting them first before actually designing the course.

METHODOLOGY

The need analysis data of the present study were collected by giving out questionnaire toward 40 Medical students of Universitas Batam on July 31, 2019. The questionnaire is consisted of 30 questions. 20 questions related to Present Situation Analysis and 10 questions related to Learning Analysis. The data is presented into several figure. Moreover, the curriculum designer interviewed several sources including ESP lecturer from UNIBA, Ms Feby who has taught Medical English at UNIBA since 2017, and a doctor named who has met many foreign patients. The curriculum designer also interviewed a foreigner named Sedy who happened to experience going to hospital. The curriculum designer also used an online book titled Introduction to Needs Analysis written by Mehdi Haseli Songhori from an English for Specific Purposes world, Issue 4, 2008 as a referenced.

FINDING AND DISCUSSION

Present Analysis

Based on the data that had been collected from a Lecturer at Batam University who teaches ESP for medical students, the students already had the basic of English. Most of them have the abilities to speak English. They can easily engage a small talk or a simple conversation using English.

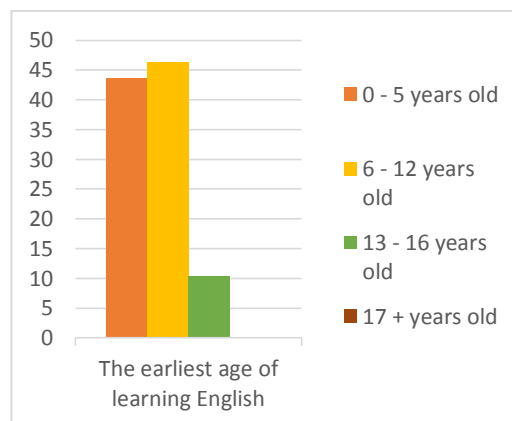


Figure 1. The Earliest Age of Learning English

As presented in the figure 1 above, it is shown that most of the participants have learned English since they were a child. The early stage of them learning English

unconsciously exposed and trained their English abilities as they grow up. As a result, the participants have already known the basic skills of English including speaking, listening, reading and writing before they even learn English appropriately in school. This data is supported by what the ESP lecturer said about the participants. She claimed that most of the participants have some basic abilities in English. It is proven by the way they could listen and understand what the lecturer says, and read and comprehend the meaning from books including the module that the participant use, journals, and e-book. This implies how the learning English since the early stage indirectly helps someone a lot when that person grows up studying English later. The early exposure of English definitely influences the students' abilities in English. However, the abilities that the students who have been exposed to English since the early age were mainly the speaking and listening abilities (Alsayed, 2003). This explains how the children only associated themselves with activities that includes speaking and listening in English. The participants were barely associated themselves with writing or reading activities.

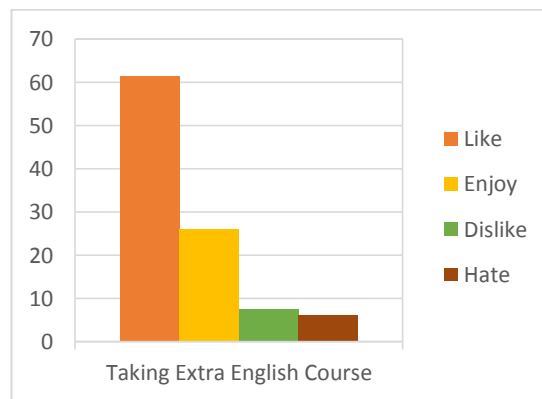


Figure 2. Taking Extra English Course

Figure 2 also supported the reason behind why the participants have already known some Basic English skills. It is proven by the data that most of them have already taken an English course which help them understand some Basic English. However, taking an extra class would not be a good idea if it's not going to be an effective class that can extend their potential in class. It's also not quite good for their mental and physical condition back then asides from placing a great pressure for them (Santhi, 2011). In the other hand those participants stated that taking the class was helping them with their English in a way that they are able to practice it.

