

NURSING STUDENTS' ALUMNI NEEDS IN STUDYING ENGLISH AT SMK KESEHATAN DHARMA ANANDA BUNGO

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ABSTRACT

SMK Kesehatan Dharma Ananda is the only health vocational school in Bungo Regency. It has two majors, namely Pharmacy major and nursing major. Learning English at Vocational High School uses the same curriculum as Senior High School, namely K13. The English Materials they learned were general English, for example learning about general vocabulary; the topic not specific to their major; and others. The purpose of this research was to investigate the needs of nursing students alumni at SMK Kesehatan Dharma Ananda Bungo Regency in learning English. This study used a descriptive method with a qualitative approach. A questionnaire and interview were conducted to gather the data. 15 Alumni students of nursing at SMK Kesehatan Dharma Ananda Bungo participated in this research. 6 out of 15 students were also interviewed to clarify needs. The findings of this research showed that the nursing students at SMK Kesehatan Dharma Ananda Bungo needed English material according to their major. Their needs in learning English are to read, write, speak, and listen in English well in the field of nursing. The results of the research showed that the needs of the nursing students alumni at SMK Kesehatan Dharma Ananda Bungo is learning materials related for nursing students but unfortunately, the students are still provided with general English learning materials.

Keywords: *Needs, Nursing Students, ESP, Vocational High School, Learning English*

INTRODUCTION

Vocational High School is one of the levels of secondary education with the specialty of preparing graduates to be ready to work. In line with the National Education System Law, vocational education in Indonesia consists of two types, namely Vocational and professional education. State Law of Republic of Indonesia No. 20 of 2003 article 18 explained Vocational education is secondary education that prepares students primarily to work in certain fields. Vocational education is education that prepares students to have jobs with certain applied skills to the maximum equivalent of a bachelor's program.

The 2013 curriculum, in accordance with the minister of education regulation, No. 70 of 2013, states that senior high schools and vocational high schools are basically the same, so the curriculum structure in senior high schools is almost the same as vocational high schools. In accordance with the 2013 curriculum, English language subjects for senior high schools and vocational high schools are general English. Learning English at Vocational High School uses the same curriculum as Senior High School, namely K13. In

Learning English, students' needs is the first step that must be done by the curriculum or course planners to determine students' skills, competencies, knowledge, needs, and goals in learning.

According to Richards (2001), learners' needs in English for Specific Purposes (ESP) are described in terms of performance, that is, in terms of what the learner will be able to do with the language at the end of a course of study. In an educational program, a learners' need analysis helps students identify where they are in terms of their knowledge, skills, and competencies versus where they wish to be and their learning goals. So, Vocational High School is categorized as English for specific purposes because the purpose of learning English is specific, according to their majors. In Government Regulation No.29 of 1990 on secondary education article 1, paragraph 3 states that vocational education promotes the development of students' ability to have special skills.

Need analysis is the first step in designing English for specific purpose programs, such as materials and the topic. Nursing students, for example, special English lessons, specific the topic, material about medical equipment, medicines, and vocabulary related to nursing in English and know the meaning of all words to understand the content of the material and increase knowledge. Therefore, needs analysis helps develop material that fits the students' needs and fields of study.

SMK Kesehatan Dharma Ananda is the only health school in Bungo Regency. This school received an operational permit in 2015. It has two majors, namely pharmacy major and nursing major, which refers to the development of the National Education. After they graduate from Vocational High School, English is very important as a means of communication with foreigners: seeking knowledge about nursing resources such as medicines, how to use infusions, and medical equipment that usually use English, in addition to the world of work if someone has English language skills then it will be an added value for prospective applicants for hospital work. The researcher would like to know whether the needs of nursing students alumni in learning English. Therefore, the researcher thinks it is worthwhile to conduct research about nursing students' Alumni needs in studying English at SMK Kesehatan Dharma Ananda Bungo

REVIEW OF RELATED LITERATURE

This chapter presents the related literature and studies from many sources. The relevant theories aimed to gain more understanding about the topic of the research. Theoretical framework terms are defined conceptually and operationally to clarity. In this chapter, the topics discussed are ESP, need analysis, learning English at vocational high school, learning materials at vocational high school, and several review of related previous studies related to the research topic.

