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THE ASSOCIATION FOR THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE IN INDONESIA &  
ENGLISH LANGUAGE EDUCATION DEPARTMENT - UNIVERSITY OF PGRI ADI BUANA SURABAYA



International  
Conference  
2016

**8 - 10**  
**September 2016**

University of PGRI Adi Buana Surabaya  
Indonesia

# PROCEEDINGS

“Creativity and Innovation in  
Language Materials Development and  
Language Teaching Methodology  
in Asia and Beyond”

BOOK 3



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# A NEED ANALYSIS OF MIDWIFERY STUDENTS IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

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## ABSTRACT

*The Asean Economic Community (AEC) which is initiated by Ten ASEAN countries allows people to do free trading, working, studying and moving across the region. This condition requires people to use English more in every aspect of life. This paper attempts to analyze the needs of second year midwifery students in learning English. The data were gathered from questionnaire and sample of students' work. The results were used to find out the students' necessities, lacks and wants. The result of questionnaires and sample of students' works discovered that the students want to learn English which is associated with daily life. However they still have a lack of using proper grammar and word selection. Thus, the midwifery students need to acquire four skills altogether to improve their ability in using the language. The language skills cover oral communication, giving response to the conversation, understanding English literature and preparing written text. It is suggested for lecturers to provide authentic materials as teaching resources which correlate to the compulsory subjects that they take in Midwifery Department.*

**Keywords:** *Need Analysis, English, Midwifery Students, AEC*

## INTRODUCTION

Asean Economic Community (AEC) which is initiated by ten countries in South East Asia strengthens the role of English as the language of communication in all aspects of life. The activities done by people in Asean enhance the frequency of English usage. English is no longer becoming a school subject. However it should be acquired for a successful communication. Considering to the necessity of English acquisition, we should set up how English should be taught. The teaching of English for specific purposes is the exact path to improve the acquisition of English language that is appropriate to the specific fields. Richards and Smith (2010) in Saragih, E (2014:60) defines ESP is instruction in a language course which meet the specific needs of an exact group of learners. There are some practical concerns that initiate language course becomes more relevant for language learners. Richard J.C (2001:28) elaborates the concerns are as follows: First, the need to prepare growing numbers of non-English background students to study at American and British universities from the 1950s. Second, the need to prepare materials to teach students who had already mastered general English, but now needed English for use in employment such as non-English background doctors, nurses, engineers, and scientists. Third, the need of materials for people who need English for business purposes. Fourth, the need to teach immigrants the language needed to deal with job situations. In obtaining the exact needs of language learners, need analysis is conducted.

Need analysis was conducted along with the movement of English for Specific Purposes. Robinson (1991) in Miyake and Tremarco (2005) explains that need analysis aims to specify in detail what students have to do in English learning. Graves, K (2005) in Chen et al (2016:1) elaborate that the need analysis is able to help learners determine "what they know, what they can do and what they need to learn. He adds that need analysis is important for designing ESP courses. According to the previous elaboration, it is necessary for ESP teachers to conduct need analysis for determining the needs and designing the course. The result of need analysis can be varied along with the result of demands and purposes in English learning.

This article attempts to find out the needs of midwifery students in learning English. The study is conducted to second year students of midwifery department, Muhammadiyah University of Surabaya in academic year 2015-2016.

## LITERATURE REVIEW

### Need Analysis

Need analysis examines what the learners are already known and what they need to know. Hutchinson and Waters (1987) in Nation and Macalister (2010:24) divides needs into target and learning needs. Target needs are defined as the learners need to do in the target situation. Nation and Macalister (2010:24) state that the target needs are divided into necessities, lacks and wants. Necessities elaborate what is necessary in the learners' use of language. Lacks explain about the learners' lack. Want describes the learners wish to learn. Meanwhile the learning needs explain about what the learner needs to do in order to learn.

*Figure 1 Target Needs*



Need analysis in language teaching has several purposes. Richards, J.C (2001:52) elaborates the purposes as follows; first, find out what language skills a learner needs in order to perform a particular role. Second, determine if an existing course adequately addresses the needs of potential students. Third, identify a gap between what students are able to do and what they need to be able to do. Fourth, collect information about a particular problem learners are experiencing.

