

ESP Need Analysis For Public Health Course Material: A Learner Centered Approach

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Abstract.

The purpose of this research is basically oriented towards the output of teaching materials based on English for Specific Purposes (ESP) modified learner-centered approach for Public Health sophomores, Faculty of Health and Sport, State University of Gorontalo. This research was conducted at the Faculty of Health and Sport (FOK) State University of Gorontalo, particularly in the Department of Public Health. The research was carried out for 2 years (2022-2023). This research is classified into the type of research development (Research and Development or R & D), which is a research that is used to produce certain products, and test the effectiveness of these products. The result showed that target need analysis covered the respondents considered the learner-centered approach to be practical and easy to understand in their learning (47.6%). However, complaints can occur because the learning process takes a long time with a percentage (64.3%). Therefore, researchers assume that these obstacles occur because learning strategies are still conventional, and the learning media used are not up to date. The possibility that occurs in learning is if the learning strategy is only centered on the teacher explaining the material without considering student knowledge. In Learning need analysis, Subindicators of public health topic covered some materials such as medication and treatment, ecosystem, pain, health environment, and monitoring the patients. For the learning activities, it refers to the demonstration as the indicator that is needed to be conducted. Then, the trouble understanding lecturing in ESP course is relevant with lecturing. Therefore, it seems clearly that the learning needs of Public Health students deals with the concept of speaking skill in learning process.

Keywords: ESP Need Analysis, Public Health Course Materials and A Learner Centered Approach.

I. INTRODUCTION

At the university level, English is not only taught in the English Department of Education, but it is also one of the mandatory subjects taught in non-English majors as well. The purpose of this course is to equip students with the knowledge and skills required to use English textbooks effectively in the first semester (one or two). Learning English in higher education for non-English majors is closely known as English for Specific Purposes (ESP). It is aimed to provide students to become professionals in their fields. Asrifan, et al (2020) confirmed that in ESP, language teaching is based on the idea that each group of learners should have their language use and learning needs met. An ESP approach to language teaching emphasizes that each group of learners should focus on learning a language that is relevant to their specific fields. This includes science, leisure, medicine, economics, etc. It meets the needs of adult learners who need to learn a foreign language for use in specific fields. ESP is useful for the students to determine their roles of study from global perspective. All the materials taught including articles, videos, activities, and will relate to their major (Amna & Idriani, 2019). ESP program needs to be developed well for there is a need for language course in which certain contents, skills, motivation and process are identified and integrated into specialized courses. At Universitas Negeri Gorontalo, ESP becomes hallmark course at the university. It could be attributed to support in realizing UNG's vision in 2035 as a leading university in the development of regional potential- based culture and innovation in the Southeast Asia Region. Therefore, English courses are required to be taught in each study program based on the development of knowledge in each study program.

Public health is one of the study programs that makes ESP one of the courses taught in the department. This course is taught to sophomore students based on the formulation of the curriculum in the study program. It is taught in the second semester with a credit weight of 2 (two) credits. This program is designed to help professionals develop skills in understanding material adapted to their professions. In the era of industrial revolution 4.0, universities will have to ensure that graduates possess adequate English language skills in order to compete. It is generally accepted that English in the field of public health has more

difficult terms than English in general. This is due to the fact that it is related to a language that is rarely or not widely known in the medical field. Further, English terms in public health have a variety of characteristics and meanings that require an understanding of how they are applied in the real world. As a result of the above problems, students' needs have to be considered in the learning process to ensure that learning objectives are achieved properly (Bernard and Dorothy in Tomlinson, 2007: 306). English Specific Purposes (ESP) is an area of applied linguistics, that is developing in certain fields of science and profession to meet their needs. As Talib, et al (2018: 326) assert, ESP is designed and developed in order to connect the learning process with academic and professional students.

