

## NURSING STUDENTS' PERCEPTION TO THE NECESSITY OF ENGLISH FOR SPECIFIC PURPOSES (ESP) COURSE

Suramto<sup>1</sup>, Susmini<sup>2</sup>, Episiasti<sup>3</sup>

<sup>1</sup>Universitas Musi Rawas, Indonesia

<sup>2</sup>Politeknik Kesehatan Palembang, Indonesia

<sup>3</sup>STKIP PGRI Lubuklinggau, Indonesia

### ARTICLE INFORMATION

Received: Juni 16, 2021  
Revised: Juni 22, 2021  
Available online: Juni 28, 2021

### KEYWORDS

*Nursing students, ESP, Necessity analysis*

### CORRESPONDENCE

E-mail: [suramtosragen68@gmail.com](mailto:suramtosragen68@gmail.com)

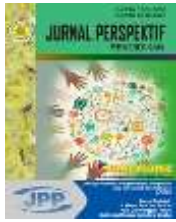
### A B S T R A C T

English for Specific Purposes (ESP) has been learned and become required course for nursing students. The students' necessity of English is essential for those learners who would like to reach the best achievement and get ready for use in the job area. The objective of this research was to determine nursing students' perception in regard with the necessity for ESP materials at *Politeknik Kesehatan Palembang* Nursing Study Proqram Lubuklinggau. The research method was conducted in quantitative survey. The participants of the research were 34 students. The data used of this research were questionnaire items and students' responses. The data were analyzed by using SPSS version 20.0. The results of the research showed that there are 8 assignments necessity in listening skills, 11 assignments necessity in speaking skills, 7 assignments necessity in writing skills, and 6 assignments necessity in reading skills. The finding of research can be concluded that both listening and speaking skills are influential necessity for nursing students. Hence, listening and speaking skills should be mastered to fulfill students' necessity

## INTRODUCTION

English is fundamental skill for nurses in order to communicate both in spoken and written. By mastering English, nurses will be able to explain and respond patients' needs in regard with nursing information. Nurses are also able to discuss and look for important additional information with next of kin due to the patient or client disease history. By using English, nurses can assist doctors and coworkers in the job area while patient's mother tongue is English or English native speaker. Nurses are able to attend international seminar or conference and find out nursing information through reading journals. Nursing students need English for getting better education achievement and carrier. In the university levels, English is considered the most important for nursing students then it becomes a requested course.

English has become requested course at university levels. It is not only learned by the students of English department but it also learned by non-English students included nursing students. It means English across multi disciplines science. It is a crucial skill that the nursing students have to master it based on their needs. The need for English specifically for nursing has been the most crucial skill. Finch (2014, p.1) pointed out English is absolutely essential especially for nurses, as



they do not only care for the physically ill, but also look after the emotional well-being of their patients. It can be stated that English for nursing is very important in order the students attempt to do interaction with classmates, coworkers, patients, and clients.

English for Specific Purposes has developed to be part of English as Foreign Language teaching. It deals with the teaching and learning of English as a foreign language and the point is students are able to use English in particular domains. Netzagatgoo (2017, p.60). It has also been wider use in many fields of studies including for nursing students. It can be considered that English for Specific Purposes has played a leading role to university levels in using English based on students' needs. The idea of adopting in Indonesian classroom both schools and universities cannot be avoided. Poedjiastutie (2017, p.338).

Some issues in the teaching of English for specific purposes were presented which related to learning materials and teacher's skills in the class. Ahmed (2014, p.5) stated that teachers may find far less knowledge and experience in the subject than their learners. According to (Basturkmen 2010, p.7) only some teachers who come to work in ESP have received such formal training. The view that teachers may find themselves dealing with content in a subject of study that they themselves have little or no prior knowledge. Based on these argues that in designing ESP materials need teacher who has got experiences based on the training or upgrading in teaching ESP.