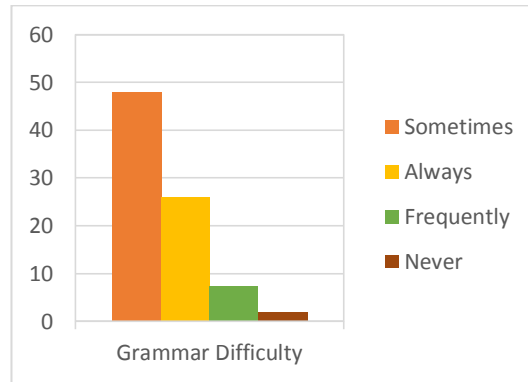


Figure 3. Taking English Course

The figure 3 showed how often the participants encountered Grammar difficulties during their process of learning English based on the second part of questionnaire. The result showed that the majority of the participants have encountered Grammar difficulties meanwhile only small number of them have never met the difficulties in Grammar. This findings implies that Grammar is one of the major problem that they have to face since it has many rules and pattern that need to be followed. Moreover, it implies how the participants do not take pattern of formula seriously as long as they understand English and able to convey meaning of something. This difficulty of learning Grammar has become a common and major problem especially for the English for Foreign Language (EFL) students. The difficulty of comprehending Grammar could come from the context that the current method has used (Al-Mekhlafi & Nagaratnam, 2011). Therefore, the students need a good and suitable teaching method with understandable and adaptable context that can finally make them understand about Grammar completely.

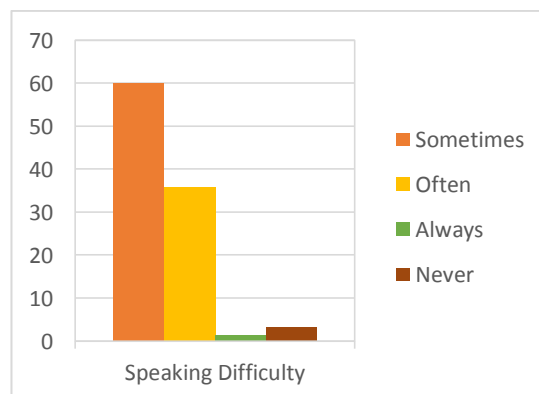


Figure 4. Speaking Difficulty

Figure number 4 showed the percentage of how often the participants encounter difficulties while they speak English. The result showed that 60 % of the participants have faced this type of difficulties sometimes. Moreover, the result showed a big gap between those who experienced the difficulties sometimes with the participants who always encounter speaking difficulties. This might be caused by the unsupported environment they were in. During their study, they only meets certain amount of time with the friendly environment that encourages them to develop and improve their English. The supported environment that has been facilitated by the school could assist them into becoming a better English speaker (Kiatkheeree, 2018). This finding also implies how most of the participants encounter speaking difficulty during their study. This might also be caused by lack of confidence and practice of English because in speaking, someone has to be able to pronounce the words clearly, arrange the words order systematically and utter the right intonation so that the other people would listen and understand the meaning. The students speaking ability strongly related with their self-confidence. The students will become a better speaker if they have also better confidence in themselves (Mareta, Yufrizal, & Huzairin, 2013).Therefore, boosting their confidence also could influence them becoming more communicative in English.

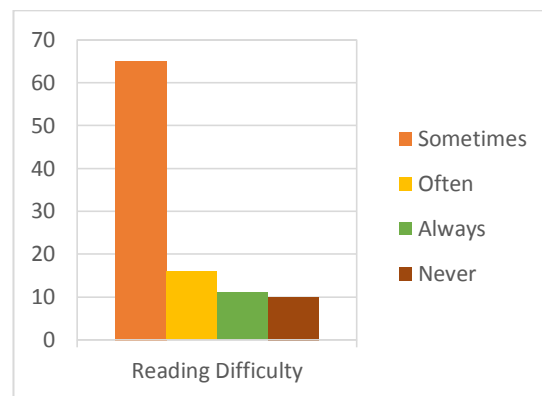


Figure 5. Reading Difficulty

Figure number 5 showed the percentage of how often the participants encounter reading difficulty in English. The result showed that the majority of the participants have met reading abilities during their study. This finding implies how most of the participants faced the many obstacles either from the way they could not understand a word, specific technical terms or the point of a passage which lead them into confusion. This might also cause be the lack of vocabulary that they understand because if someone does not

understand the meaning of something, that person will never fully comprehend the meaning of the text that they read. As a result, the reader cannot get the point of the text or the message that the writer tries to emphasize. Based on the previous study conducted, it is revealed that the students from EFL country encountered difficulty in reading which was mainly caused by their lack of knowledge of certain words (Raisha, 2017). In other words, their vocabulary knowledge was limited.

