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Tingkat Internasional

Koordinator:
Yanti, Ph.D.

Pusat Kajian Bahasa dan Budaya
Universitas Katolik Indonesia Atma Jaya
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A SURVEY OF MEDICAL STUDENTS' ENGLISH LANGUAGE NEED IN INDONESIA HIGHER EDUCATION

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ABSTRACT

The language teaching professions had to develop courses to fulfill those learners' needs. The English courses offered in the department of medicine at the State Islamic University, Malang (SIUM) Indonesia was not based on the need of the students. This study was an attempt to investigate the most fundamental need of the 3rd semester medical students in learning English for specific purposes (ESP) course. In order to meet the students' views toward what they need to learn, a need analysis questionnaire to 46 students in ESP classes was conducted. The current medical ESP teaching cannot fully reflect and effectively meet the learning needs of students, so there is the need to strengthen students' English practical application ability and to strengthen the overall intercultural quality of students in ESP teaching. The results demonstrated that the students considered all four of the language skills were necessary for their academic studies and their target career. They needed English for career development and international relationship. Speaking and reading are the skills-needed to strengthen their future career. In line with the finding toward the important language skills needed, the course developed materials for the departments was stressed accordingly on communicative context of tasks that the students needed to perform on the job effectively.

Keywords: Identification, survey, ESP courses, medical students

INTRODUCTION

The emergence of English in the 21st century as international language of science and medicine influence the demand of teaching English. Medical English teaching represents constant challenge for teachers because they need to be flexible, open to new approaches and methods. The basic insight into this trend is to offer course design, content and materials by being responsive to target language learners' own agenda. To discover their needs, needs analysis is regarded as an integral part of decision making processes in English for medical purpose. The objective of a needs analysis in ESP class is to determine the features of language that students will require in order to progress from an initial stage as learners to specialized learners (Liu et al., 2011; Whittaker et al., 2011) and to design a new curriculum or revise whether changes should be implemented in an existing one (Atai & Shoja, 2011).

The idea of adopting ESP in Indonesian classrooms both at schools and universities cannot be avoided (Poedjiastuti, 2017). Thus, providing the joyful of learning to trigger motivation of students is needed to the design of ESP course. The ESP course can surely equip learners for professional communication. In line with this, Richardson (2001) stated that the ESP approach to language teaching is a response to a number of practical matters, such as the need to prepare teaching materials to teach students who have mastered the general English but then need to use English for a more specific working situation, in this case, the medical students need to learn English in order to be able to communicate effectively with foreign patients.

The necessity of taking general-purpose English courses, students learn to communicate more effectively. On the other hand, they also need career-oriented English skills to meet employers' requirements. ESP is in reality a vital for students who are about to enter the workplace. One of the greatest contributions of ESP to language teaching has been its emphasis on careful and extensive needs analysis for course design (Johns, 1991). The notion of Johns (1991) is in line with Budianto (2004) that the ESP course which is offered in the university begins with some assumptions rather than based on the students' need analysis.

Hull (2004) believes that the priority of medical teaching through specific English needs should be adequate linguistic competence achieved by involving healthcare professionals in the process of creating the English language curriculum. At the centre of the approach he advocates is the content and context based programme preparing students for active language use after graduation. Therefore, needs analysis is used to identify the specific English language skills needed in a range of professions, over a wide range of disciplines and in many international settings. Harding (2007) stated further that learners who are working and studying English at the same time can be expected to have some traits in common. For example, they may have been unsuccessful in learning English in the past as they have entered fields not related to language (Kasper, 1997).

Despite the crucial role in identifying learners' needs and designing the courses of ESP, this research was done on the basis. The scholars such as Munby, 1987 and Hutchison and Waters 1987 has acknowledged for the purpose. Regarding to rational explanation above, the researcher would like to formulate research question as follows: (1) What do medical students in an ESP context perceive as their academic English needs? (2) What are the language needs of medical students at workplace?. The objectives of this paper were formulated (1) to identify the learning needs of the students of SIUM, and (2) to identify the language needs of the students in the workplace.