The output of language teaching can be distinguished into two goals. The teaching of general English may focus on language spelling, drilling, pronouncing phrases and learning about grammatical order in order to reach an academic goals or it can be taken the point as an internal goal. Meanwhile, the students of ESP largely understand to achieve real world objectives such as using English for professional and occupational wider. Cook (2002) stated that external goals can be related to the uses of language outside the classroom – being able to get things done in the real world. Internal goals relate to the educational aims of the classroom skills such as analysis, memorizing and social goals. ESP teaching is generally understood to be very largely concerned with external goals. In addition, Basturkmen (2010, p.8) pointed out in an ESP situation, it is understood that the learner would want to achieve real world objectives, objectives requiring specific linguistic competencies. The ESP teacher/course developer needs to find out what the language-based objectives of the students are in the target occupation or academic discipline and ensure that the content of the ESP course works towards them.



English for specific purposes should be taught and learned based on the students' needs because the objective of student is the target occupation. The materials of learning must be designed and prepared properly in order to achieve academic goals. Sustained upgrading program for the teacher should be conducted in order to fulfill requirements. Given the background, ESP may become an answer towards preparing nursing students get ready to have carrier in the field of nursing. However, as far as the researcher point of view, it is still limited research done in ESP. Therefore, this research was designed to investigate the following research question. What are the nursing students' perception of English Specific Purposes (ESP)?.

English for specific purposes is taught and learnt based on the students' needs. Its contents are prepared for the students' objective and the method of teaching aims to influence students' practice. Hutchinson and Waters (1987, p. 19) defines that all decisions of content and method based on the learner's objective of learning are called ESP approach. They pointed out that ESP has its own way in terms of materials, teaching methods, assessments, and so on that adjust to students' need and aims of learning. ESP is a specific approach that is used to motivate learners to study English and practice it well.

Further definition in regard with ESP that its course is necessary to be developed based on the objective of students in order to ensure the contents of course is proper or fulfill standard requirements. Basturkmen (2010, p.8) defined ESP focuses on when, where and why learners need the language either in study or workplace contexts. Decisions about what to teach and sometimes how to teach are informed by descriptions of how language is used in the particular contexts the learners will work or study in. This does not mean to say that ESP is exclusively concerned with use and general ELT with usage, it is a matter of degree.

Paltridge, B. and Starfield, S. (2013, p.2) define that English for specific purposes (ESP) refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain. It can be known that English for specific purposes is taught based on the students' needs due to the specific field both the English as a foreign language and as a second language. The students learn English as their needs in order to meet their goals of learning. Hence English for specific purposes is learnt to fulfill their needs in reaching both their academic achievement and future career.



The characteristics of ESP can be defined into two. They are absolute and variable characteristics. The definition of Strevens (1988, as cited in Javid, 2013) makes a distinction between four absolute and two variable characteristics. The four absolute characteristics are designed to meet specified needs of the learner; related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities; centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse; and in contrast with General English. Meanwhile the variable characteristics of ESP are restricted as to the language skills to be learned (e.g. reading only) and not taught according to any pre-ordained methodology.

Specific materials should be presented, granted, and conducted in learning program as well as the students' needs for specific field. For instance, nursing students learn English for nursing as their needs from general English towards English for specific purposes. Richards & Rodger (2001, p.107) explained ESP as a movement that seeks to serve the language needs of learners who need English in order to carry out specific roles (e.g. student, engineer, nurse) and who need to acquire content and real-world skills through the medium of it rather than master the language for its own sake.

ESP can be categorized into three types. The types of ESP relate to English for Academic Purposes (EAP), English for Professional Purposes (EPP), and English for Occupational Purposes (EOP). Basturkmen (2010, p.6) explains that ESP branched off into English for Academic Purposes (EAP), English for Professional Purposes (EPP), and English for Occupation Purposes (EOP). EAP has sub branches for English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP). EPP has sub branches for English for General Professional Purposes (EGPP) and English for Specific Professional Purposes (ESPP). EOP has branches for English for General Occupational Purposes (EGOP) and English for Specific Occupational Purposes (ESOP).

According to Carver (1983, p.618) identifies three types of ESP that English as a restricted language, English for Academic and Occupational Purposes, and English with specific topics. ESP is broken down into three branches: a) English for Science and Technology (EST), b) English for Business and Economics (EBE), and c) English for Social Studies (ESS). Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for



Occupational Purposes (EOP). An example of EOP for the EST branch is 'English for Technicians' whereas an example of EAP for the EST branch is 'English for Medical Studies'.

