NEED ANALYSUS OF ENGLISH LEARNING FOR MEDICAL STUDENTS AT PRIVATE UNIVERSITIES IN PEKANBARU CITY

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ABSTRAK – Belajar bahasa Inggris merupakan aset penting bagi mahasiswa fakultas kedokteran untuk menghadapi berbagai tantangan di masa depan dalam profesi kesehatan. Tentu saja, peran dosen sangat penting dalam membantu mahasiswa memperoleh keterampilan bahasa Inggris yang memadai. Bagi dosen bahasa Inggris yang mengajar mahasiswa kedokteran (English for Specific Purposes), dosen diminta untuk mengembangkan kurikulum dan bahan ajar berdasarkan kebutuhan mahasiswa. Dosen perlu secara efektif memenuhi kebutuhan profesional mahasiswa di dunia nyata. Namun, masalahnya, terutama di Kota Pekanbaru, masih banyak dosen bahasa Inggris yang mengajar di sektor kesehatan yang kesulitan merancang bahan ajar yang sesuai dengan bidang pengetahuan mahasiswa. Tujuan penelitian ini adalah menganalisis kebutuhan belajar bahasa Inggris mahasiswa kedokteran. Metode yang digunakan dalam penelitian ini adalah pendekatan kualitatif melalui survei. Populasi dalam penelitian ini adalah mahasiswa Fakultas Kedokteran, terutama di universitas swasta di Kota Pekanbaru. Periode pelaksanaan penelitian dimulai pada Juni 2024. Hasil penelitian ini diharapkan bermanfaat bagi dosen yang mengajar mahasiswa Fakultas Kedokteran untuk meningkatkan keterampilan bahasa Inggris mahasiswa yang sesuai dengan sektor kesehatan, serta dapat melanjutkan penelitian tentang pengembangan modul pembelajaran.

Kata kunci: Analisis Kebutuhan, Bahasa Inggris, Mahasiswa Kedokteran

ABSTRACT - English learning is an important asset for medical faculty students to face various future challenges in the health profession. Of course, the role of lecturers is very important in helping students acquire adequate English language skills. For English lecturers who teach medical students (English for Specific Purposes), lecturers are asked to develop syllabus and teaching materials based on student needs. Lecturers need to effectively meet the professional needs of students in the real world. However, the problem, especially in Pekanbaru city there are still many English lecturers who teach in the health sector who have difficulty designing teaching materials that are appropriate to the student's field of knowledge. The purpose of this study is to analyze the English learning needs of medical students. The method used in this study is a qualitative approach through a survey. The population in this study were students of the medical Faculty, especially private Universities in Pekanbaru city. The research implementation period starts from June 2024. The results of this study are expected to be useful for lecturers who teach medical Faculty students to improve students' English skills that are appropriate for the Health sector then be able to continue research on the development of learning modules.

Keywords: *Need Analysis, English, Medical Student*

INTRODUCTION

English courses are one of the basic general courses that must be taken by students in all universities in Indonesia. Based on its purpose, English in universities can be classified into general English and specific English. ESP is English that is specific. There are many definitions of ESP but as summarized in (Otilia & Brancusi, 2015). English for specific purposes (ESP) or English for specific purposes is an English learning approach that specifically focuses on the use of English in certain scientific and professional fields. Based on the problems above, student needs must be used as the focus of the approach that leads to English for Specific Purposes (ESP) where students and their needs are the main considerations in determining the process and direction of learning so that the achievement of teaching objectives can run effectively and efficiently (Febriyanti, .2017).

Basically, (Hutchinson and Waters in Arianti 2017) define learning needs as the knowledge and skills that students will need to have special skills in the target situation. According to Javid (2015) added that the ESP program does not require its learners to rank at the top in English, but rather ESP is intended for those who can use English as a medium of learning. In the English that is introduced is English that is commonly used to communicate generally to everyone. The importance of conducting a needs analysis to determine the need for materials and teaching methods that are truly in accordance with the needs of students (Ali & Salih, 2013).

Thus, ESP teaching materials in universities, especially in the Faculty of Health, of course, must contain vocabulary and terminology that are commonly used in the Health sector and their use is in accordance with the health profession. However, in Indonesia, ESP radiology teaching materials that are in accordance with student abilities are very limited (Aflah, 2018). The role of lecturers is of course also very important in order to facilitate students in obtaining adequate English language skills. Regarding English lecturers who teach health students (English for specific purposes) they are asked to develop teaching materials based on the needs of their students. They must meet the real-world professional demands of their students effectively.

