NEED ANALYSIS ON DEVELOPING SKILL-BASED MATERIALS FOR D3 NURSING STUDENTS[1]

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Abstract The present study aims to help nursing students to prepare the language skills required in the workplace. Need analysis was conducted to map the students' need so suitable materials can be designed for effective teaching. There were fifteen students of D3 Nursing in the University of Muhammadiyah Banjarmasin invited to be the participants of this research. The data were gathered by conducting a depth interview with the English lecturer, BP3TKI South Kalimantan, alumni who worked abroad, and the head of D3 nursing department. It was intended to collect data related to important language skills the students need to master. Besides, a questionnaire was also employed to get data regarding the students' need, want, and lack. The findings showed that D3 nursing students need to master at least three skills, such as basic English, work-related language skills, and academic-related language skills to enable them to go International.

INTRODUCTION

ESP is the teaching and learning English for D3 nursing students, especially to fulfill the requirement to work as professional nurses abroad. Need analysis and evaluation are very important tools to make sure that the ESP materials can go in line with the needs of the students in the particular context (Dudley-Evans, Jo, & John, 1998). Furthermore, Kusni (2013) stated that before implementing ESP instruction, there are some steps must be taken as follows: identify students' needs and expectation, identify learner ability, identify the priority of teaching materials due to large classes and limited teaching hours. Those steps can be done by conducting need analysis, so the learning objectives are more obvious and related to the students' study and work areas. Needs analysis is the foundation to develop teaching materials and methods that can lead to increase the students' motivation and success in mastering English (Otilia & Brancusi, 2015).

In this study, we plan to use need analysis to make language planning or language audit for the English classes that the students had already taken. Mohammadi & Mousavi (2013) stated that language audit must also be followed by individual need analysis. This is the trends of need analysis to involved not only the students but also the lecturer and the head of the departments. Furthermore, the need analysis must be ongoing process during the life of ESP subjects.

There are many need analysis studies related to ESP context. One of which is the article by Alsamadani (2017) about case study for civil and industrial engineering students at Umm Al-Qura University, Saudi Arabia. The types of instruments used were a classroom observation protocol, a structural questionnaire, and semi-structured interview protocol. Mixed method was used to gain triangulation and valid results. The results were ESP courses focused on reading and writing. It seemed that the participants couldn't understand the importance to master all skills of language. The study recommendation was to construct ESP for Engineering that integrates English and professional world in the way that also motivates the students to involve actively in the learning process.

Another article from Chovancová (2014) about designing ESP course using needs analysis for pre-service students in the context of Central Europe. The survey was conducted among law students. The result was the teacher must try to make tasks that involving all the students, so the learning environment to stimulate them can be responsive to the future work situations.

The ESP study with need analysis in Indonesia was conducted by Indrasari (2016). She focused on exploring problems and the students' needs that were faced by physics education of IAIN Raden Intan Lampung. The qualitative study was done by filling a questionnaire and interviewing some students and lecturers. The results were the physics students' needs to master grammar and the ability to read numeric numbers. They also mentioned to do more pair works and explanation more in mechanics and relativity.

While the study related to designing ESP material using need analysis for nursing students was conducted by Saragih (2014). The study used mixed method, quantitative and qualitative to gather information about the learning needs of the nursing students. The instrument tools were questionnaire and interview. The questionnaire was about personal information, English proficiency, the students' needs, and the students' wants. The interviews were with two Indonesian nurses who study abroad, and ESP lecturers. The results were the material must focus in listening and speaking to serve the patients. The topics related to nursing fields were "educating the patient, telephone skills, giving advice, giving instruction, checking understanding, explaining drug instructions and administering medication".

There are many approaches of need analysis process that different from one research to the others. In this research Saragih (2014) use the approach by Brown (2009). In his book, he jots down three steps of need analysis related to skill-based material development, as follows: (a) Get ready to do need analysis (define the purpose, delimit the student population, decide the approach and syllabus, recognize constraints, select data collection procedures); (b) Do the need analysis research (collect data, analyze data, interpret results); and (c) Use the need analysis (determine objectives, evaluate the report on the need analysis project).