### English for Specific Purpose

The need of English for Specific Purpose (ESP) is increased along with the rapid progress in business, trading and education. Bloor and Bloor (1986) in Basturkmen (2006:17) explain that the teaching of specific various English can begin from any level comprising beginner up to advance. The learning of specific various English is exceedingly effective for the learners in acquiring the structure, terms and meaning in the area of their professional environment.

Hutchinson and Waters (1987) in Imtiaz and Sarwar (2014:291) define ESP as an approach in language learning which the content and methods are adjusted based on the particular needs of the language learners. Imtiaz and Sarwar (2014:292) assert that ESP is an important branch of English as a Foreign/Second Language (EFL/ESL) and it has various branches such as English for academic Purposes and so on. In designing an ESP course, Hutchinson and Waters (1987) in Imtiaz and Sarwar (2014:292) state that need analysis is required to conduct for setting up the specific reasons in the language learning.

Based on the theory above, the teaching of English for Specific Purposes need to be provided by adjusted materials and teaching methods in order to meet the necessity of language learning in the particular fields.

## RESEARCH QUESTION

What are the needs of second year midwifery students of Muhammadiyah University of Surabaya in the academic year 2015-2016 in learning English?

## RESEARCH METHOD

The research design used descriptive qualitative method to explore and find out the needs of midwifery students of Muhammadiyah University of Surabaya in learning English.

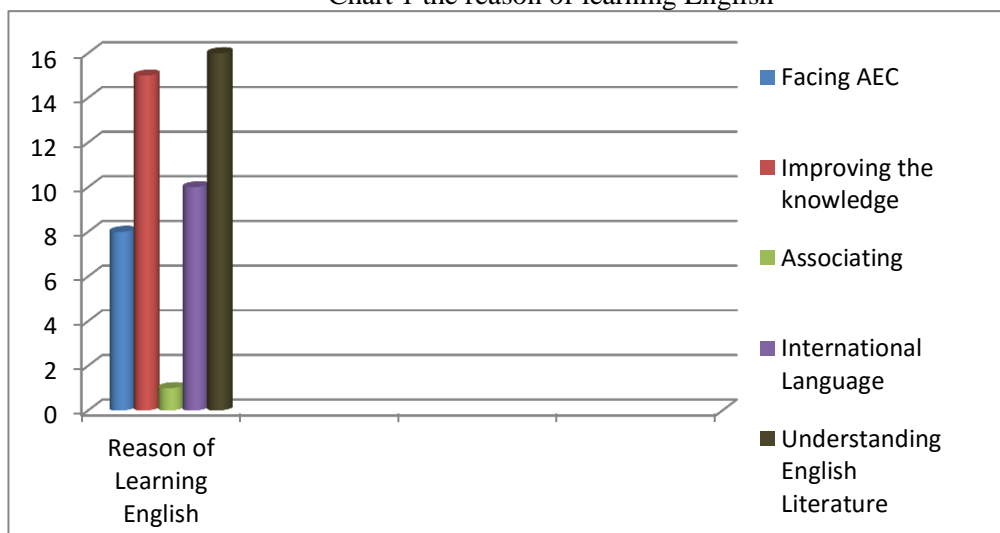
50 second year students of Midwifery Department in academic year 2015/2016 became the participants in this study. The instruments used to collect the data were questionnaire and sample of students' work. The questionnaire consisted of seven questions. The aim was finding out the information from the students related to the needs of English learning. Meanwhile, the samples of students' works were the conversation script and role play activity. The purpose was identifying the lacks of students' ability in using English and the necessities to improve English language learning.