ESP

English for Specific Purposes refers to teaching English to Specific learners who studying for certain workplaces. It provides teaching English that relates to learners' need in their workplace. Tomlinson (2003) states that, English for Specific Purposes is an umbrella term that conveys the teaching of English to students who are learning the language for a particular work or study- related reason. Moreover, English for Specific Purposes is more emphasized to students who learn a specific skill in their study and gives significant contribution in learning English toward students who learn in a specific skill. It is also supported by Hutchinson and Waters (1987) English for Specific Purposes is an approach based on learners' needs or it is not a product language. English for Specific is not also methodology in teaching English. It means that English for Specific Purposes refers to away to teach English skills more closely with their field study.

Learning English in vocational schools is categorized as English for Specific Purposes (ESP), and the purpose of learning English depends on the department/ student's major. Hutchinson & Waters (1987) distinguish between "General English" and "ESP." ESP is implemented by adapting to the needs of students. Teaching and learning activities are usually focused on student learning as a primary consideration. In other words, teaching ESP implements a student-centered approach. The needs of students are defined in terms of why they want to learn English and the kind of English that they will use or be beneficial to their future.

The student needs will differ from one context to another. Furthermore, Hutchinson and waters (1987) define ESP as an "approach to language learning, here the decisions are based on the reasons of students to learn. "This means that the teaching ESP, once again, has to think about the needs of students in learning English.

Needs Analysis

Need analysis is an important component and often the first step for the planning, implementation and evaluating of extension programs. By identifying their needs, outcomes and activities can be tailored to suit. Invaluable process in an experiential learning program to assist in the planning and review phases.

- Review: a formal assessment or examination of something with the possibility or intention of instituting change if necessary
- Act: take action, do something
- Plan: an intention or decision about what one is going to do
- Generalize: about forming general ideas or conclusions from an event, thing, and so on.

Needs analysis focused on the aims and content of a course (Nation and Macalister, 2010). It makes sure that the learners get the material based on their needs. Need analysis identifies and evaluates students' needs, requests, wants and necessities. Need analysis as an

aspect in English for specific purposes has the

purpose of analyzing students' needs. Hutchinson & Waters (1987) defined needs analysis as target needs and learning needs. Based on Songhori (2008,p.19), in this process, the language and skills that the learners will use their target professional or vocational workplace on their study areas are identified and considered in relation to present state of knowledge of the learners, their perceptions of their needs and the partial possibilities and constraints of the teaching context. It means that needs analysis in English for Specific Purposes only focused on the analysis of students' needs. Therefore, the analysis provided will improve and support achieving their workplace needs.

Needs refer to things necessary or useful for the fulfillment of learning objectives, Hutchinson and Waters (1987) classify the language students' needs into two: learning needs and target needs. The first refers to what students need to do to learn, and the last refers to what students need to do in the target situation. Analysis of target needs determines the English language skills and linguistic knowledge needed to communicate effectively in real world settings that are determined by checking:

1. Necessities: demands of English in the target situation- in what situations and communicative activities English is needed;
2. Lacks: difficulties in using English- what aspects constrain the students in using English; and
3. Wants: what are actually needed- what kinds of learning activities do the students feel they need in English courses?

Many experts defined need analysis into different ideas, such as Basturkmen (2010) explore that needs and there should be concerned with the establishment of communicative needs and their realizations, resulting from an analysis of the communication in the target situation – what I will refer to as target situation analysis; Nunan (1998) stated that need analysis is a technique and procedure for collecting information used in syllabus design is referred to as need analysis.

According to Bastrukmen (2010), needs analysis is to identify specific languages and skills needed by language learning groups. Richard (2010) says that the procedure used to gather information about student needs is known as Need Analysis. One type of needs analysis is student's analysis, Nunan (2006) stated that learner analysis is based on information about the students. This information can be used by the teacher in making the syllabus, and the methodology, so that they are better suited to the characteristics of the students. Furthermore, analysis of student learning needs requires that teacher can better understand students' interests and begin to process of learning design with information obtained from students, so that student needs can be met (Hutchinson & Waters, 1987).