We can see from the researches above that there are still lack of research of doing need analysis for D3 nursing students to prepare them to work abroad. Therefore, the objective of this study is to find out skills the students need to learn so the lecturer can design skill-based material to be professional nurses overseas. The syllabus of ESP for D3 Nursing Students is the result of this study.

LITERATURE REVIEW

Need Analysis in ESP

Need analysis is important in ESP because it differs between ESP and general English. In ESP need analysis, Hutchinson and Waters (1987) explain there are three common elements, including necessities, wants, and lacks. Necessities refer to what the students have to learn to enable them to use the language appropriately in the target situation, for example nursing students need to learn how to write a nursing care report in English so they can make it when they are required to do so in the workplace. After listing the learners' necessities, we can observe in which parts they need to polish. The gap between the required ability and the learners' present ability, then, is called as lacks. After listing necessities and lacks, it is possible that the learners will request something out of the list. Since the ESP learners are commonly adults, they already know what they need to study based on their own perceptions. This need is considered as wants, in which the learners aware of his/her actual necessities or lacks. A nursing student, for example, know that she/he needs reading more than speaking because his/her goal in learning English is to be able to read textbook which mostly written in English for his/her final project.

A comprehensive effort should be done to understand those three elements so the result of need analysis can be accurately achieved. There are many techniques can be used for conducting a need analysis. Based on the previous studies, interview and questionnaire are most common instruments used by researchers (Alsamadani, 2017; Dedi, 2017; Indrasari, 2016; Susandi & Krishnawati, 2016). The questionnaire is frequently used because of its practicality and ability to cover big population and items. Interview is used because it can deeply dig the required information from the respondents.

SKILL-BASED MATERIALS

Skill-based materials refer to teaching materials which are designed to train the students to be good at skills which are required in the target situation. The concept of this material writing is based on the skill-centered approach. Hutchinson and Waters (1987) describe the step for designing a skill-centered approach as in Figure 1.

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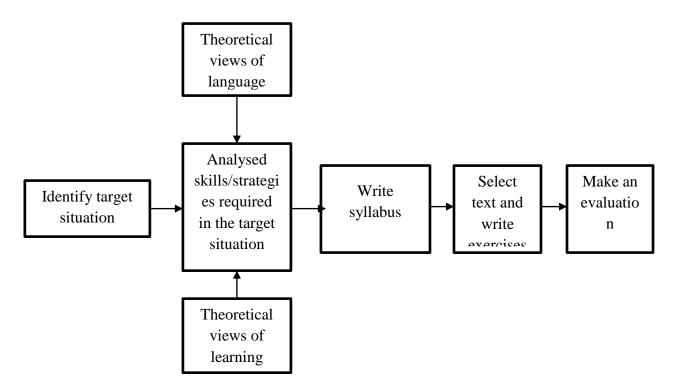
Figure 1: Steps for designing skill-centered approach (Hutchinson & Waters, 1987)

Based on Figure 1, it can be noticed that to identify skills/strategies the students should acquire, we need to identify the target situation, the theoretical views of language and theoretical views of learning. The target situation can be identified by knowing where the students are going to work, what the contexts are, and what situations they are going to face in which they will frequently use the target language. Next, the theoretical views of language are related to the description of what language skills the students need to learn so they can communicate in the target situation. It will question about the medium of communication, the most important language skills, language skills the students are lack of, and their present language skills. The learning views asks how the

students will preferably learn the language. It is important to know their activities or teaching materials preferences so we can design the most appropriate methodology.

METHOD

The present research is a case study in which the researchers want to investigate a phenomenon on an in-depth investigation of a group (Cohen, L.; Manion, 2012). In this case, the researchers observe need analysis of D3 nursing students. The subjects of investigation were 15 students, consisting of 10 female and 5 male students. The instruments used to collect the data were two: questionnaire and interview. The questionnaire was used to gather the data related to students' necessities, wants, and lacks. It consists of 15 items and some of the statements were adapted from Hutchinson and Waters (1987). The second instrument was interview. The respondents are various so the triangulation of the data can be achieved. The first respondents were BP3TKI, the Government Agency for Service, Placement, and Protection of Indonesian Overseas Workers, which have information about what skills the nursing students need to have to go International. Alumni from the D3 nursing students who have worked abroad were also invited to share their experience in getting the job and what tasks they dealt with in the workplace. Besides, English lecturer and the head of D3 International Nursing program so the researchers can deeply search the information of curriculum and the current condition of teaching and learning process. The result of questionnaire was analysed quantitatively. Meanwhile, the result of interview was transcribed and analysed qualitatively.