## FINDING AND DISCUSSION

### Result of Questionnaire

#### 1. Why are you learning English?

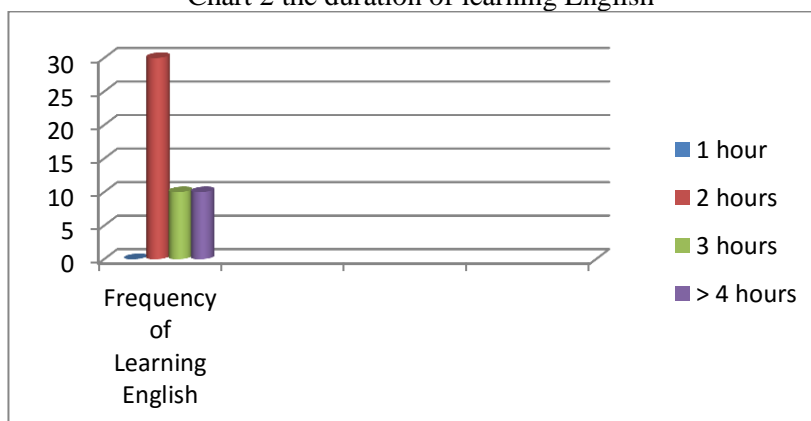
Chart 1 the reason of learning English



According to the result, nearly 32% students said that they learn English in order to understand English literatures since they need to read handbooks are written in English. 30% students learn English to improve the knowledge. Meanwhile 20% students need to learn English because it is an international language that should be mastered. Next, 16% students convey their reason of learning English because of facing Asean Economic Community. Lastly, 2% students express their reason is for associating.

#### 2. How many hours in a week do you study English?

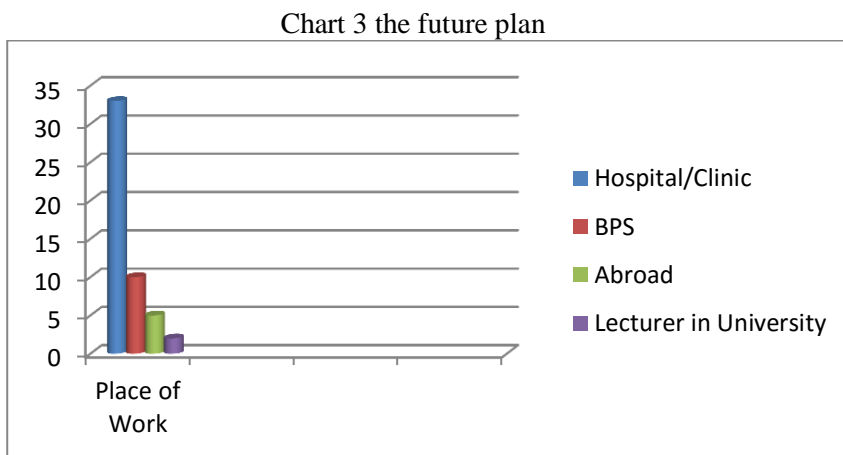
Chart 2 the duration of learning English



60% students study English 2 hours in a week on the schedule of English lesson. Meanwhile, 20% students study English 3 hours in a week. They add one more hour to practice English at home. Lastly, 20% students maintain their study more than 4 hours a week. Beside practice English at home, they also join English course.

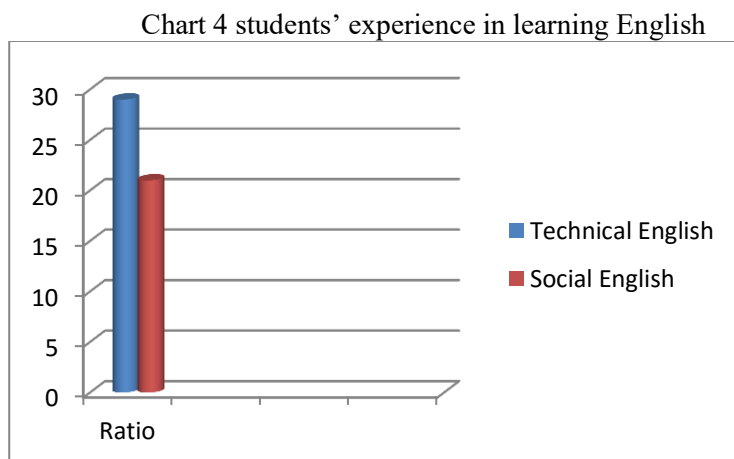


3. After your study is completed, where do you think you will work?



The result shows that most 66% students plan to work in hospitals and Clinics. In the meantime, the other 20% students choose to have private childbirth clinics. Next, 10% students want to work abroad. Asean Economic Community inspires them to work in other countries. Last but not least, 4% students want to be lecturers in University.