Despite this, students in public health still have difficulty understanding English material. Students in public health struggle to learn English, as shown by the results of their 2021/2022 academic year (average of 2.87 (B-) based on 2022 UNG SIAT data). It has been observed that there are several reasons that may contribute to the low student learning outcomes in English courses in the public health department. These reasons are based on observations in the field. Firstly, many students are currently unmotivated to learn English. In addition to this, some students were still hesitant to ask questions regarding the material being taught. There are also some students who do not submit assignments on time. Some students of Public Health are mostly accustomed to be reminded by teachers to submit assignments according to the specified time. *Second*, the English material in Public Health Study Program has been taught by using general English Textbook published in 2013. The content of this book is still designed in general subfield. It is not connected to the students' needs so there is no particular content that accommodate students to learn more about their subfield in English. Moreover, the course plan is only mapped in general topics, such as introduction and greetings, phone handling, job finding, and TOEFL issue. These contents are only taught in general, and it could not cover all the students' learning outcomes in their subfields. Considering the important issue of ESP, it is necessary to do needs analysis as the first step to develop the appropriate teaching materials which meet learners' needs for both academic demands and occupational demands as the basis of ESP. It should be designed for mostly on task-based contextual instruction for public health which is started by needs analysis, followed by course design, selection and production of the materials, teaching and learning, and materials evaluation (Dudley-Evans, et al, 1998).

Some studies have confirmed that the need analysis can best be implemented in developing instructional materials and give a positive impact on the improvement of the teaching quality. Hidayati (2018); Ratmo & Sumartini (2020); Setiawati (2016); and Wulandari et al (2019) have conducted needs analysis for ESP students, particularly students of the health study program. These studies have shown the importance of needs analysis in designing and developing instructional or course materials and contribute significantly to the educational language program. Based on the reasons that have been describe previously, may potentially be the needs are needed in designing and developing instructional material in English language skills for the public health students at UNG. Nunan (1988) pointed out that "learning materials are often the most substantial components of pedagogy", similarly Richard (2003) emphasized that "the materials play important role in teaching and learning processes". Thus, instructional materials are vital for the students and lecturers in learning process.

II. METHODS

This research was conducted at the Faculty of Health and Sport (FOK) State University of Gorontalo, particularly in the Department of Public Health. The research was carried out for 2 years (2022-2023). This research is classified into the type of research development (*Research and Development or R & D*), which is a research that is used to produce certain products, and test the effectiveness of these products (Sugiyono, 2010: 407). In this research, *ESP* - based English syllabus and teaching materials will be developed. The development of teaching materials in this study is a modification of the development model developed by Borg and Gall (1983) which includes 1) information gathering and research (*research and information collecting*), 2) planning (*planning*), 3) development of initial product forms (*develop preliminary form of product*), 4) *preliminary field testing*, 5) product revision (*main product revision*), 6) core field testing (*main field testing*), 7) *operational product revision*, 8) *operational product field*

testing , 9) *final product revision* , and 10) *dissemination/ implementation* . The modification in the development of this model is to simplify the development stage by eliminating the *dissemination stage* . This is done because this research only develops teaching materials.

III. RESULT AND DISCUSSION

1. The Description of English Material in Public Health

The development of learning material-based students centered approach that is integrated into ESP in Public Health is more important to anticipate students' problems in choosing the accurate method and learning strategy that is still traditional and monotonous by using one source as English material in the class. As the students of Public Health, the learning material should be designed in public health domain in order to explore students' understanding on English Public Health. In the class, the lecturer has been longer using the English book that has been provided by university, and it just oriented to common english for all students in the university. It is entitled "*English for University Students; A Handbook of activities & classroom teaching*" (2014). However, the students could not understand specifically all contents that have been provided in the book. They just specified on 12 (twelve) topics in common that was completed by grammar and skill. Some lecturers just took the materials from internet by searching material from google based on the syllabus. Consequently, the contents that have been taught in one class will be different with another class because there is no convention and agrrement among all teams to decide which topics could be allocated in teaching process. After obtaining the initial data from the results of identification of needs as the basis for developing learning-based learning media products. It can be seen that in the current era there is a need for media learning that is able to support in addition to learning resources that have been used by lecturers in the learning process of English of Public Health are used to arouse students' enthusiasm for learning.

2. Target Need Analysis

Target needs analysis is an expected indicator of the needs of this research. As is the case with the objectives of this study which are oriented towards the development of teaching materials based on a student center approach, so that the direction of the observation sheets related to target needs is directed at the following indicators.

a. Practical and Effective Teaching Material

This indicator leads to the form of teaching materials that have been carried out by the supporting lecturers whether they are practical and the content of the material is easily understood by the participants who fill out the instrument. The importance of this indicator is to find out how practical the material that has been carried out by the supporting lecturers is.