FINDINGS AND DISCUSSIONS

This part will report the findings from the two instruments for the data collection: interview and questionnaire. The discussion will put together all these findings into a conclusion of how the skill-based materials for D3 International nursing program should be designed.

The Result from Interview

The interview was done with various respondents with specific purposes for each one. The first interview was conducted with the Government Agency for

Service, Placement, and Protection of Indonesian Overseas Workers (henceforth BP3TKI). There were two respondents, NQ and MAS, as the staff of the agency who willingly answered 10 items questions related to the preparation for getting career abroad. According to them there were 6 issues need to ponder for preparing nursing to go international, such as 1) there are a lot of demands every year for nursing to work abroad, but most of them are lack of English skills, 2) Speaking and writing are two prominent skills need to emphasize, 3) Nurse frequently need to talk about medical topics to colleague, employer, and patients, 4) Basic English is still important since they need to have a daily conversation in their daily life, 5) English should be focused on the ESP not EGP, especially for the vocabulary they have to learn medical terms, and 6) Understanding instruction in English is necessary for every nurse.

Next, interview with the alumni of D3 nursing program who worked abroad was also carried out to strengthen the data from the BP3TKI. AF and MS were two alumni who voluntarily shared their experiences when they worked in Japan and Saudi Arabia. Based on their story, it could be concluded that there were three important points: 1) the curriculum should add materials related to Basic and Medical English, especially conversation practice need to get bigger attention, 2) the students need to get job preparation lessons, and 3) there are some interview questions need to be taught and practised in the classroom, for example to explain about previous experiences or to explain certain type of illness and how to deal with it.

Last, interview was carried out with the head of D3 nursing program and the English lecturer. The purpose of this interview was to better understand about the curriculum, the current condition and the description of teaching and learning process. The summary of the interview is as follows: 1) the aim of teaching English in the program is to prepare the students with two kinds of English skills, general English skill and medical English skill, 2) English is taught for 5 semesters, started from general English, Nursing English 1, Nursing English 2, until Advanced English, 3) the students are expected to be able to use English in nursing context, 4) writing and critical thinking are two difficult skills to teach, 5) the materials related to job preparation are still not becoming the concern in the

English curriculum, 6) the facility is considered sufficient, such as language laboratory, speaker, laptop and LCD, and free wifi, 7) TOEFL test is regularly administered by Language Centre, but the result was not satisfied.

Based on the result of these three interviews, it can be highlighted that the English curriculum in the D3 nursing program had been sufficiently designed to prepare the students to be good in both general and medical English. However, based on the result of the interview with BP3TKI and the alumni, it is still necessary to give the students more practice related to job preparation and to emphasize the lesson more on the teaching of writing and speaking.

The Result from Questionnaire

The questionnaire was adapted from Hutchinson & Waters (Hutchinson & Waters, 1987). It consists of 15 items and were used to assess the purpose of learning English, the most important language skill for the students, the context where English will be used, the frequency of using English, self-report of their current English ability, language skill they need to improve, work-related language skills the students need to learn or improve, learning activities preference, and teaching materials preference.

Regarding the purpose, Table 1 shows the students' motivation for learning English is for study (87%), for communication with foreigners (100%), for travelling abroad (87%), for getting a job abroad (87%), for studying abroad (67%) and for other purposes (27%) such as searching for information, learning a new language, etc.

Table 1 The Purpose of Learning English

The purpose of learning English	Percentage (%)
for study	87
for communicating with foreigners	100
for travelling	87
for getting a job abroad	87
for studying abroad	67
for other purposes	27

Related to the most important language skills to learn according to the students' perspective, they answered that listening and speaking are in the top list with 93% of them chose these two skills. The next skills to learn respectively are writing (67%) and reading (57%). Table 2 shows the result of the questionnaire for this item.