Based on the descriptions above, it has become the main reason for researchers to conduct research on need analysis with the title; "Analysis of English learning needs for health students", with the aim that teachers or English course designers can obtain detailed and clear information about the learning materials needed by Health students and vice versa students can also get

English learning materials that are relevant to academic and work fields so that they can have the right language skills and also have high self-confidence to be able to communicate in English professionally in their careers and work worlds well.

RESEARCH METHOD

This study uses a qualitative approach to explore the English learning needs of medical students. The research design used is a qualitative survey, which aims to collect descriptive data from respondents regarding their needs in learning English. The study population consisted of medical faculty students in Pekanbaru city for Private Universities with samples selected using purposive sampling techniques. Samples were taken from various medical study programs such as nursing, midwifery, and medical records, radiology, hospital administration, physiotherapy to gain a broader perspective.

The research instruments used were open-ended questionnaires and in-depth interviews. Open-ended questionnaires were designed to explore students' opinions, experiences, and needs in learning English, while in-depth interviews were conducted to obtain more detailed and in-depth data. The data collection procedure began with developing an open-ended questionnaire and interview guide, followed by a trial of the instrument to several respondents. Data analysis was conducted using thematic analysis, where data from open-ended questionnaires and in-depth interviews. This process includes transcribing interview data, reading and understanding the data thoroughly, identifying, grouping data, and compiling narratives to answer research questions. The validity and reliability of the study were maintained through source triangulation, by comparing data from open-ended questionnaires and in-depth interviews.

RESULT AND DISCUSSION

This study aims to analyze the English learning needs of medical study program students. The focus of this study is to identify the English language skills needed by health students, especially in academic and professional contexts in the health sector. These needs include oral and written communication skills in English, especially related to health literature, interactions with patients or international colleagues, and the ability to understand academic materials such as journals, research, and medical instructions.

The objects of this study are health study program students who are studying at the undergraduate (S1) or diploma level at various private higher education institutions in the city of Pekanbaru through a survey approach. The study explores student perceptions which are

divided into three parts according to the results of the questionnaire, namely based on needs (necessities), desires (wants) and shortcomings (lacks). The results of the study through a questionnaire given to 176 Health students are as follows:

A. Necessities

1. How Important Is Learning English

very important	71,8%
important	27%
not important	0%
just normal	1,1%
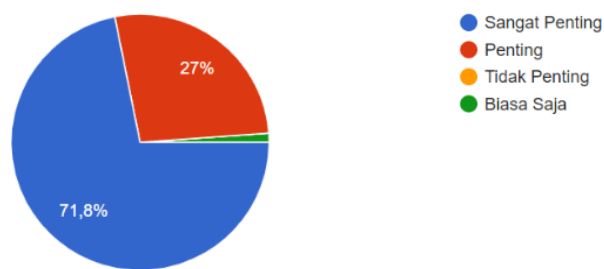
Figure 1.1 Questionnaire question number 1

Figure 1.1 shows the results of data taken through questionnaire question number 1, namely about the importance of learning English for Health students. It can be seen that 71.8% of students stated that English is very important, while 27% of students stated that English is important, and 1.1% stated that English is so-so. This shows that learning English is very important, which is the most answered by students.

2. Does English play an important role in your future job

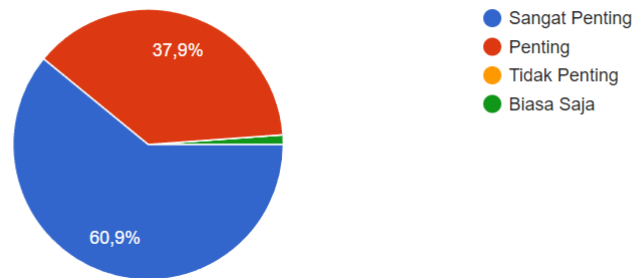| very important	60,9%
important	37,9%
not important	0%
just normal	1,1%

Figure 1.2 Questionnaire question number 2

Next, from Figure 1.2, it shows data from the questionnaire questions about English playing an important role in the future work of Health students. It can be seen that around 60.9% of students filled in very important, 37.9% stated important, and 1.1% stated so-so. This shows that more students consider English to be very important for their future work.

3. What English skills do you need to master

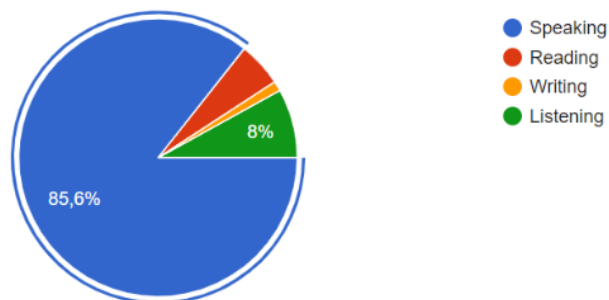| speaking	85,6%
reading	5,2%
writing	1,1%
listening	8%

Figure 1.3

Questionnaire question number 3

Figure 1.3 shows the data obtained from questionnaire question number 3 where the results of the data obtained show that there are 85.6% of students who choose the skills that need to be mastered, namely speaking, while 5.2% choose reading skills, 1.1% choose writing skills and 8% choose listening skills. From the results of this data, it can be seen that health students mostly choose English skills that really need to be mastered, namely speaking.

