

# A NEED ANALYSIS STUDY OF ENGLISH FOR MEDICAL STUDENT IN UNIVERSITAS BATAM

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## Abstract

*Language is an enormous and highly complex phenomenon, and that it is impossible for any individual to learn even his own language completely. (Chris Wright,1992). Since then, there was a high demand on teaching language research to discover what the best teaching way to provide a successful learning for people around the world. However, the teaching of English nowadays did not fulfill the significant needs of participant career, which mostly only talks about the structure of General English itself. The reality is that most workers need to learn English to communicate and use it during his or her job not master the structure of that language. One types of the job that needs to learn ESP is the medical workers or in this research, a Doctor. Clear communication is essential to the success of any relationship, especially the one that exists between a doctor and his or her patient. Many barriers can impede communication between a doctor and a patient. Therefore, we conducted this research to design an ESP course for medical students that will help the future doctor to master many communication skills during their job and overcome many communication issues with their patient.*

**Keywords:** Doctor, Medical, Patient.

## Background

In many universities, students are taught GE ( General English ) to improve English competence involving a range of skills without considering student background, goals, interest, a career in the future and also their needs in language education. With these problems, English course may not be enough for certain major. Hutchinson & Waters (1987, p.19) define ESP (English for Specific Purposes) as an approach to language teaching in which all decisions as to content and method are based on the learners' reason in learning. Robinson (1991, p.1) 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. Richards & Rodger (2001, p.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 shake. As Bracaj (2014) explained that students learn English for a specific purpose, represented by studying subject matter, to gain and develop appropriate knowledge and skills through English. The more detail definition of ESP comes from Strevens (1998) who defined ESP as a particular case of general category of special purpose language teaching. He further revealed that the definition of ESP is needed to distinguish between four absolute and two variable characteristics. The four absolute characteristics of ESP consist of English language teaching, they are:

1. design to meet specific needs of the learners

2. related to content (i.e. in its themes and topics) to particular disciplines, occupations, and activities
3. centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc and analysis of this discourse, and
4. differentiated to General English.

While the two variable characteristics are ESP may be, but is not necessarily:

1. restricted as to the language skills to be learned (e.g. reading only)
2. not taught according to any pre-ordained methodology.

(Strevens, 1998, p-1-2)

English for specific purposes (ESP) teaching conducted to equip learners with a certain English proficiency level for a situation where the language is going to be used, termed target needs. Since it provides instructional objectives, materials and methods developed on the basis of learners' needs and potential of interests, from the early 1960s, ESP has grown to become one of the most prominent areas of English foreign language. ESP is not only applied for adults of English language learners who have mastered basic level of English proficiency or those with specific purposes of learning English, but also is adopted for English language learners learning general English. ESP has a big influence on several subject or branches of teaching nowadays and it also design with suitable courses for different types of groups of learners in accordance their needs. ESP use in particular teaching circumstance Especially for EMP ( English for Medical Purposes ). The term EMP ( English for Medical Purposes ) refers to the teaching for doctors, nurses, and other personnel in the medical profession. EMP is design to meet the specific English language needs of the medical learner that focus on themes and topics specific to the medical field, restrict range of skills which may be required by the medical learner. English for Medical Purposes can be further divided into other categories. Firstly, English for doctors, English for nurses, English for healthcare

assistants, and so on. Each medical area has its own unique vocabulary which sometimes leads to the discussion of whether EMP courses need to be heavily content-based relevant vocabulary and technology.

The present study aims to identify the appropriate, applicable, and available target language for Medical students. Without organizing need analysis and just relying on Medical English coursebook, teacher may tend to neglect student's needs. Setiawati (2016) Need analysis is needed to give the outcomes for academic students and target career for their future. Accordingly, a research aims to find out the needs of English for Medical Student first year who attend to the English course at the Faculty of Medicine at Karadeniz Technical University conducted by Kayaoglu & Akbas (2016:70). By collecting data through a questionnaire to 169 students with 47 structured items, the research indicates that student priority purposes in English are able to interact with intra-professional speaker in conferences or medical discourse communities and it is followed by writing, listening and reading skills. In addition, to design a course process for EMP (English for Medical Purposes) the teacher obliged to know what the learner need in order to function effectively in the target situation (West,2003). For Hutchinson and Waters (1987:7) the analysis of target situation needs is "in essence a matter of asking questions about the target situation and the attitudes towards that situation of various participants in the learning process". Learning needs analysis will tell us "what the learner needs to do in order to learn" (ibid: 54). Present situation analysis may be posited as a complement to target situation analysis (Robinson, 1991; Jordan, 1997). In this approach the sources of information are the students themselves, the teaching establishment, and the user-institution, e.g. place of work (Jordan, 1997). The PSA can be carried out by means of established placement tests. However, the background

information, e.g. years of learning English, level of education, etc. about learners can provide us with enough information about their present abilities which can thus be predicted to some extent.