Learning English at Vocational High School

Learning is a process of work done by a person to obtain a new change as a result of his own experience in the interaction with the environment. Learning English in vocational schools is categorized as English for Specific Purposes (ESP), and the purpose of learning English in depends on the department/student major. According to Michael Ritcher (2000) "Learning English is the activities of educating or instructing; activities that impart knowledge or skill". Vocational high school is education that prioritizes the development of students' ability to carry out certain types of work. Vocational secondary education

prioritizes preparing students to enter employment and develop professional attitudes. In accordance with its form, vocational high schools hold educational programs tailored to the types of employment (Government Regulation Number 29 of 1990).

As we know, the purpose of vocational high school is to make students ready to work when they graduated, like motto “*siap kerja, cerdas, dan kompetitif*” (Mendiknas, 2009). It means that students will be ready to work, smart, and competitive. According to Evans in Muliaty (2007), vocational education is part of an education system that prepares a person to be better able to work in a work group or one occupational field than other occupational fields. With the understanding that each field of study is vocational education as long as the field of study is studied more deeply and the depth is intended as a provision to enter the world of work.

Learning Materials at Vocational High school

Since learning materials are parts of important aspects that influence the success of foreign language teaching and learning, it is crucial to see the nature of language teaching and learning as the starting point to develop the learning material. According to Skinner (1984: 4-6), he stated that the teacher’s function in the classroom could be described under three broad categories: (1) selecting and organizing materials (the teacher has to select and organize the material to be learned); (2) Guiding and directing learning; and (3) Evaluation to know how well he has done as a teacher and how well his students have learned.

Tomlinson (1998) suggests that learning materials should give learners experiences to interact with authentic use of English through spoken and written tests. Teachers can use a material that is familiar with students’ life. It means that the material should be related to students’ interests and students’ needs.

As we know that learning materials in vocational high school is the same as the material studied at high school level. This is far from what vocational students expect. English learning material for vocational students should be different from English material in senior high school. After graduating their vocational students are ready to work as determined by the government about vocational schools and this is certainly far different from high school because of the materials they learn it is common, after they graduate they will continue their education to college. This is the point where the students cannot learn English according to their vocational level. Thus it can be said that the English language skills they learn will not be useful for the reason that they are not in agreement with student preferences.

RESEARCH METHODS

The previous chapter has elaborated on the theories relevant to the present research. This chapter focused on the methodological aspects of this research. The research design, research participant, research site and access, techniques of data collection are covered in this chapter.

Research Design

In this study, the researcher focused on Nursing Students’ Alumni Needs in Studying English at SMK Kesehatan Dharma Ananda Bungo. This study used a descriptive method with qualitative approach. Johnson and Christensen (2004) stated that descriptive qualitative research is a research that relies primarily on the collection of qualitative data (non-numerical

data such as words and pictures). The goal of descriptive qualitative research is to describe the variables that exist, attitude which is held and teaching learning process that is ongoing. So, descriptive qualitative research is a research which is designed to describe things, and interprets condition, opinion that are held, that are found during conducting the research. Hence, the results of this study report descriptively as a suggestion to English teachers of SMK Kesehatan Dharma Ananda Bungo in designing the material like the topic and mapping competency as specific for the nursing students.

Research Participants

The researcher collects participants by asking for the contact of alumni students from the school. Then the researcher contacted the alumni and asked about their willingness to fill out a questionnaire. The participants of this research were nursing student alumni of SMK Kesehatan Dharma Ananda Bungo. There are consists about 15 Students as participants to answer the questionnaire. And then to answer the interview, the researcher chose 6 students who were willing to be interviewed. With criteria who were continuing their education, working in clinics and in hospitals.

Techniques of Data Collection

The researcher got the data from questionnaire and interview. The researcher focused on alumni of Nursing Students' Needs in Studying English at SMK Kesehatan Dharma Ananda Bungo. The tools of data collection that were used in this research are as follows:

Questionnaire

According to Sugiyono (2010), questionnaire is the technique of collecting the data by giving some of the question or statement to the respondent. To collect data, this research involved several steps. First, the researcher asked permission from the head of Vocational School to collect data, second the researcher asked permission of alumni students who work in the clinic, in the hospital, and who are continuing their education to answer the questionnaire given by the researcher, finally, researchers collected questionnaires that have been given to alumni students to find out what students need to learn English in SMK Kesehatan Dharma Ananda Bungo, especially in nursing students. The category of this questionnaire was an open-ended questionnaire; this questionnaire used Indonesian language in order to make it easy to answer each item contained in the questionnaire.