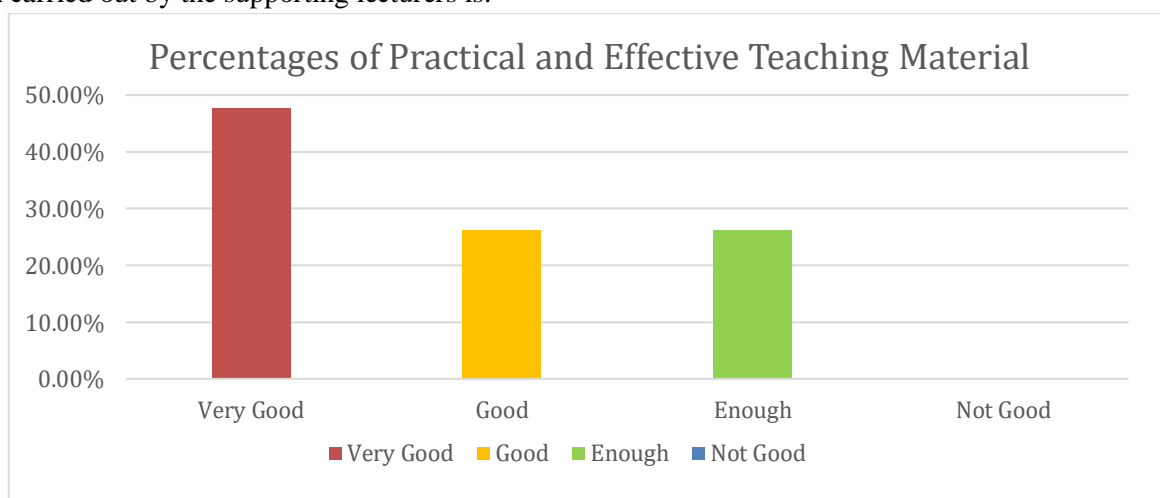


Fig 1. Percentages of Practical and Effective Teaching Material

The assessment of the content of the ESP material that has been carried out so far, based on diagram 3 above, shows that 20 people (47.6%) responded that the material so far has gone very well. Furthermore, there were 11 people (26.2%) who responded well and sufficiently. These results indicate that even though the ESP material content assessment has received a very good response from the respondents, there are still

those who think that the material only gets an adequate response in terms of practical and easy-to-understand content assessment.

b. Obstacles of ESP Learning Process

This indicator is expected to answer the obstacles faced by the teaching team in teaching and learning. Clearly, this can be seen in the following diagram 2