## **Research Methods**

### ***Purpose of the study***

The present study aims to investigate academic English language needs of medical students who are attending English course at the Faculty of Medicine at Universitas Batam.

### ***Data Collection Instrument***

This part tackles the methods used in collecting the data for the research. The survey consisted of 30 multiple-choice questions that the respondents had to answer with Questionnaire. According to Koshy (2005), using questionnaire at the start of a study provides the researcher with basic information about the subject and the participants. The aim was to conduct the survey with medical student of Universitas Batam in Batam Centre. Student was defined as a person who had learned English for Medical Purposes from Universitas Batam. The latest version of structured questionnaire covers two different theory varied number of items as follows; on medical students obstacles of learning English (7 items), medical students ability of learning English (9 items), and medical students wish to learn (13 items), and one other theory by interviewing expert opinion.

The other instrument used in collecting data in this study was the structured interview and semi-structured interview where the researcher already prepare the questions that they want to ask to expert participants e.g the doctor who had experience with foreign patient and ESP Lecturer. According to Robson (2002) and Saunders, Lewis and Thornhill (2003) semi-structured interview is composed of predetermined questions but the interviewer can modify their order according to his understanding of what seems to be appropriate.

### ***Data Collection Procedure***

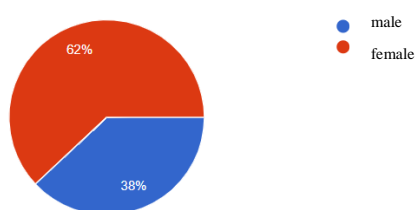
In order to collect the data at the faculty, the researcher asked permission from ESP Lecture at Universitas Batam. She has worked there since 2017. The way we gathered the data from her is by interviewing her about ESP at the ULC office. The second one is from the medical students at Batam University with the help of medical student chairman to distribute questionnaire. Following this permission, the structured questionnaire was administered to 50 medical faculty student who were volunteer to fill up this research. It was conducted in online form and lasted approximately 15 minutes. The next one is from an Indonesian Doctor who has some experiences with were from the foreign patient who had some experience going to the hospital. The last one was from a world nutrition foreign patient. We gathered the data by interviewing him. The next data Journal research by Saptawati Bardosono, MSc, from Department of Nutrition, Faculty of Medicine Universitas Indonesia, Pittara Pansawira, from Indonesian Nutrition Association, and Mia Puspita Ratih, from Indonesian Nutrition Association. The research team collected the data according to the materials of need analysis, present situation analysis, learning analysis, and target situation analysis.

## **Finding & Discussion**

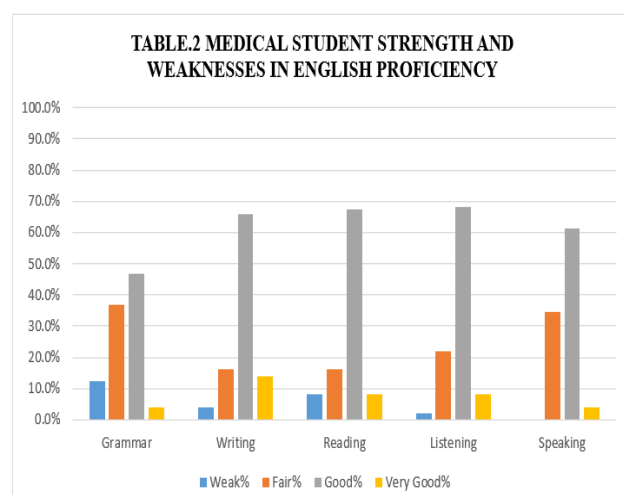
One of the main objective of this study is to find out the needs of medical students at UNIBA by applying the appropriate, applicable, and available target language methods. In this section, the related findings are discussed in relation with different parts of the questionnaire which are presented in tables. The first table presents the medical student obstacles learning language in different skills.