Interview

Interview was conducted to identify students' responses to the questionnaire. In this interview used Indonesian language in order to facilitate the students to answer the interview. The researcher took 5 or 6 students who were willing to be interviewed based on several criteria such as students who work in the clinic, in the hospital, and students who are continuing their education. The interview was delivered in a semi-structured way, because it aims to explore all information that might appear during the interview, and the interview will be recorded.

FINDING AND DISCUSSION

These findings present the results of this study and analysis of data collected through questionnaires and interviews. Questionnaires related to students' needs in learning English were answered by 15 nursing student alumni, related interviews about the relevance of the material in textbooks used for nursing students, to obtain interview data, researchers chose 6

alumni students who were ready to be interviewed.

Questionnaire Students' Needs Learning Skills of English

This section aims to find out information about students' needs for learning English. Participants here are alumni of nursing students at SMK Kesehatan Dharma Ananda Bungo, which illustrates the learning needs of nursing students in learning English at SMK Kesehatan Dharma Ananda Bungo; after the questionnaire was completed, the researcher strengthened the results of this questionnaire using interviews. Data on the needs of students learning English is presented in the form of words.

Discussion

This part was aimed to find out the information about the students' needs learning skills of English. Actually, students in SMK must be taught with materials that are appropriate to the needs of students so that these skills will support their careers when they go straight to work. With in this research, there are needs analysis points that want to be analyzed related to the question "What is the English needed by nursing student alumni at SMK Kesehatan Dharma Ananda Bungo Regency?" in this process the language and skills that the learners will use their target professional or vocational workplace on their study areas are identified and considered in relation to present state of knowledge of the learners, their perceptions of their needs and the partial possibilities and constraints of the teaching context. It means that needs analysis in English for Specific Purposes only focused on analysis of students' need. Therefore, the analysis provided will improve and support to achieve their needs in the workplace.

SMK Kesehatan Dharma Ananda Bungo was chosen because the researcher is domiciled in Bungo and is also the only SMK kesehatan in Bungo. Here alumni of SMK Kesehatan Dharma Ananda Bungo were chosen as participants because some alumni students have continued their studies, and some are already working, and at least they know what they need in learning English after continuing their studies, and working. So do this research to get accurate findings.

According to the results of the questionnaire, most alumni of nursing students stated that their need to learn English as a student majoring in nursing was English skills related to their major. Thus, they do not need to learn all things that are too general, and they do not even need it because they learn better when they can see the reasons why they attend the study program and find relevance between their learning needs and the content of the study they must learn. In this case, the researcher can conclude that the needs of nursing students alumni at SMK Kesehatan Dharma Ananda Bungo Regency are specific English teaching and learning materials, English language exercises, and writings related to their study program, namely nursing.

CONCLUSION AND SUGGESTION

The researcher can conclude that the nursing students alumni at SMK Kesehatan Dharma Ananda Bungo in learning English, which is the material that is in accordance with their major as nursing students. Their needs in learning English can read, write, speak, and listen in English well in the subject area of nursing but unfortunately, their English learning materials are not related to the nursing study program. It means that they are still provided with general English learning materials. The students need to learn English in accordance with their major because when they work, they will implement English language learning that they have learned and got previously in the world of work.

Suggestion

English teacher at SMK Kesehatan Dharma Ananda Bungo Regency, especially nursing majors, must provide their students with related English material in accordance with their majors as learning material. The teacher must know whether the English material provided for students is related to their study program and whether related to the students' needs in learning English or not.

The students are expected to learn English that is related to their needs, especially their major. So that it can help students increase their motivation in learning English to achieve their learning goals. Future researchers are expected to conduct future research related to the topic with various analyzes and various ideas such as conducting development research to continue existing research and can be used to make the materials that fit the students' needs.

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