B. Wants

1. What English skills do you think are most needed by medical students

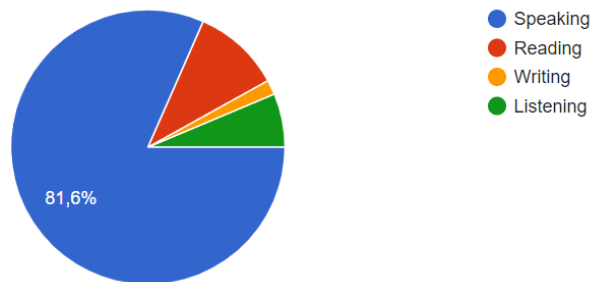| speaking	81,6%
reading	10,3%
writing	1,7%
listening	6,3%

Figure 1.4 Questionnaire question number 4

In Figure 1.4 obtained from questionnaire question number 4 shows that as many as 81.6% of students chose speaking skills that need to be mastered by health students, while as many as 10.3% chose reading skills, as many as 1.7% chose writing skills and around 6.3% chose listening skills. From the data it is clear that almost all Health students choose speaking skills that are needed by health students.

2. English courses required

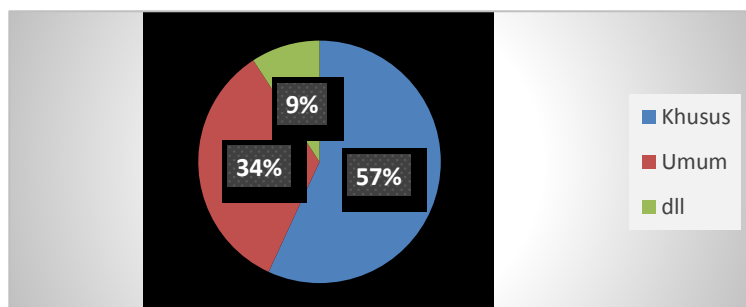| Special	56,9%
General	33,9%
etc	9,2%

Figure 1.5 Questionnaire question number 5

Figure 1.5 shows the data obtained from questionnaire question number 5, namely about the English courses needed. Based on the results obtained, it can be seen that 57% of students chose specific English courses, 34% of students chose general English courses and 9.25% of students chose others. It is clear that many health students have the desire to learn English specifically for their expertise.

3. In order to improve English skills, it is better to use books/references in electronic form.

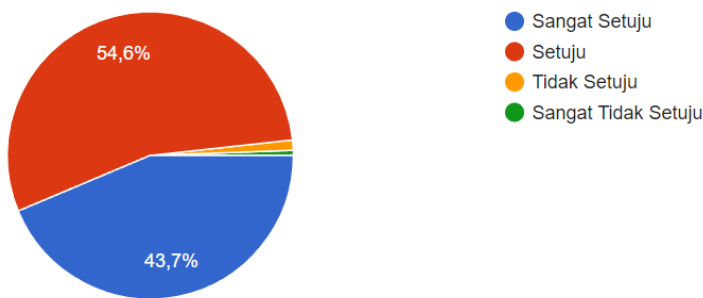| strongly agree	43,7%
Angree	54,6%
don't agree	1,1%
totally disagree	0,6%

Figure 1.6 Questionnaire question number 6

Then in Figure 1.6 shows the results of data taken from questionnaire question number 6, namely student perceptions in order to improve English language skills. The results of the data obtained can be seen that 43.7% filled in strongly agree to use electronic learning books/references, while 54.6% filled in agree, and 1.1% filled in disagree, and 0.6% filled in strongly disagree. From this data it can be seen that many students agree to use electronic reference materials.