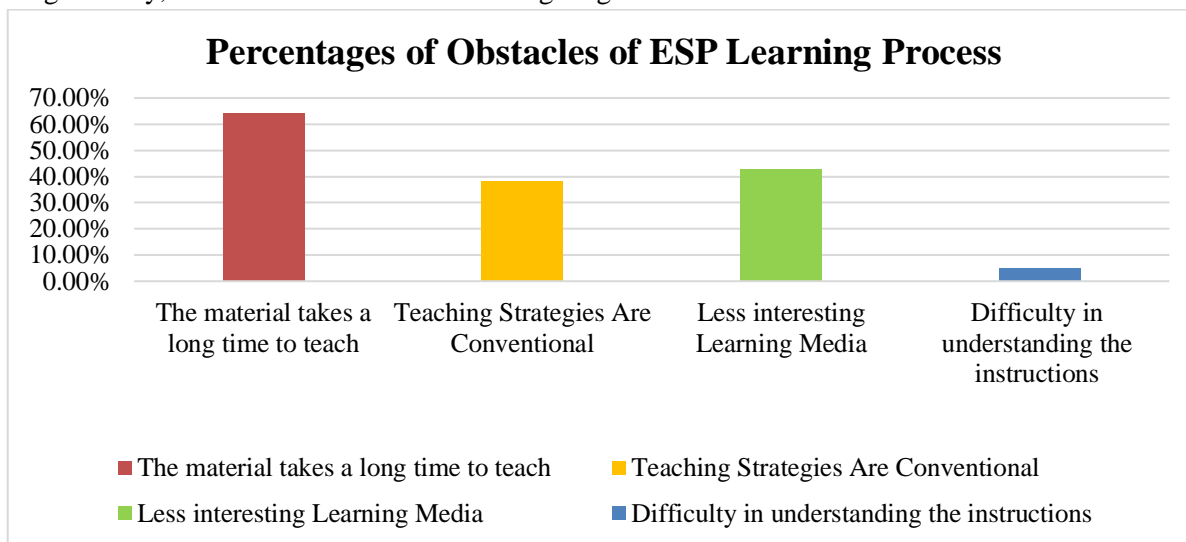


Fig 2. Percentages of Obstacles of ESP Learning Process

Based on the data in diagram 2 above, it shows that the barriers to ESP learning are dominated by material that takes a long time to teach. This received a response from 27 people (64.3%). Furthermore, the less attractive learning media category received responses from 18 people (42.9%). The category of obstacles related to conventional teaching strategies received a response from 16 people (38.1%), and the category of difficulty understanding instructions received a response from 2 people (4.8%). As a result, material that takes a long time to be taught is the biggest factor that hinders the implementation of ESP learning in the classroom.

c. The Significance of ESP Learning by A Learners-Approach

Related to the benefits of ESP based on a learner center approach, researchers explore the extent to which the importance of a learner approach to respondents. The findings of this indicator can be shown in the following diagram 3

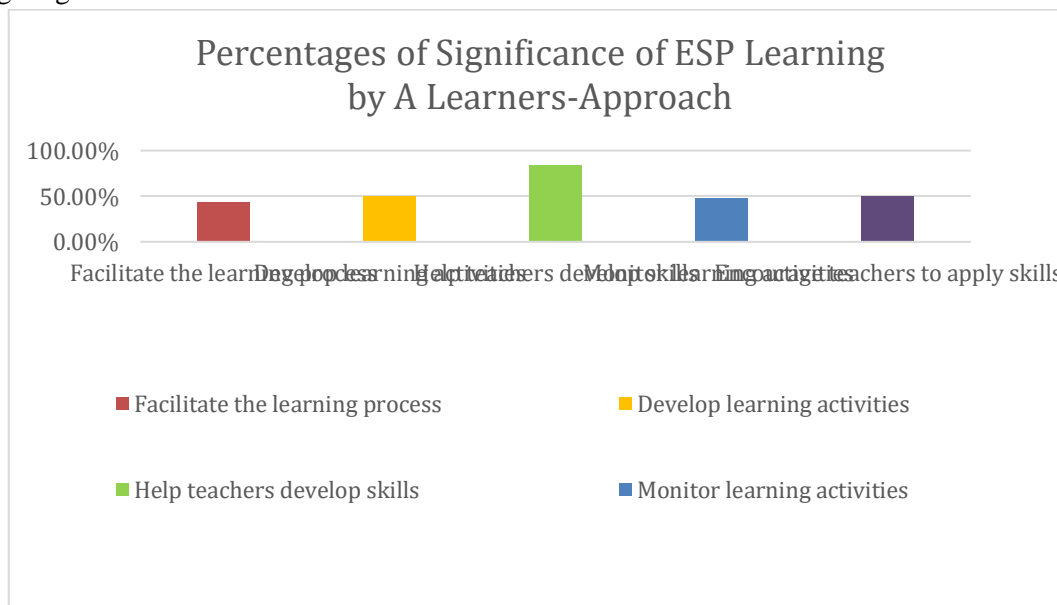


Fig 3. Percentages of Significance of ESP Learning by A Learners-Approach

Based on the findings in diagram 3 above, it shows that most of the respondents understand the benefits of ESP by learner center approach with regards to helping teachers develop their professional skills in understanding classroom life, with a total of 35 respondents (83.3%). Furthermore, respondents answered that the benefits of ESP by learner center approach were related to the category of facilitating the learning process, developing the development of learning activities in the classroom, and encouraging teachers to apply their abilities in carrying out teaching assignments as many as 21 respondents (50%). Henceforth, other benefits lead to the category of monitoring teaching and learning process activities in class as many as 20 people (47.6%), and facilitating the learning process as many as 18 respondents (42.9%). Overall, the benefits of ESP by learner center approach are more dominated by the desire to help teachers develop their professional skills in understanding classroom life.

d. Preferred ESP Learning Model

In this indicator, the researcher divides three sub-indicators of the learning models preferred by students, including: traditional, indirect, and contemporary. For more details, it can be shown in the following diagram 4.

