**An Analysis of Medical Students’ English Language Need at the State Islamic University Malang**

Langgeng Budianto

UIN Maulana Malik Ibrahim Malang

[budianto.langgeng@yahoo.co.id](mailto:budianto.langgeng@yahoo.co.id)

**ABSTRACT**

The need for English as a professional language in medicine is beyond doubt. The English courses offered in the department of medicine at Universitas Islam Negeri (UIN) Maulana Malik Ibrahim, Malang 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 an ESP course. This is an obligatory three-credit course offered for non-English major, for which no specialized syllabus is proposed and as a result different teachers would select different syllabuses, methods and textbooks based on their own beliefs and experiences while hardly considering students’ actual needs. In order to meet the students’ views toward what they need to learn, a need analysis questionnaire to 40 students in ESP classes was conducted. The results revealed that the students considered all four of the language skills were necessary for their academic studies and their target career. The current medical ESP teaching cannot fully reflect and effectively meet the learning needs of medical students, therefore there is the need to strengthen students’ English practical application ability and to strengthen the overall intercultural quality of students in ESP teaching. In the process of teaching, the ESP teaching material needs to be practical and functional and the school should adopt suitable textbooks according to the actual situation of students. Thus, it is important to pay attention to the improvement of teacher’s professional level and strengthen the training of teachers.

**Keywords:** need analysis, ESP courses, medical students

**INTRODUCTION**

University as one of educational levels has a crucial role to prepare the future generation in the global competation. Its main role are managing qualifiend and professional education through developing new technology for the academic environments, developing students to express their ideas for changing the sosiety, and being able to have excellent scholars (Brada et al, 2021). Being mandate to implement the Tri Darma Perguruan Tinggi, Indonesia universities, including UIN Maulana Malik Ibrahim, Malang are expected to more active to create Indonesia learners for being smarter both emotionally and spiritually, skillful and competent, and being creative to face the global challenges.

UIN Maulana Malik Ibrahim, Malang has a great responsible to manage and equip the students’ skills, competences, and ability. It means that the university is in charge to facilitate the students becoming s noble one who has good knowledge, skills, independence, and attitudes to discover, develop and implement science, technology and art which are beneficial for humanity (Gonverment Regulation No. 19 of 2005 about National Education Standard article 26, paragraph 4). Thus, the university curriculum should be designed to have a study on religious education, citizenship education, Bahasa Indonesia and English.

In UIN Maulana Malik Ibrahim Malang English is taught as a compulsory subject for non-English majors and is designed as a general course offered in the second academic year (*Pedoman Akademik Universitas Islam Negeri Maulana Malik Ibrahim Malang, Pasal 34 2018*). The implementation of English course in all non-English major is expected that all students have good fluency in English. In line with this, Medical Faculty of the university offers an English course as one of the compulsory subjects existed in its curriculum. Based on *Pedoman Akademik Program Sarjana 2018*, this course is offered in the third and fourth semester, which has three credits. The course is a package treatment provided by the Language Center of the university in order to help students to master English well.

At the Medical faculty, English is design for a specific purpose which is mainly focused on the content areas of medical fields. To achieve the target, English for Specific Purposes is applied as an approach to language teaching in which all decisions as to content and method are based on learners’ reason in learning (Hutchinson & Waters,1987:19). The teaching of ESP is, in many ways similar to the teaching of English in general although there are some features that are typical in different specialized subjects and that ESP should be recognized as an approach. Robinson (1991:19) viewed ESP as an enterprise, involving education, training, and practice and drawing upon three major realisms of knowledge namely language, pedagogy, and students’/participants’ specialist area of interest. Whereas, Richards and Rogers (2001:107) saw 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.

In general, the problems faced by the ESP teachers are similar with the teachers of general purposes in the aspect of learner factors and methodology. Abbot (1978, cited in Budianto, 2003:19) states that ESP teachers will have to face three kinds of problems; materials writing, students’ motivation, and responsibility of contents. In short, ESP must be seen as an approach, not as a product. ESP is not a particular kind of language methodology. It is an approach to language learning based on the learners’ needs to understand the message conveyed in the reading materials presented to them. This may mean that the students are the users of the language rather than the learner of the knowledge.