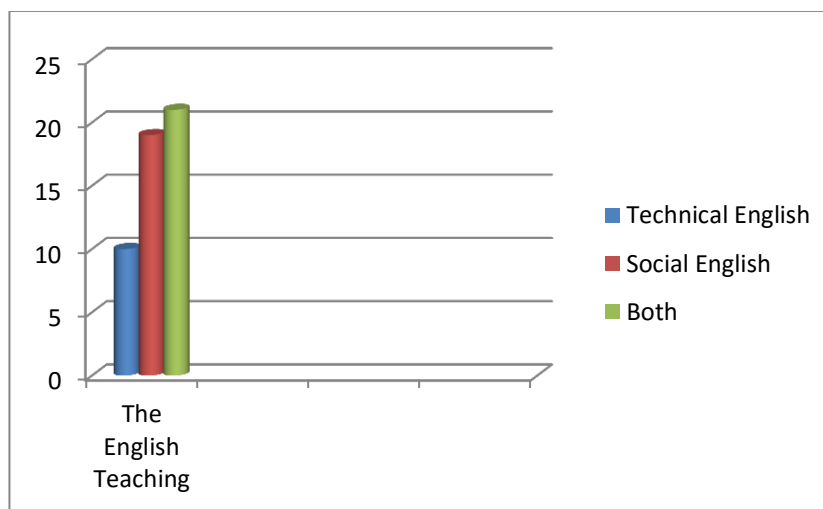
4. Based on your experience in learning English in university, what was the ratio between Technical English and Social English? Technical English (relates to grammar, vocabulary and content) or Social English (relates to language in use to daily communication)



Based on their experiences in studying English, 58% students claimed that they studied much about Technical English. Technical English relates to components of language such as grammar, vocabulary and pronunciation. Meanwhile, 42% students experienced studying social English. It relates to the use of language in communication and understanding meaning in context.

- According to your opinion which one is the most important to learn, Technical English and Social English?

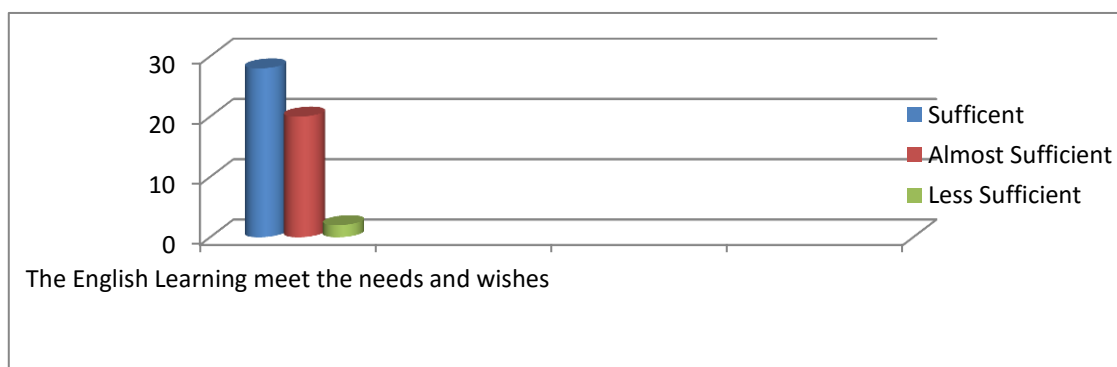
Chart 5 students' opinion about the importance of technical and social English



42% students stated that comprehending both technical and social English are important. They agree that Technical and Social English are required to learn. The comprehension of grammar, vocabulary and pronunciation and the understanding of language in use are vital components for better communication using English. Whereas, 38% students claimed that social English is important to learn and the other 2% students present the opposite.

- During study English, how does the English learning meet the needs and wishes?