Table 2 Most Important Skill to Learn

The purpose of learning English	Percentage (%)
Listening	93
Speaking	93
Writing	67
Reading	57

Next, the context where the language will be used focused on asking the students how and where they will use English. According to them, English will be used more for face-to-face communication (87%) and over the telephone (53%). They also will need English to deal with written tasks, such as writing a nursing care report (40%). Related to the situations, they claimed that English will be used a lot for social interaction (60%) such as talking with the employer, patients, and colleagues. Other situations are meeting (33) and telephoning (33). Then, for the place where English will be used, most of them agreed that it will be used frequently in the workplace (60%) and other places (27%) such as in the grocery stores, neighbourhood, etc. Besides, 20% of the students also told that English can be used to attend an International workshop or seminar. The detail of result is displayed in Table 3.

Table 3 The Context Where English Will Be Used

Medium of Communication	Percentage (%)
Face-to-face	87
Telephone	53
Written	40
Situations where English will be used	
Social Interaction	60

Meeting	33
Telephoning	33
Context where English will be used	
Workplace	60
Other places	27
Workshop/seminar	20

After that, the questionnaire also asked how often the students practice their English. Table 4 shows that most of them practices English sometimes (47%), then followed by fairly often (23%), rarely (20%), and often (10%).

Table 4 The Frequency of Using English

Medium of Communication	Percentage (%)
Often	10
Fairly often	23
Sometimes	47
Rarely	20

In regard to students' self-report of their language skills competence, most of them were not confident to say that they have very good ability in any skills. In listening, most of the students felt that they have average (40%) and good (40%) listening skill. In speaking, the majority of the students admitted that they had poor (53%) speaking skill. Then, the report of writing was dominated by those who claimed their ability was average (47%). Last, most students said that they had good (40%) reading skill. The detail of the report is presented in Table 5.

Table 5 Students' Self-Report of Their Language Skills

Listening	Percentage (%)
Poor	20
Average	40
Good	40
Very good	0

Speaking	
Poor	53
Average	27
Good	20
Very good	0
Reading	
Poor	20
Average	33
Good	40
Very good	7
Writing	
Poor	13
Average	47
Good	40
Very good	0

When the students were requested to rank which language skills they need to improve, their answer were a little bit surprising because they put speaking and reading in the top list. They said that reading are important for them because they will frequently deal with texts when they need to learn new things, to make a nursing care report, or to make a presentation. Table 6 shows the list of language skills the students want to learn more.

Table 6 Language Skills Students Need to Improve

Language skills students need to improve	Percentage (%)
Speaking	100
Reading	100
Writing	60
Listening	60

Seeing the list of the skills offered for the English class, the students' choice respectively was writing cover letter, resume, and CV (80%), job interview (80%) presentation (53%), international exams (40%), and scientific writing (33%). No one suggested other topic to learn. The detail of the result can be seen in Table 7.

Table 7 List of Skills Students Want to Learn

Skill	Percentage (%)
Scientific Writing	80
Presentation	80
Writing cover letter, resume, and CV	73
Job interview	67
International exams	60
Other topics	0

Furthermore, list of learning activities preference was also included in the questionnaire so the researchers could manage which activities should be designed for every lesson. Table 8 shows that most of the students prefer to have games (87%), role play (80%), and doing presentation (60%) as the instructional activities in the classroom.

Table 8 Learning Activities Preferences

Activities	Percentage (%)
Role play	80
Case study	20
Discussion	20
Projects	13
Doing presentation	60
Games	87
Other activities	0

Last, the students were asked to select their preference of teaching materials should be included for the developing materials. Table 9 shows that most of them wanted that the materials should contain video (87%), journal and online materials

(80%), texts (73%), and samples of work documents, such as cover letter, resume, CV, form, etc.