Kang (2004) remarked that learning English is essential for medical professionals because all medical information for medical professionals is available in English language. In addition it is necessary for their training and upcoming medical careers. However, English for medical purpose became essential. English for medical purpose is a kind of ESP which is important for academic and professional needs of medical students. There are several reasons for medical students to learn medical English as it has gained the status of Lingua Franca. There are many academic and professional settings relying on English as far as Indinesia medical situation is concerned. In line with the importance of English for medical learners, the study is done to find out (1) what are the English language needs of medical students in their academic activities?, and (2) what are the ingredients that should be accounted for a consistent ESP course?

**LITERATURE REVIEW**

**Needs Analysis**

The first and considered as the very basic step to do is the needs survey. It is considered to be the most important step in developmental research. Howkey (1980, cited in Budianto, 2003:35) says that the needs survey is a tool for course designer. In accordance to this statement, the importance of needs survey focuses on its role as a starting point or a guide for course design, syllabus design, and material selection. The purpose of this step is to find out the needs of the learners for whom the syllabus is intended. It is conducted to obtain as much information as possible in any given situation about the learners and their purposes in acquiring the target language, about the lecturers or instructors and their expectation, about the economics and their needs in the real working world. It also includes the identification of the communication requirements, personal needs, motivations, characteristics of the learners, and any information related to the program. Three important aspects that should be considered are the informants, the instruments, and the procedures of needs survey.

**ESP and Medical Discourse**

Medical English is highly technical and contextually based. In workplace doctors use technical and academic language, and use jargons and common language. They hardly focus on proper sentence structure. Medical English is the advanced English, thus it cannot be taught as the same method of fundamental English language teaching. Health professionals and students of health department of a university or college are the English for medical purposes learners. The aim of learning for medical purpose is not to learn primary grammar and structure but to learn use of language for social and career relations (Niazi, 2012, p.51). English for medical purpose like ESP courses should be designed accordingly to learner’s needs and purposes, first thinking are that who are the medical learners can be and what are their purposes. English language course should enhance the communicative effectiveness of medical learners. It is based on instructional methodologies like content-based and problem-based learning. For the purpose of real life communication in classroom, the use of technological equipment is an important aspect of medical purpose course. Medical terminology are also include in medical English course.

Traditional methods like grammar translation method and vocabulary teaching method have also been found (Maher, 1986). Needs analysis had taken the needs of students in terms of EAP and EOP: “which aims to specify as closely as possible what exactly it is that students have to do through the medium of English” (Robinson, 1991). It was “designed to meet specified needs of the learner” (Johns & Dudley- Evans,1991). According to Robinson (1991) needs analysis is the important and crucial factor of ESP. Learners’ target needs and learning needs are assessed by using different evaluation techniques. These evaluation strategies are used to determine the communicative needs of learners in specified fields (Brown, 1995).

Based upon the information obtained from the need analysis process, new courses are designed or existing courses are modified. As Robinson (1991: 2) stated that students study English not because they are interested in the English Language or English culture as such but because they need English for study or work purposes. In the same vein, Basturkmen (2006: 18) asserts that in ESP, language is learnt not for its own sake or for  
the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments. This means that typically, ESP has functioned to help language learners cope with the features of language or to develop the competencies needed to function in a specific discipline, profession, or workplace

**English Curriculum for Specific Purposes**

For specific purposes, English curriculum has been widely understood and recognized by the syllabus developers. In some universities, they have also started teaching English for specific purposes. UIN Maulana Malik Ibrahim Malang has compiled a curriculum and English textbooks for specific purposes consisting of some books, where each book represents each department such as English for Pharmacy, English for Medical science, English for Economics, English for Islamic Law, English for Banking, English for Psychology, English for Islamic Education etc. The fact that the course developers of ESP textbook still do not pay attention to the principles of English for specific textbooks for target learners. Meanwhile, the arrangement is still based on the compiler's willingness or the maximum desire of the institution. The preparation of these textbooks has not paid attention to the needs of learners.