METHODOLOGY

Research Design

The study is a descriptive case study (Yin, 1994) in nature since it describes academic language needs of students at a specific department of SIUM. To this end, it employs quantitative method since the data is collected via a structured questionnaire.

Subjects

The subjects, who participated in this study, for the purpose of conducting needs analysis, were 46 students of medical students at the SIUM. Those students were studying at an undergraduate level in the Faculty of Medicine. They had been exposed to the ESP program for one year in their early stage of studying as a university requirement. Therefore, they might identify the need for English language in their medical discipline. Thus, they were able to give feedback on which skills of language they needed for their academic purposes.

Instrument

In order to achieve the purpose of the research, a structured questionnaire with 13 items of the needs analysis used in this study. The questionnaire was designed to reveal the target information based on the objectives of the study with three major sections; general needs, academic needs and occupational needs. In general needs for English the questions sought to investigate learners' perceived general needs for English language in their daily life of university campus or outside it. In an academic needs the questions sought to elicit information on the need for English language skills in the medical field what do they need to do with English, and which English language skills that most help them cope with their studying of medicine. In addition to this, in occupations needs the students have to expect their needs toward their future jobs career.

Data Collection

Gathering the data at the faculty, the researchers asked permission from the faculty administration. Following this permission, the structured questionnaire was administered to 46 medical faculty students who were volunteer to attend this study. It was conducted in paper. It lasted approximately 30 minutes to finish the survey.

Data Analysis

In line with the purpose of the study, the data was analysed quantitatively. Descriptive statistics was mainly conducted. Because of the nature of the questionnaire items, while the part on the participants' preference of assessment type was analyzed with frequency and percentages was employed for the rest of the questionnaire.

DISCUSSION AND IMPLICATION

In this section, the related findings are discussed in relation with three different dimensions which include general, academic and occupational need which are presented in the tables. The students' questionnaire is designed to generate a general idea about the need for English in the students' daily life. The first table presents the medical students' role toward ESP course. In term of the students' role in learning English toward ESP course, thirty (65.3%) respondents claimed that the role of English in the students work was very important, sixteen (34.7%) claimed that it was rather important, and none claimed that it was not so much important. Thus, the finding in this item shows that the developed materials for medical students department must be prominently stressed into workable teaching materials (see table 1).

Table 1. Medical Students' Role in Learning English

No.	Statements	Respondents	Percentage
1.	Not so much important	0	0%
2.	Important	16	34,7%
3.	Very Important	30	65,3%
	Total	46	

The intended purpose of this question is to discover the students' perception of their needs for learning English as part of a university curriculum. A majority of the students, which is about 51% (24 respondents) chose developing future career and for international relationship, 14 (30,5%) respondents consider higher education as their reason for studying English. Eight respondents (17%) claimed that they wanted to speak to foreigner. Thus, the finding in point 2 implies that 51% of the respondents expect that English is significantly used for their career advancement. So, English have prominent roles in their work and study (see table 2).

Table 2. The Medical Students' English Need

No.	Statements	Respondents	Percentage
1.	Develop future career and for International relationship	24	51,1%
2.	Higher education	14	30,5%
3.	Speak to foreigners	8	17,4%
4.	Speak to friends	0	0%
	Total	46	

As shown in (table 3), the result may show the students' positive awareness toward the general needs of ESP course. The priority in the general need comes reading English literature in the original that was claimed by twenty one (45.6%) respondents. The high rating of this kind of need might be influenced by the high expectation of most of the students to get familiar with the subject matter in their field of study. In the department of medicine in Indonesia, almost all the books and references deal absolutely with medicine subjects which might add different kind of knowledge through English.

The results also indicated that the students do not seriously appreciate their general need for English as a mean of reading for pleasure and reading newspaper. Thus, these results practically reinforced what is mentioned in table 1 that ESP learners often have high level of motivation to materials which are directly relevant to their immediate academic learning needs.