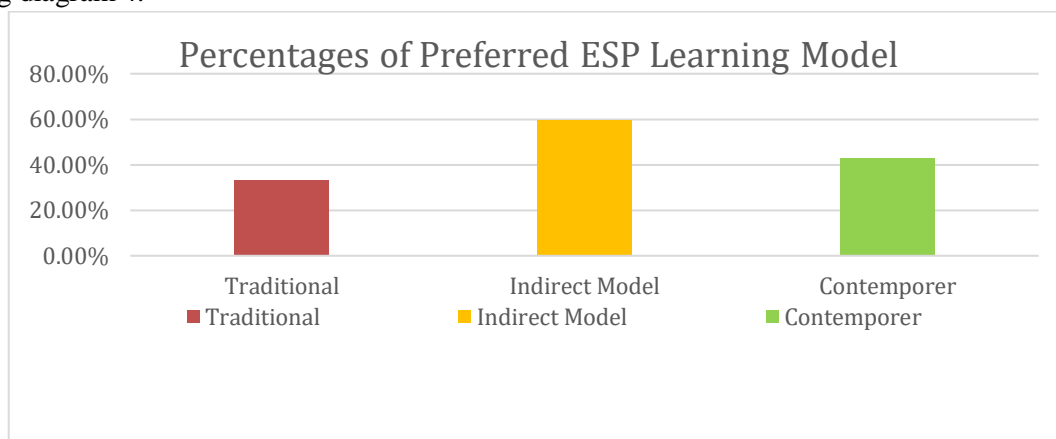


Fig 4. Percentatges of Preferred ESP Learning Model

Based on diagram 4 above, it can be illustrated that the preferred ESP learning model is dominated by an indirect discussion-based learning model of 25 people (59.5%). Furthermore, the preferred ESP learning model is the contemporary web-based model with as many as 18 people (42.9%) and the traditional (conventional) model with as many as 14 people (33.3%). Overall, the most preferred ESP learning model is dominated by the discussion-based indirect model.

e. Learning Expectation and Difficulty of English Skills Encountered by Public Health Students

From the results of observations made, expectations and language difficulties of English language skills for public health children have been divided based on four skills, including: listening, reading, speaking, and writing. For more details, it can be shown in Diagram 5 below.

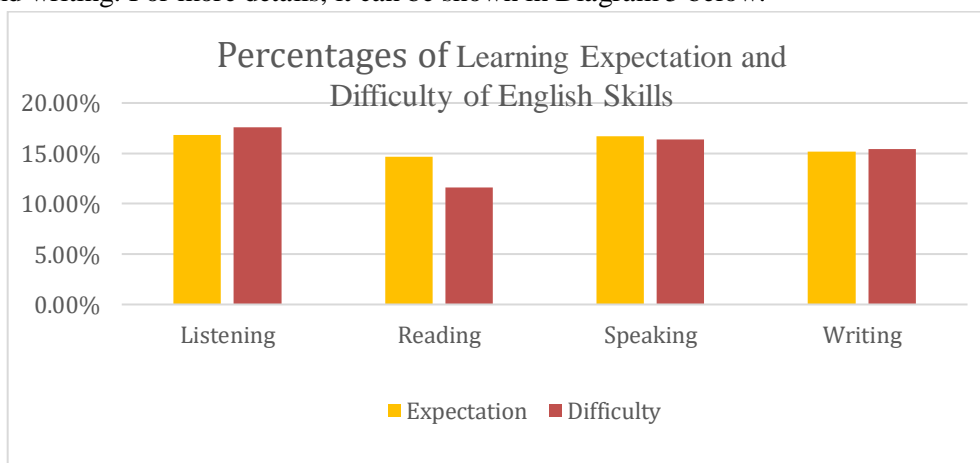


Fig 5. Percentages of Learning Expectation and Difficulty of English Skills

Referring to the data above, it sought that listening and speaking skills are expected by public health students at ESP course which recognized 16,4% to 17,6%. Dealing the english skills faced difficulty by respondents are listening, speaking, and writing skills are difficulty faced by them which recognized by score of between 15,2% to 16,8%. Therefore, preferred english skills that are used for developing students' performance is listening and speaking, and english skills of difficulty is oriented to listening, speaking, and writing.

f. Recapitulation of Target Needs Analysis

Based on the results of the observation of the analysis of the target needs that have been distributed to 42 respondents, the results of the target needs can be recapitulated based on the dominance of the questionnaire distribution intervention as follows