Therefore, the ESP curriculum for specific purposes should be the main basis for the learners’ learning needs. Thu'aimah (2003) has proposed concrete steps in preparing the ESP curriculum for specific purposes, namely: (1) know the character of learners deeply, (2) determine the principles of learning theory by clearly explaining the roles of teachers and students, (3) analyzing the learning context, namely the goals that become benchmarks for learners to measure their learning success, (4) analyze the communicative context that learners need.For example, writing reports, writing scientific works, and others, (5) determine the principles of language theory, namely the materials suit the learner’s needs, (6) determining the learner's want and orientation in learning English.

**METHOD**

A descriptive quantitative design applied in the present study.Gay, et.al (2006) stated that this type of design relates to collection, analysis and interpretation of comprehensive narrative and visual data in order to gain insight into a particular phenomenon of interest. This type of research is a quantitative descriptive study with a survey research model. This quantitative descriptive research tries to reveal or describe empirical data in the form of numbers and graphics

**Participants**

The subject who participated in the study for the purpose of need analysis were 40 students. Those students were studying at an undergraduate at the faculty of Medicine. The study was conducted at the odd semester of 2016/2017 academic year at the faculty of medicine of UIN Maulana Malik Ibrahim Malang. The subjects of the study were the third semester students of medical Faculty of the university in English language class.

**Instruments**

Olshtain and Dubin (1992) stated that in the situation in which there was no syllabus, the syllabus design was based on the information gathered in the fact finding, needs survey, through material in use, lecturers, and students. For the purpose of the study, the instrument used was a surney questionnaire. The survey was used to reveal the target information related to the areas of present and future domains such as objective of learning English. the language skills intended to develop in term of the importance, the nature of the ESP course, the usefulness of the course, the difficulties encountered in the ESP course. use of the ICT, Integration with the Islamic values, use of fixed syllabus, teaching materials used, satisfaction with the ESP course etc. Thus, to elicit the information on the need of the Medical English some questions addressed in the questionnaire. This questionnaire was made based on the needs and the objective of this study.

Questionnaire is considered to be the most common instrument used. Questionnaires are documents that ask the same questions of all individuals in the sample (Borg & Gall, 2003:222). In this study, the questionnaire was given to all students as the subject of this study. It contains the questions to gather data about the characteristics, needs, and wants. The questionnaire given to the students consisted of 11 (eleven) questions. They were divided into 3 (three) different parts. The first part was the objective of learning English, the second was the method in teaching English, and the third was the material used in English course.This questionnaire was made based on the domain of language needs.

**The Data Collection**

The data of the study was collected through the distribution of questionnaires. The students’ questionnaires were administered to the undergraduate students in the field of Medicine. The questionnaires were distributed to the undergraduate students in the classrooms by the ESP lecturer. It took the researcher about one and half hour to carry out the data collection

**The Data Analisys**

The data from the questionnaire was analyzed by descriptive quantitative. For the first and second research questions, the data from the respondents’ questionnaire was analyzed by looking for the average score of each number.

**RESULTS**

**The Result of Analyzing Questionnaires from the Students**

Based on the questionnaire given to the students about the frequency of using  
English in the classroom the results indicated that the total and the percentages for all the  
language skills including reading, speaking, listening, and writing are used at the rate of often  
categorized. Reading (72%) writing (73%) and speaking (65%) are used more oftenthan Listening (4.7%) in the classroom

Concerning the objectives of learning English, the students stated differently. When asked about the objective of learning English as a part of the university curriculum, 55% (22 respondents) chose higher education, 6 respondents (15%) claimed that they wanted to succed in the future profession, 12 respondents (30%) stated that English was used for interaction with foreigners. The finding in point one implied that the majority of the students which is about 55.% consider higher education as their objective of learning English for specific purpose.. So, English have prominent roles in their study.

In response to the findings related to learning preference in language skill, twenty eight students (70%) mentioned that all language skills are important to learn in medical profession. However, they needed to focus on reading and speaking which was claimed by 80% respondents. They claimed that speaking is used for communicative reason and professional activities such as participating in academic forums (seminars, conferences and symposium), undertanding medical literature that was published in English, understanding the manuals of medical equipment, communicating with foreign patients, doctors and other health professionals, writing medical purpose letters and medical prescriptions and taking case histories.