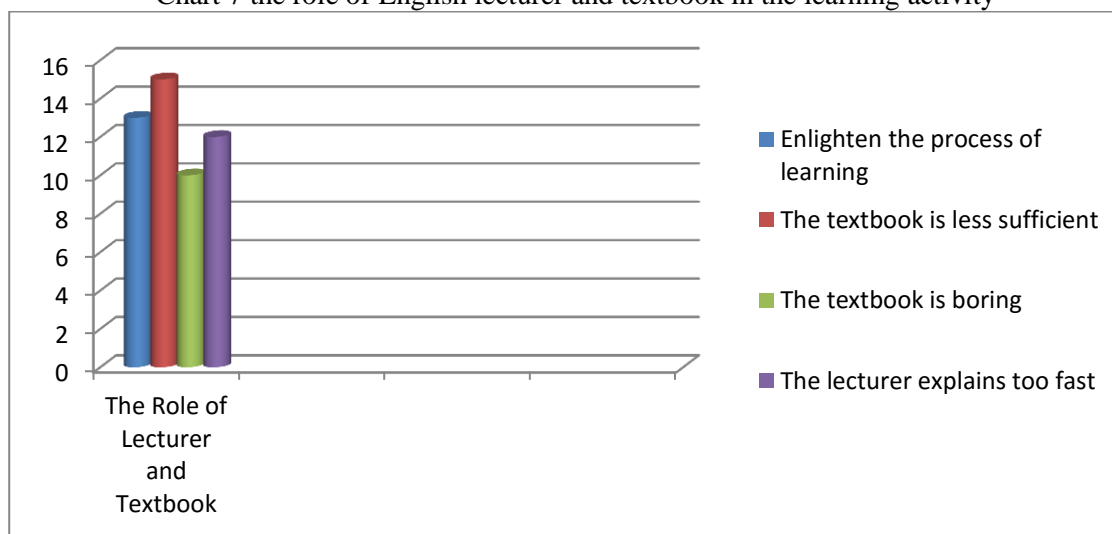
Chart 6 the adequacy of English learning



56% students said that their English lesson was sufficient. They experienced on how the role of English lecturer, textbook and objectives of the lesson complete each other. As non-English learners, they were helped by the presence of those three. On one hand, 40% students felt that the English learning was almost sufficient. Some of them said that the lecturers mostly talked in English. It makes them as non-English learners difficult to catch the material. They need lecturer to switch the language into English - Indonesia. Lastly, 4% students felt that English was less sufficient because they felt English is so difficult.

7. Give your opinion about the role of English lecturer and textbook in the learning activity!

Chart 7 the role of English lecturer and textbook in the learning activity



### Result of Students' Work

The following were the samples of students work.

***In group, students were assigned to make role play about asking for help.***

Role play introduces “real-world” situation. It encourages students to the familiar experiences in the daily communication. Through this task, students were assigned to demonstrate their communication skill through role play activity. The considered aspects were presentation on character, achievement of purpose, use of verbal cues (i.e. vocabulary and Grammar), use of non-verbal cues (i.e. voice and gesture), lastly is imagination and creativity. The result showed that most students were able to present the idea and concept well and creatively. They were also able to achieve the purpose of the conversation. However, the common errors were still found such as the use of grammar and word selection. It was influenced by the script they prepared in advance. Some of their performances were also less natural. They performed while recalling the text that would be spoken. That result asserts that the ability of using oral communication is reinforced by the capability of using verbal and non-verbal in the use of language.

***Students were assigned to write a conversation script about asking for help.***

In this assignment, the focus was finding out how students were able to construct sentences in conversation. The considered aspects in the assessment were organization, content, grammar, punctuation, spelling and mechanics also style and quality of expression. Based on the result of the assessment, students were able to organize conversation well. However, mistakes were commonly found in grammar, punctuation, spelling and mechanics such as the use of auxiliary; distinguish singular and plural to be, words selection and structure of sentences. Those errors indicate that the teaching of technical English is necessary to prepare students in constructing sentences by using correct grammar and proper vocabulary.

### CONCLUSION AND SUGGESTION

According to the result of discussion, students have various reasons on learning English. Mostly they want to improve the knowledge and understand the literature written in English. They experienced on studying the technical English (relates to grammar, vocabulary and content rather than Social English (relates to language in use for daily communication)). Meanwhile, they agreed that both are important. Therefore, the teaching of technical and social English should be proportional. The result of students' works showed that student'lacks were on using proper grammar and vocabulary. They also used less natural language because they rarely used them in daily communication

Considering the result of discussion, it is suggested for lecturers to provide authentic materials as teaching resources which correlate to the compulsory subjects that they take in midwifery department. The authentic materials will help them a lot in understanding English written text and responding to the oral language by studying and observing the structure of the language and vocabulary. Conducting group project and small group discussion are the best way to expose them in understanding the grammar and vocabulary not only the concept but also how to use it properly in everyday communication both oral and written.

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