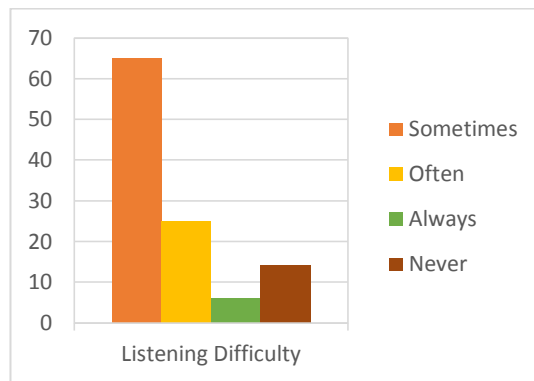


Figure 6. Listening Difficulty

Figure number 6 showed how often the participants from Batam University face listening abilities. It clearly showed how high the percentage of the participants who face many difficulties during listening. This implies how hard the participants get the meaning or the purpose of the speaker. This might be caused by the lack of knowledge of how a word sounds and how the students are not used to listen to some words.

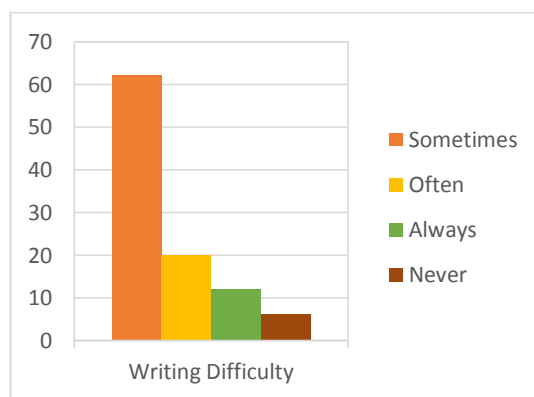


Figure 7. Writing Difficulty

Figure 7 answered the question of how often do the participants face writing difficulty. The graphic indicates how high the frequency of students encountering writing difficulties. This finding implies the participants' lack of writing skill. This might be caused by the lack of understanding of Grammar and lack of creativity. Some students might concern about their grammar and some are not. However, Grammar is one of the factors that defines how some of writings are good or not. If the writing consists many grammatical error, then it's a terrible writing. Another factor that helps someone creates a good writing is creativity. Creativity drives the writer where to go. Creativity also helps people write a decent content for their writings.

Learning Analysis

The participants had been given a set of questionnaire containing some questions related to the kind of learning process that they like to have in class.

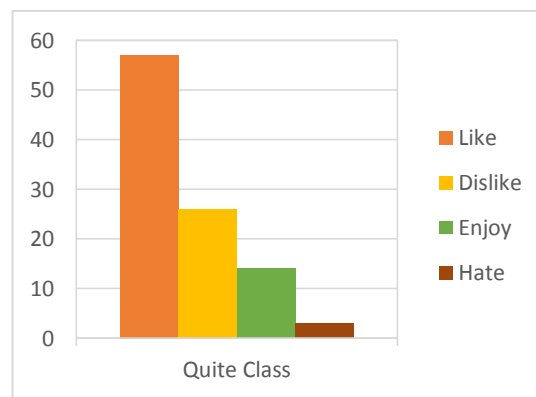


Figure 8. Quiet Class

Figure 8 showed the percentage of what the participants think about learning in a quiet class. The resulted showed how most of the participants like the idea of learning in a quiet and peaceful class. This implies how the students' concentration would be maximal when it's quite. On the other hand, noisy class would create a massive distraction for the students to learn English.

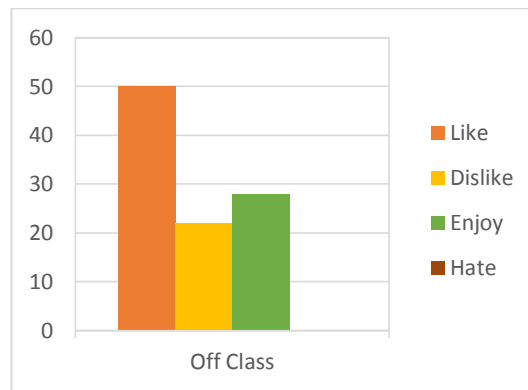


Figure 9. Off - Class

Figure 9 showed the percentage of the participants who prefer off-class. The majority of the participant passionately like off-class and none of them hates off class. Their ESP teacher also stated that most of them prefer to have some off-class projects rather than sitting in class all semester. This finding implies how the participants are more suitable with the off-class situation to learn English directly from the field or outside the class rather than attending the course weekly. This might be caused by the students that want to explore English outside the class and feel saturated by the repetitive class.