Table 1. Recapitulation of Target Need Analysis

No	Indicators	Domination of Indicators	Percentages
1	Practical and Effective Teaching Material	Very good	47,6%
2	Obstacles of ESP Learning Process	The material takes a long time to teach	64,3%
3	The Significance of ESP Learning by A Learners-Approach	helping teachers develop their professional skills in understanding classroom life	83,3%
4	Preferred ESP Learning Model	an indirect discussion-based learning model	59,5%
5	Learning Expectation and Difficulty of English Skills Encountered by Public Health Students	listening and speaking skills are expected by public health students at ESP course	16,4% to 17,6%
		listening, speaking, and writing skills are difficulty faced by students	15,2% to 16,8%

Based on the recapitulation of the results of the distribution of observations made to 42 respondents, it can be concluded that the respondents considered the learner-centered approach to be practical and easy to understand in their learning (47.6%). However, complaints can occur because the learning process takes a long time with a percentage (64.3%). Therefore, researchers assume that these obstacles occur because learning strategies are still conventional, and the learning media used are not up to date. The possibility that occurs in learning is if the learning strategy is only centered on the teacher explaining the material without considering student knowledge. The next risk is that many students will not understand if the material used is only explained orally. Furthermore, for the preferences of teaching material content models based on learner-centered approaches tend to be discussion-based indirect learning models (59.5%).

Respondents hoped that if there was a mistake in the material it could be discussed in advance with the students so that unilateral intervention did not occur. In learning, respondents expect English skills which are mastered by students to tend to speaking and listening skills (16,4% to 17,6%). This can be attributed to the level of practicality in the materials that are liked by the respondents. For the learning process, respondents hoped that listening, speaking, and writing skills could be further intervened (15,2% to 16,8%) through a learner-centered approach. Thus, the description above illustrates that respondents expect learner-centered approach-based learning carried out in class to be practical and easy to understand. This level of practicality can be complemented by the use of up to date media which can facilitate the learning process. Therefore, this research integrates a form of learning based on a learner-centered approach that is used to help teachers develop their professional skills in understanding ESP learning.

3. Learning Needs Analysis

The importance of learning needs analysis is one of the aspects needed in implementing ESP learning for public health students. The purpose of this analysis is to find out how far the implementation of learning has been carried out in the field and what things students like to be taught so that the resulting material content will be adapted to the needs of students. For this reason, in knowing the learning components that have been carried out before, the researchers obtained the results of the distribution of observations of 42 respondents with the following data findings

a. The Important Topics to the Public Health Students

It is essential domain for exploring students' competence in ESP. There are some topics that could be selected to be taught in the class, namely in and out the hospital, accidents and emergencies, pain, health

environment, caring for elderly, nutrition and obesity, ecosystem, Hygiene, Death and dying, mental health, monitoring the patient, and medications and treatments.