The teaching of ESP focuses on the student center that English is studied based on the students' needs. Meanwhile, teaching of general English focuses on language learning that covers language skills and aspect of culture. Hutchinson and Waters (1987) pointed out that ESP such as any other language teaching activity, stands on facts about language nature, learning, and teaching; it is, however, often contrasted with General English. Furthermore, Robinson (1980: 6) explained that "the general oriented language course, However, in ESP focuses on the analysis of specific learning needs. In addition, Basturkmen (2006) maintains that General English Language teaching tends to set out from a definite point to an indeterminate one, whereas ESP aims to speed learners and direct them through to a known destination in order to reach specific objectives

The research was conducted by Firdaus and Fatimah (2019). The research used class action research. The result of the research indicated that the combination of the information gap and oral report activities in teaching speaking can improve the student's speaking ability in STIKes Merchubaktijaya Padang. The most significance was comprehension and fluency. Further research was done by Nurakhir and Palupi (2018). The research employed a descriptive qualitative design. The research showed that English was perceived as very important for students both in their academic studies and future careers. Limited vocabulary and poor grammar were two most highly rated problems the students perceived in their study. Previous research which related to this study also implemented by Wulandari and Muhsin (2019). The research conducted quantitative survey method. The finding of the research concluded that speaking and listening skills are the most needed skills by nursing students in order to communicate in English.

ESP has been offered by most university level to develop students' self-esteem in the specific field. Hutchinson and Waters (1990) stated that for language learning relevant knowledge is not enough for learners to make things meaningful but should be used and every language learner is communicatively competent in one language, but does not know the special terms or specific forms of the language. Shortly, speaking the language does not mean you know the language. Knowing language means to be able to have a good command of language. The method of teaching in ESP should be based on the students' needs and implemented through student-center learning process. Learning process goals to meet students' needs in English skills for the specific field. Teaching



method is prepared and administered for the language target. Bhatia et al. (2011, p. 144). The purpose of teaching and learning purposes in ESP is to reach communicative competence so ESP teaching learning process in the classroom is learner-centered.

## RESEARCH METHOD

A quantitative survey method was conducted in this research. Creswell (2009, p.145) defined that a survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. From sample results, the researcher generalizes or makes claims about the population. This method was employed to elicit students' perception of English for specific purposes at nursing study program Lubuklinggau South Sumatera Indonesia. The questionnaire consists of forty-two items were distributed to thirty-four students in getting their perceptions due to the skill of ESP materials cover listening, speaking, reading, and writing. The data were analyzed through quantitative calculation. Accordingly, a semi-structure interview was done to find out deep interpretation as well as words of encouragement in this research.

## RESULTS AND DISCUSSION

The result obtained through questionnaire items can be presented as following tables.

Table 1. Listening skill  
N: Necessity NN: No Necessity

No.	Questionnaire Items	Means	Category
1	Listening and understanding the topics of nursing both on TV and radio channels	4.61	N
2	Listening and understanding on the phone conversation from CD's recording	5.13	N
3	Listening and understanding of doctor's talking	4.77	N
4	Listening and understanding of patient's talking	5.56	N
5	Listening and understanding to a next of kin's ordering, arguing, and complaining	2.17	NN
6	Listening and understanding of teacher's direction	5.26	N
7	Listening and understanding of classroom discussion	4.72	N
8	Listening and understanding the health seminar forum	2.49	NN
9	Listening and understanding the native speaker	5.15	N
10	Listening and understanding the students' role play	5.45	N

The means score on the table 1 showed that students do not necessitate assignment based on questionnaire items for listening and understanding to a next of kin's ordering, arguing, and complaining included the health seminar forum. Meanwhile, students necessitate assignment to the



listening and understanding the topics of nursing both on TV and radio channels, the phone conversation from CD's recording, the doctor's and patients' talking, the teacher's direction, the classroom discussion, the native speaker, and the students' role playing.