Regarding the importance of English in the medical studies and profession, almost all the students 70% admitted that the mastery of English is very important for them and justified their answers by saying that all scientific publications are in English. Only nine respondents qualified the language as only ‘important’ and added that it helps him (her) understand articles and speak with international colleagues. In addition, respondents answered positively to the importance of English for specific purpose. 100% respondents stated that ESP course is very essential to practice and learn English in the areas of medical context.

When questionned about the difficulties faced in learning English for specific purpose, from the students’ questionnaire, it has been found that speaking (45%) and listening(42%) are in difficult category with the reasons that they found difficult to understand and to catch the words while in speaking they argued difficulties in building sentences correctly , while writing(55%) is in very difficult category, and reading (25%) fall into less difficultfor them.

For all the students (100 %) claimed that the use of ICT is very important either in their studies or for their future career. It is worth clarifying that the students’ use of the ICT’s is closely linked to the internet where they read and download medical lectures, articles, journals that are assigned by their teachers.

The students’ positive awarness toward the ESP course (74.6%) think the designed materials they need in ESP class related to the topics in their study areas have not met the practical and functional used materials The students do not seriously appreciate with the content of in house ESP textbook since they often have high level of motivation to materials which are directly relevant to their immediate academic learning needs. Topics to be given in ESP course should deal with the subjects and topics to be discussed in the study program. The topics should be converted in reading and speaking skills as most lecturers ask the students to read journals and paraphrase or present the topics from journals as a part of assessments.Thus, using the inauthentic materials in teaching did not expose the medical ESP learners to the practicess that will characterise their future carrer.

Regarding student needs for integrating teaching materials to Islamic values it was found that 29 students (72%) stated to strongly agree that English materials linked to Islamic values. 9 students (22.5%) agreed with the representing text with the islamic values while two students or 5% of respondents disagreed with the integrated materials. This finding implied that the integrated texttual knowledge, representing Islamic text based knowledge, vobulary related to medical terminologies, cwere also exmined to be prioritized. It provides more interesting design of the textual knowledge of communication situation, genre and texts including medical terminologies in the workplace contexts. In addition, more examples of each material, and exercise for students to do outside the teaching learning process are also be the concern of the ESP materials design. The fact that 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, however, the integrated sciences has not been achieved

**CONCLUSION**

From the results of the questionnaire, two specific kinds of clasroom action knowledge are made. The first goal of the English course is to equip the students with the ability to communicate in English on academic purpose in the field of medical context with the interlocutors mainly with their patients, friends, lecturers, and colleagues in their work fields. The second goal is to give students reading skill; to enable students not only understand topic or main idea of an English text or articles standing but also the context and content through answering provided questions, finding implicit and explicit meaning, skimming, scanning.The model of professional communication shuld be used as a theoretical framework for designing ESP curicula. It implied that conceptual shift in ESP teaching and learning shold be made on the basis.

To motivate and encourage students getting involved in such activities, other than preparation and guidance, relevant topics of students’ major in medical context to which the students are eager to be exposed were carefully selected as medium of learning necessary knowledge of language systems and uses. They had several reasons to learn English for medical purpose. In their academic setting they had different needs to cope a variety of tasks such as reading books, journals and magazine, to understand lectures.

Similarly, in professional settings, medical students had different needs to perform their tasks effectively such as to participate in seminars, to communicate natives and to read medical texts. English has gained the status of lingua Franca in an international community of medicine.. They are not trained well to develop effective communication skills. However, it is integral to impart effective English proficiency skills among doctors as they face a lot of problems in their academic and professional areas due to their poor language proficiency skills.

The students’ learning and language need on the general medical tasks. have not been desigend for the needs of medical leaners. Therefore, topics, language functions and focus, English focus skills, competence and teaching strategies should be based on the students’ expectation of learning needs, so functional/notional syllabus is suitable for medical students.

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