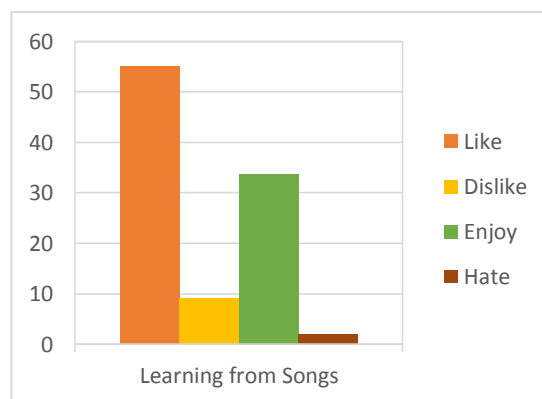


Figure 10. Learning from Songs

As shown in the figure 10, the participants are seemed to like learning English by listening to a song. More than half of them expressed that they like doing it. This implies how listening a song has helped the participants to learn English effectively. Moreover, most of the participants would know how a certain word is pronounced. The listening also helped the students to train their memory, so that they could convey the meaning easily. Listening to a song in English language teaching could capture the students' psychological barrier

including their lack of self-confidence, fear, and anxiety. It could also trigger them to become highly motivated in mastering the language (Shen, 2009).

Target Situation Analysis

Target Situation Analysis focuses on the constant activities and task that the students will be using English for (Dudley-Evans & St. John, 1998). It refers to what the learners are expected to be like at the end of the course. In other words, it's the abilities that the students will gain after finishing the class. It's like learning outcomes. Based on the data that are gathered from the doctor and foreign patient, there are some skills that the students have to achieve later.

The first one would be how to greet the patient. It is a simple thing but means big to the patient. The second one is how to approach (asking about their symptoms) the patient, the students need to giving a good instruction and asking for permission, explains the symptoms, give encouragement and help the patient expressing their symptoms. Moreover, based on the journal about world nutrition, everyone, including physicians/doctors knows how to communicate. Communication skill involves how the doctor delivers message, receiving and understands it before giving a feedback. Therefore, the communication or interaction skill conducted by the doctor directly with the patients is one of the most important skill that needs to be achieved. The interaction will influence the way the patients trust their doctor to heal them. It will also influence the healing process of the patients if the doctor can treat the patient well.

CONCLUSION

This study has explained the present situation of the participants who have learned English. Most of the students still encounter many difficulties during their study. Even after their English has been exposed since the early age. They still find it hard. The students find many often face difficulties in grammar, speaking, reading, listening, and writing while learning English. Out of all the difficulties, most of the students found listening the hardest one. This showed how conducting need analysis on the English skills of the students is significant because it will help the curriculum designer later, deciding the level of English that is suitable to teach for the students. Moreover, this result showed a similar result conducted by Innocent in 2017. He claimed that designing ESP has to match with the current abilities of the students. That was why he created many way to improve the English

skills of medical students. This showed how important ESP is if it comes to observing the current condition of the students.

Moreover, the result of this need analysis also implies the participants like to learn English in many different ways. Based on the data, the students like to study English in a quite situation, off-class projects, and learning from songs. One of this method of study also share the same idea with the study conducted by Romero in 2017 that states that English will be effective to be learned through songs. That was why she conducted a study to improve her theory.

Furthermore, the data also stated that the communication or interaction skill of a doctor is important because it will influence the way patient connect with them and trust them. This result also shared the same idea with two studies conducted by Kayaoğlu and Akbaş in 2016 and Lodhi et al. in 2018. Both studies explained the importance of interaction or communication skill for medical students during their study. Both studies emphasize on the importance of interaction to boost the students' skill for their future career as a medical worker or doctor. Therefore both studies were related to the data from the participants that showed how communication plays a big part during consultation between patient and doctor.

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