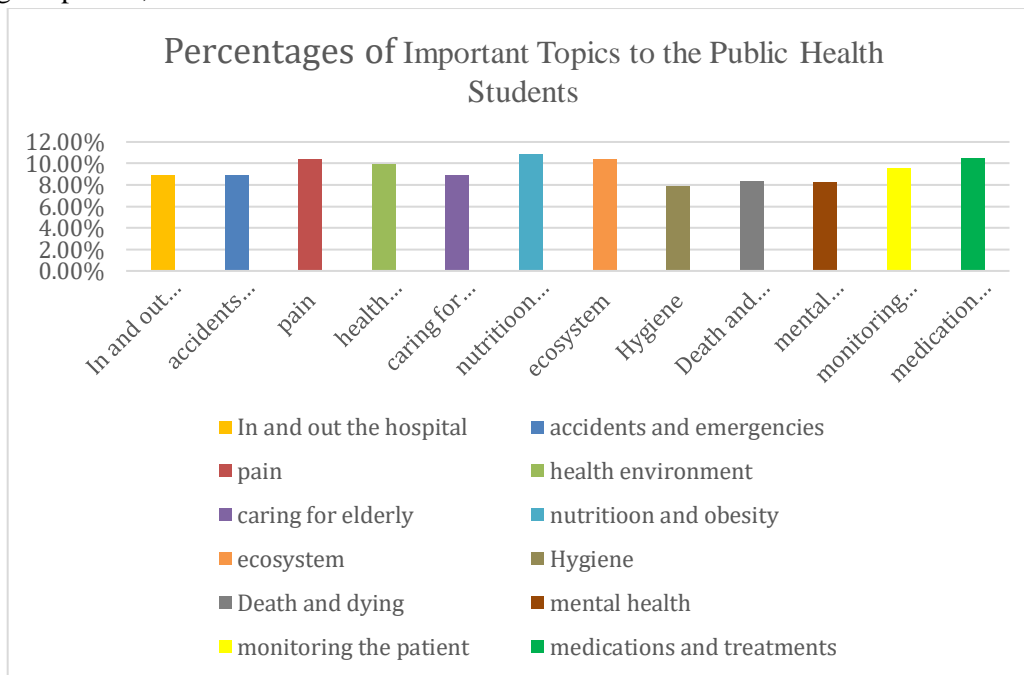


Fig 6. Percentages of Important Topics to the Public Health Students

The respondents' perception of regarding the important topics to the Public Health students in ESP course perceived that nutrition and obesity is very important topic for English Language learning. Then, it has been followed by other important topics, such as medication and treatment, ecosystem, pain, health environment, and monitoring the patients. It is identified by average score of 9,57% to 10,81%. Therefore, all of representative topics could be important topics that could be taught and provided in ESP material for Public Health students.

b. Learning Activities Preferred by the Public Health Students at ESP Course

This aspect is important for students to explore what activities that students prefer for learning ESP course. All of these aspects could be visualized in the following diagram

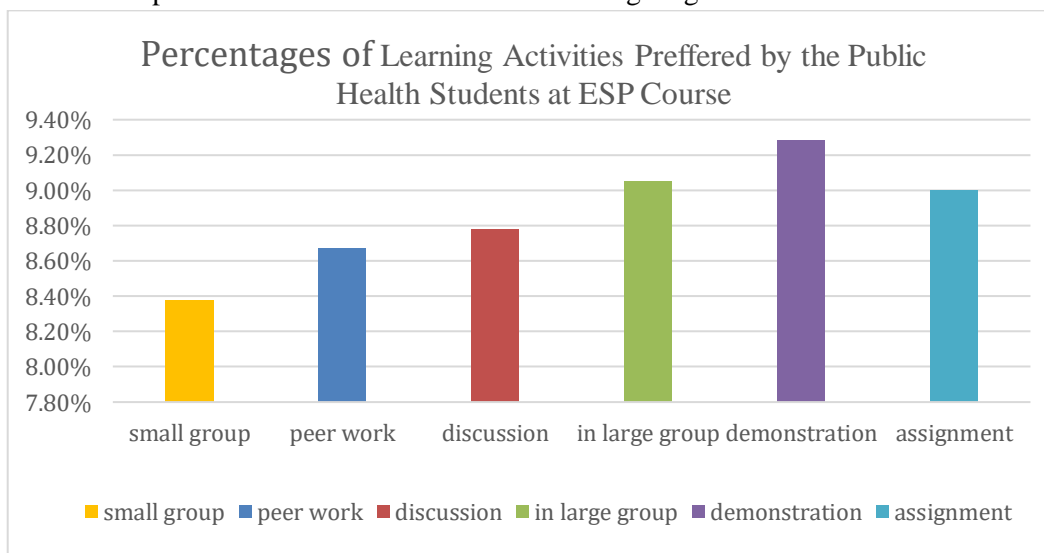


Fig 7. Learning Activities Preferred by the Public Health Students at ESP Course

It notified that the Public Health students preferred demonstration in learning activity at ESP course. It has been representatively recognized of 9,25%. On this point, we can see that the students really interested in learning English by performing in the class. Then, the scope of learning activities would like to be focused on large group and assignment by recognizing of 9,00% and 9,05%. Therefore, this condition represented that the learning activities will be relevant with the speaking skill as the dominant one more than others.

c. Trouble Understanding Lecturing in ESP Course

This aspect is one of important notified item that is needed for students at Public Health. It reflects the problems that happened in ESP course. Clearly, all the aspects could be visualized in the following diagram