Table 2. Speaking skill  
N: Necessity NN: No necessity

No.	Questionnaire Items	Means	Category
11	W-h questions practice	4.37	N
12	Asking and answering practice	3.12	NN
13	Drama role playing practice	5.32	N
14	Words memorizing practice	2.15	NN
15	In pair dialogue practice	2.37	NN
16	Tongue twister practice	5.25	N
17	Telephoning conversation practice	5.75	N
18	Conduct oral communication to native speakers	4.67	N
19	Conduct oral communication to classmates and lecturers	5.15	N
20	Conduct oral communication to doctors, nurses, and next of kin	4.25	N
21	Conduct oral communication at nurse station	4.34	N
22	Verbal cues practice	5.15	N
23	Conduct oral communication at the day before surgery, intra operative care, and post-operative care	4.76	N
24	Conduct oral communication to patients in clinics	3.25	NN
25	Conduct oral communication to the therapy of patients	4.65	N

In regard with speaking skill, students' response showed that students necessitate assignment for using W-h questions, role playing, tongue twister, telephoning conversation, conducting oral communication to native speakers, classmates and lecturers, doctors, nurses, and next of kin practices. They also consider that conducting oral communication at nurse station, verbal cues, the day before surgery, intra operative and post-operative cares, and the therapy of patients are necessity assignments on learning.

Table 3. Reading skill  
N: Necessity NN: No Necessity

No.	Items	Means	Category
26	Comprehend the prescription	4.17	N
27	Comprehend the articles of nursing care	4.83	N
28	Comprehend the magazine of health	5.25	N
29	Comprehend the report of patient	5.30	N
30	Comprehend the direction of nursing	2.17	NN
31	Comprehend the topics in health facilities	2.11	NN
32	Comprehend the topics of patients care unit	4.62	N
33	Comprehend the vital signs description	4.53	N
34	Comprehend the physical examination	4.12	N

Furthermore, students' response towards reading skill showed that students necessitate to comprehend types of reading text such as prescription, nursing care articles, magazine of health, the



report of patients, patients care unit, vital signs description, and physical examination. Based on the table 3 above described two questionnaire items are not considered un-necessity.

Table 4. Writing skill  
N: Necessity NN: No Necessity

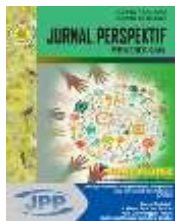
No.	Items	Means	Category
35	How to prepare the patient report	5.56	N
36	How to prepare helping a client/patient to fill out a form	4.79	N
37	How to prepare a shift report	2.15	NN
38	How to prepare the accidents and emergencies report	5.58	N
39	How to prepare taking notes the appointment to doctor	4.83	N
40	How to prepare a symptom report	4.72	N
41	How to prepare a summary of a death report	2.13	NN
42	How to prepare a respiration rate report	2.17	N

Students' response to the writing skill as summarized on the table 4 showed two items on the questionnaire are un-necessity. On the other hand, there are eight questionnaire items are proper as well as their necessity. They are for preparing the patient, the accidents and emergencies, symptom, and a respiration rate reports, helping a client or patient to fill out a form, and taking notes the appointment to doctor.

English as one of requested course is prepared for the students of university levels in order to master English skills well. English for specific purposes (ESP) is commonly designed for the students of vocational education who are going to be prepared for getting jobs. Furthermore, English materials should be taught and learnt based on their major as well as their necessity. Of course, nursing students' necessity will be distinguishable from other. Richards & Rodger (2001, p.107) explained that ESP as a movement that seeks to serve the language needs of learners who need English in order to carry out specific roles (e.g. student, engineer, nurse) and who need to acquire content and real-world skills through the medium of it rather than master the language for its own shake.

English is specifically designed to meet the students' necessity. English content itself is also especially prepared that relate to particular major so it has specific purpose. Strevens (1998) pointed out that ESP as a particular case of general category of special purpose language teaching. ESP is needed to distinguish between four absolute and two variable characteristics; design to meet specific needs of the learners; related to content (i.e. in its themes and topics) to particular disciplines, occupations, and activities; centered on the language appropriate to those activities in





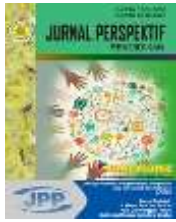
syntax, lexis, discourse, semantics and analysis of this discourse, and differentiated to General English.

## CONCLUSION

This results of the research presented that the number of twenty-six items who the students necessitate learning English for specific purposes. They recognized the significance of learning ESP as well as their necessity for improving and increasing their language skill as nursing students. Based on the questionnaire items towards four English skills, listening and speaking skills are influential necessity for nursing students. Hence, listening and speaking skills should be mastered to fulfill students' necessity.

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