Table 9 Teaching Materials Preferences

Teaching materials	Percentage (%)
Textbook	73
Video	87
Journal and online materials	80
Example of form, cover letter, resume, etc	67
Other	0

Putting All Together

Based on the need analysis above, the researchers then tried to write a skill-based syllabus which was expected to meet the students' need. The syllabus was written for 16 meetings, in which two meetings will be used for middle and final tests. The skills taught are not only work-related skills, but also basic English and academic-related skills because some students, BP3TKI, and the head of the D3 nursing program suggested to include these skills too in the materials. They need to learn some academic-related skills, such as scientific writing and studying abroad because some students plan to continue their study overseas. Therefore, the list of skills taught in the classroom are sequenced in the six units, those are: 1) *Introduction to Advanced English*, 2) *Scientific Writing*, 3) *Presentation,* 4) *Working Abroad,* 5) *Job Interview,* 6) *Studying Abroad.* Each unit represents the result of need analysis as showed in Table 10.

Table 10 Matching between Result of Need Analysis and Unit of the Materials

Result of Need Analysis	Action	Unit					
		1	2	3	4	5	6
1. Speaking and Writing are two important skills for the nursing students	Speaking and writing skills should be included in every unit	√	√	√	√	√	√
2. Nurses need to learn basic English to deal	Basic English should be introduced in the first unit	√					

		1	2	3	4	5
	with daily language tasks, such as conversation	of the book				
3.	ESP should be the main focus of the materials	Most of materials in the book were related to nursing	√	√	√	√	√
4.	It is necessary to teach job preparation skills	Writing work-related language skills		√	√	√	
5.	The materials should provide relevant examples with the working context such as samples of job interview questions	The samples of job interview questions were given in form of videos and sample of cover letter or resume could be seen in the links		√	√	√	
6.	Writing and critical thinking were difficult to teach, but students need to master them	One unit focuses teaching students to learn scientific writing	√				
7.	Reading are important skills since students will frequently deal with texts	Reading will be provided in most of units	√	√	√	√	√
8.	The students need to learn about how to study abroad	One unit should focus on discussing how to study abroad					√

Besides, the activities in the classroom was also designed to meet the students' expectation they had uttered in the questionnaire. Therefore, most of the units of the book require students to practice the language through role-play, simulation, discussion, or games. The complete description of the materials, topics, and activities can be seen in the material mapping showed in Table 11.

Table 11 Material Mapping of the Developed Materials

Unit/ Meeting	Content	Method & Times	Outcome Indicators
Unit 1 / Meeting 1	*Introduction*	▪ Lecture (20') ▪ Introduction (30') ▪ Answer Quiz and Survey (50')	▪ The students can give fact about themselves ▪ The students can make WH Questions and Yes-No Questions and answer it correctly ▪ The students answer the quiz and survey
Unit 2 / Meeting 2	*Scientific Writing* / Ten Types of *Plagiarism*	▪ Lecture (20') ▪ Answer questions (30') ▪ Discussion (50')	▪ The students understand about plagiarism ▪ The students understand 10 types of plagiarism ▪ The students know how to avoid plagiarism
Unit 2 / Meeting 3	*Scientific Writing / Quotations, Paraphrases, and Summaries*	▪ Lecture (20') ▪ Practice (80')	▪ The students understand the difference between summarizing, paraphrasing and quoting. ▪ The students can summarize the text ▪ The student can paraphrase the text ▪ The students can make direct and indirect quotation
Unit 2 / Meeting 4	*Scientific Writing /*	▪ Lecture (20') ▪ Practice (80')	▪ The students can translate from Bahasa Indonesia into English

	Translation		▪ The students can translate from English into Bahasa Indonesia
Unit 2 / Meeting 5	*Scientific Writing / Common Mistake in Academic Writing*	▪ Lecture (20') ▪ Practice (80')	▪ The students can identify the mistakes in scientific writing and avoid it
Unit 3 / Meeting 6	*Presentation Outline*	• Lecture (20') • Practice (80')	▪ The students know and understand the phrases for presentation ▪ The students can use the phrases for their presentation
Unit 3 / Meeting 7	*Presentation Nursing Care Report*	• Lecture (20') • Practice (80')	▪ The students can use the phrases for presentation their nursing care report
Meeting 8	*Middle Test*	-	▪ The students make individual presentation video about nursing care report (maximum10 minutes)
Unit 4 / Meeting 9	*Working Abroad / Searching for information*	▪ Lecture (20') ▪ Group work (80')	▪ The students know how to find information about job vacancy. ▪ The students understand how to find key words in the job vacancy advertisement.