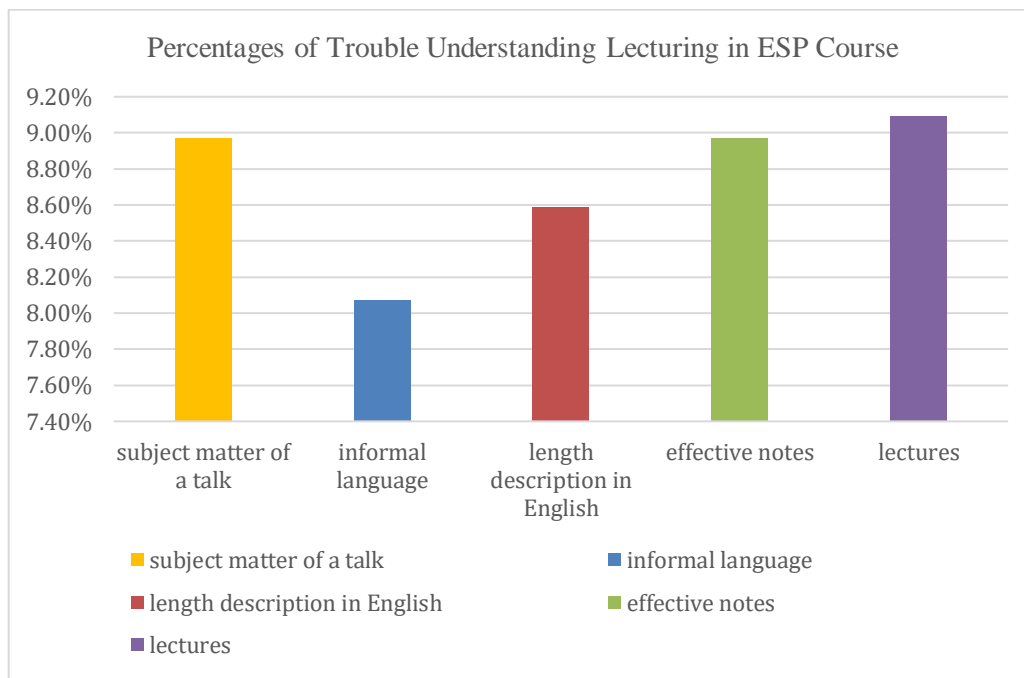


Fig 8. Percentages of Trouble Understanding Lecturing in ESP Course

It represented that the trouble understanding lecturing in ESP course is dominated by lectures (9,25%). Then, the students chose effective notes and subject matter of a talk as the scond trouble understanding lecturing in ESP course. In this description, one thing could be noted is worry about saying something case as a mistake in English, and having difficulty pronunciation of words become trouble understanding lecturing in ESP course. Therefore, this condition reflected that student worried doing mistake in speaking English at ESP course.

d. Recapitulation of Learning Needs Analysis

Referring to the data above, the learning need analysis of Public Health students could be shown in the following table

Table 2.Recapitulation of Learning Need Analysis

No	Indicators	Domination of Indicators	Percentages
1	The Important Topics to the Public Health Students	medication and treatment, ecosystem, pain, health environment, and monitoring the patients	9,57% to 10,81%
2	Learning Activities Preferred by the Public Health Students at ESP Course	Demonstration	9,25%
3	Trouble Understanding Lecturing in ESP Course	Lecturing	9,25%

The recapitulation above showed that subindicators of public health topic covered some materials such as medication and treatment, ecosystem, pain, health environment, and monitoring the patients. For the learning activities, it refers to the demonstration as the indicator that is needed to be conducted. Then, the trouble undrstanding lecturing in ESP course is relevant with lecturing. Therefore, it seems clearly that the learning needs of Public Health students deals with the concept of speaking skill in learning process.

IV. CONCLUSION

In this paper, it reports on the preliminary findings of the need analysis on ESP course material. From the data, it is obvious that the course materials are one of the important factors that influence the learners’ motivation in learning. The result showed that target need analysis covered the respondents considered the learner-centered approach to be practical and easy to understand in their learning (47.6%).

However, complaints can occur because the learning process takes a long time with a percentage (64.3%). Therefore, researchers assume that these obstacles occur because learning strategies are still conventional, and the learning media used are not up to date. The possibility that occurs in learning is if the learning strategy is only centered on the teacher explaining the material without considering student knowledge. In Learning need analysis, Subindicators of public health topic covered some materials such as medication and treatment, ecosystem, pain, health environment, and monitoring the patients. For the learning activities, it refers to the demonstration as the indicator that is needed to be conducted. Then, the trouble understanding lecturing in ESP course is relevant with lecturing. Therefore, it seems clearly that the learning needs of Public Health students deals with the concept of speaking skill in learning process

V. ACKNOWLEDGMENTS

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