Table 3. The General Medical Students' English Need

No.	Statements	Respondents	Percentage
1.	Reading for pleasure	6	13%
2.	Reading newspaper	0	0%
3.	Being abroad as a tourist	3	2,1%
4.	Conversation with fellow students and friends	13	28,2%
5.	Listening to the radio, understanding T.V programs and films	3	2,1%
6.	Writing private letter	0	0%
7.	Reading English literature in original	21	45,6%
	Total	46	

As presented in the table 4 regarding the academic needs of the medical students learning English, the respondents are in the opinion that they mostly learn English since they want to read specialization books and journals claimed by twenty five (52%) respondents and to read course textbook claimed by twelve (25%) respondents. Seven (15.2%) respondents gave their opinion that they learned English for understanding lectures. None claimed that they needed English for taking lectures' note and writing paper or essay (see table 4). The percentage indicated that performing related activities in the students' domain become the priority of the academic staff at the department of medicine. These findings implied that the academic needs of English toward reading specialization books and journal is as a very important tool to strengthen their academic qualities.

Table 4. The Skill Needed in the Students' Specialization

No.	Statements	Respondents	Percentage
1.	Understanding lectures	7	15,2%
2.	Taking part in class discussion	1	2%
3.	Reading course textbooks	12	25%
4.	Reading specialization books and journals	25	52%

5.	Taking notes from lectures	0	0%
6.	Writing term papers, essays or reports	0	0%
7.	Writing answers to examination questions	0	0%
8.	Asking, answering and taking with your professors	1	2%
	Total	46	

In term of skills priority needed by the students of medical from the most to the least important, the result indicated that twenty three (50%) respondents chose speaking and fifteen (32.6%) respondents chose reading. Meanwhile, eight (17.4%) respondents chose writing as their priority. However, none claimed the need for listening skill (see table 5). It implied that the medical students give more importance to improve speaking skills for their ESP course. In addition to this finding, it is pointed out that they want to improve their speaking more to discuss on medical issues in conferences and getting contact with patient.

Table 5. The Importance of English Skills for Medical Students

No.	Statements	Respondents	Percentage
1.	Writing	8	17,4%
2.	Speaking	23	50%
3.	Reading	15	32,6%
4.	Listening	0	0
	Total	46	

In the second part of the questionnaire regarding the specialization needs, the respondents were asked how useful to learn English in accordance with their future life. The responses to the items show that the medical students regard English important because they will take a further study on medical and to corresponds with English speaking professional in the field. This finding implies that they consider English as a part of their future academic orientation. Thus, it is necessary for the ESP teachers to pay more attention to encourage general reading by providing some suitable material in the college's library to raise students' motivation.

Occupational need was another theme in the questionnaire as presented in the table 6. The participants were asked about their expectation toward English for their future career through five situations. The students show some kind of awareness of their future expectation. Working in prestigious companies is claimed by sixteen (34.7%) respondents which is followed by conversation with English speaking colleagues with ten (21.7%) respondents. Corresponding with English speaking professionals in field and reading written or printed materials connected with the job are considered the least future expectations for medicine students (see table 6). This may imply that most priority of the medical students concerns about their future need. They believed that English as a part of their future professional life much more significant than a part of being medical student.

To sum up, it is clear from the results that the need for English in academic and occupation needs are highly requested by the medical students to improve their academic performance since they will be a doctor in the future.

Table 6. Students' Expectation for their Future Work

No.	Statements	Respondents	Percentage
1.	Conversation with English-speaking colleagues	10	21,7%
2.	Reading written or printed materials connected with the job	7	15,2%
3.	Reading or writing letters, memos, or reports	4	8,7%
4.	Correspond with English speaking professionals in field	9	19,6%
5.	Working in prestigious companies	16	34,7%
	Total	46	

ESP courses in medical faculty should focus on major language skills and give priority to communication skills. Besides, the students' awareness about importance of each language skills should be raised and all skills should be integrated in the syllabus. Medical students' needs should be taken into consideration in designing a medical English course. Considering the results of the students' questionnaire the study arrived to a clear identifiable conclusion that the most needed language skill in the academic need is speaking to discuss medical issues in conferences and getting contact with patient. The need for English in the academic and job are more important than the need for general English. Learners are the main resource of data in the survey and failure of most ESP program, is attributed directly to the absence of needs survey practice. Accordingly, their barriers towards ESP course should be reformed to the need of the learners. This implies that effective English language instruction is badly needed to perform the job effectively and therefore plays an important role in the careers of health professionals.

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