Table.1 Personal Information and English Proficiency			
Questions	Options	Frequency	Percentage
How old are you ?	17-20	25	50%
	21-25	22	44%
	More than 25	3	6%
Do you study English previously ?	Yes	50	100%
	No	0	0%
Do you interest to learn English more ?	Yes	46	93.90%
	No	3	6.10%

Gender

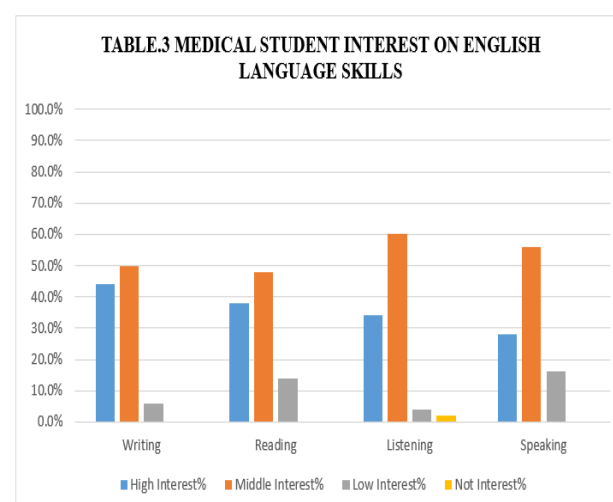


As described in the table.1, the category of medical record students age is classified into 3 groups and the dominant percentage of students ages in on the group of 17-20. 62% of participants are female and 38% of participants are male and most of them interest to learn English more since the participant could give a career opportunities and contribution through medical research.



In the second part of questionnaire, The highest percentage (12,2%) of medical students weaknesses is in the grammar skill.

Whereas the highest percentage of students strength is called as “Very Good” is in writing skills (14%). In “Listening” skill most of students also have high presentage strength as well as the ability of reading and writing. The finding indicate that medical students need improvements in the clarity and flow of all the participants grammar, regardless of the circumstances in which the participant need to use it for medical genres.



The table shows the description of students interest in English skills. Most of them are very attracted in learning ESP in writing activities.

### The Result from Interview

The last need analysis that we use is target situation analysis. It’s what the learners are expected to be like at the end of the course. In other words, it’s the abilities that the students will gain after finishing the class. It’s like learning outcomes. Based on the data that we got from the doctor and foreign patient, we can conclude some skills that those students have to achieve.

The first one would be how to greet the patient. It is a simple thing but means big to the patient. The second one is how to approach (asking about their symptoms) the patient, the students need to giving a good instruction and asking for permission, explains the symptoms, give

encouragement and help the patient expressing their symptoms.

Moreover, based on the journal about world nutrition, everyone, including physicians/doctors knows how to communicate. Communication skill involves how we apply a systematic cycle of sending message, receiving and interpreting it before we give a feedback. However, people only perceived communication as practicing sending the message. And, when receiving a message the feedback-step is the most often neglected. Actually, the feedback-step is the most critical part in which it closes the communication cycle and confirms the understanding of the message. There are several reasons for doctors to sharpen their effective communication skills which include:

1. Ability to successfully interact with a "difficult" patient
2. Clearly presenting diagnosis and/or treatment options
3. Enhancing patient's compliance with medications or treatments
4. Gaining a clear understanding of patient needs or medical issues
5. Influencing a patient to adopt healthy living or lifestyle changes.

### **Acknowledgement**

This observation was supported by a doctor, foreigner patient, ESP Lecture of Medical Faculty in University of Batam, and students of Medical faculty in University of Batam. We thank our lecture, Miss Leil who provided insight and expertise that greatly assisted the research, although some weaknesses still found in this paper. We thank to the team members for assistance with this observation project for comments and ideas that greatly improved the manuscript. Hopefully, this paper would useful for readers, also the author themselves.

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### **Conclusion**

The data resulted from the structured of questionnaire that was administered to 50 volunteer medical study students and interview expert participants have explained some issue which need to be consider to focus on major language skills and give priory to grammar skills. As the major language skills, speaking is the most crucial skill that need to improve and it is followed by the writing, reading and listening. The most important sub-skills are speaking to a public on medical issues, discussing on medical issues in conferences, speaking for conversational English. In addition to this, writing research, article, project. Reading medical book and also listening the medical audio & video sources that could support student career in the future.

In conclusion, this finding of study need a certain focus to design an applicable, appropriate and available course on ESP (English for Specific Purposes) on the target dicipline EMP (English for Medical Purposes). Despite the truth, the student could participate to organize ESP material or content to improve their English lesson.

There are several critical aspects to identify ESP material for certain fields. They include need analysis, present situation analysis, learning analysis, target analysis and interviews to provide the material course needs. To emphasized, the teacher could use the other material besides textbooks as long as the content match to students needs. This require study also impact to students performance regarding to their desire to learning English.