			▪ The students understand about their *personality traits*
Unit 4 / Meeting 10	*Working Abroad / Identifying structure of a cover letter*	▪ Lecture (20') ▪ Practice (50') ▪ Pair Discussion (30')	▪ The students can identify the structure of cover letter ▪ The students can identify the content of cover letter ▪ The students can write their cover letter ▪ The students can give fed back to their friends' cover letter
Unit 4 / Meeting 11	*Working Abroad / Writing a CV and resume*	▪ Lecture (20') ▪ Practice (50') ▪ Pair discussion (30')	▪ The students understand the difference between CV and resume ▪ The students can write their own CV and resume ▪ The students can give fed back to their friends' CV and resume
Unit 5 / Meeting 12	*Job Interview Preparation*	▪ Lecture (20') ▪ Group discussion (50') ▪ Presentation (30')	▪ The students know how to identify good attitude in job interview ▪ The students know the basic interview questions
Unit 5 / Meeting 13	*Job Interview Preparation*	▪ Lecture (20') ▪ Pair presentation (50') ▪ Group discussion	▪ The students can answer the basic interview questions

		(30')	
Unit 6 / Meeting 14	*Studying Abroad / Dealing with International Exams*	▪ Lecture (20') ▪ Presentation (80')	▪ The students understand the benefit of studying abroad ▪ The students know the kinds of International Exams (TOEFL PBT, iBT, TOEIC, IELTS) ▪ The students know the sections of TOEFL PBT
Unit 6 / Meeting 15	*Studying Abroad / TOEFL Test Prediction*	▪ *TOEFL Prediction test* (120')	▪ The students have the experience to answer TOEFL PBT
Meeting 16	Final Test	-	▪ The students make individual job interview in nursing field (maximum 10 minutes)

Table 11 shows us that the skill-based materials cover three skills, including basic English skills which aimed to prepare students to deal with daily tasks, work-related language skills such as nursing care report presentation, writing cover letter & resume, and job interview, and academic-related language skills such as scientific writing and international exam preparation. These three skills are expected to meet the students' need which were reflected in the need analysis.

Developing skill-based material must be based on nurses' duties in the real world. It can gain by gathering information of the students' needs and expectation so they can overcome their English language limitation (Latief, 2012). Speaking skill become very crucial to master, so the students can fulfill the requirement to work in international settings.

According to Wrigley (2014), there are dual needs as English instruction and occupational skills training. This includes oral and written communication in English, not to mention how the students can also master soft skills, such as: problem solving and decision-making. Contextual program which emphasizing on skill-based materials can fill in the gap between the nurse ability to speak English and the demand of professional nurse.

Day (2010) stated that there are many benefit of work-related learning, such as: for the students, they can be involved in realistic project. For the staff or teacher, they can improve their knowledge about 'the world of work'. Finally, for the employers, it can enable the employers to gain better understanding of the real skills of the students' English knowledge. There are two different relationships between work and learning, namely: 'learning through work' and 'learning at work' for people who want to learn more about their job. The other one is "learning for work' when the students learn everything through theories about the work for their future jobs. The second one is the one that we mean in this paper which focuses on preparing the students to face possible situations in the real workplace.

CONCLUSIONS AND SUGGESTIONS

Based on the result of need analysis, it was found that the students need to have at least three language skills to be ready to compete in the international level, those are basic English, work-related language skills, and academic-related language skill. The basic English skill is still need to be introduced since the students need to have social interaction. Then, the worked-related language skills, such as giving nursing care report presentation, writing cover letter, and doing a job interview are also necessary since they goal of D3 nursing program is to prepare the students to have international career and that also their reason to choose this program. Last, the students have to learn academic-related language skills, for example scientific writing and international exams preparation because some of them one to continue their study abroad.

Designing skill based materials will help the students to learn skills which they are actually need for their future career or study. Therefore, teachers are expected to conduct a need analysis prior to the lesson planning so the instructions

will be more motivational since it is designed on the basis of the learners' need and more meaningful because it will be useful when they work. Other researchers can conduct further investigation on the same topic by enlarging the samples of need analysis. A research and development also can be conducted so the result of need analysis can be used for writing a skill-based teaching materials.

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