4. Sufficient number of semesters for English language courses

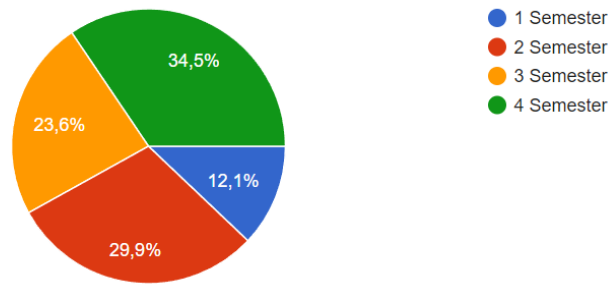| 1 semester	12,1%
2 semester	29,9%
3 semester	23,6%
4 semester	34,5%

Figure 1.7 Questionnaire question number 7

Figure 1.7 shows the results of the data answers to questionnaire question number 7, namely about students' desires for the number of semesters in learning English. From the data obtained, it can be seen that as many as 12.1% of students chose 1 semester, while as many as 29.9% chose 2 semesters, as many as 23.6% chose 3 semesters and as many as 34.5% chose 4 semesters. From the results obtained, it can be seen that many students want English learning to be carried out for 4 semesters or want to get a lot of English learning in each semester.

5. Adequate time allocation for English courses

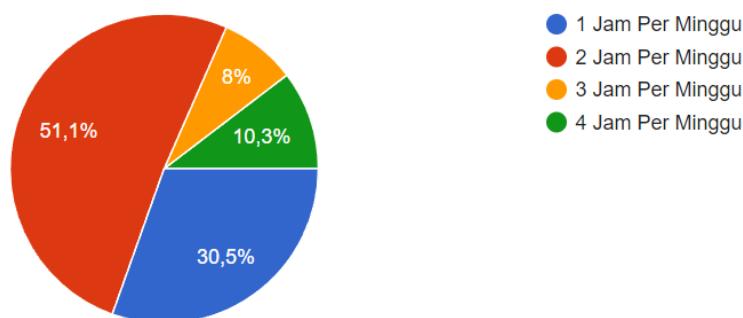| 1 hours per week	30,5%
2 hours per week	51,1%
3 hours per week	8%
4 hours per week	10,3%

Figure 1.8 Questionnaire question number 8

Figure 1.8 obtained was taken from the results of students' answers to questionnaire question number 8, namely regarding the desired allocation of English learning. From the data obtained, it can be seen that 30.5% of students chose 1 hour per week, then 51.1% chose 2 hours per

week, then 8% chose 3 hours per week and 10.3% chose 4 hours per week. From the results of the data, it can be seen that many students want English learning for 2 hours per week.

C. Lacks

1. How do you rate your English

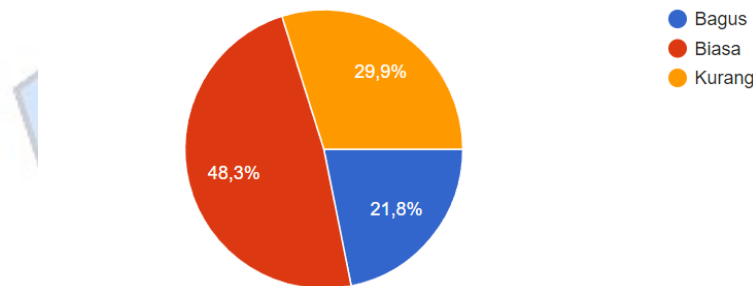| Good	21,8%
normal	48,3%
not enough	29,9%

Figure 1.9 Questionnaire question number 9

Next, Figure 1.9 shows the data obtained from questionnaire question number 9 about students' opinions regarding their English language skills. From the data obtained, it can be seen that 21.8% of students considered their English language skills good, then 48.3% chose their English language skills as average, and 29.9% chose poor. Based on the data obtained, it can be seen that on average, students considered their English skills not so good or still not good.

2. How difficult is it for you to do presentations in English

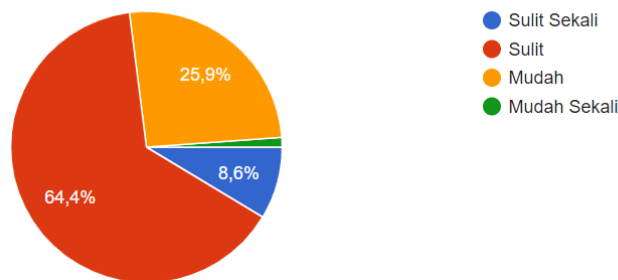| very difficult	8,6%
difficult	64,4%
easy	25,9%
very easy	1,1%

Figure 1.10 Questionnaire question number 10

Figure 1.10 shows the results of data obtained from questionnaire question number 10, namely how difficult it is for students to use English in class, for example in presentation activities. Based on the data obtained, it can be seen that as many as 8.6% of students chose very difficult, then as many as 64.4% of students chose difficult, then 25.9% of students chose easy and as many as 1.1% of students chose very easy. This shows that many students still find it difficult to use English in class, especially in presentation activities where this activity is often carried out in the learning process of Health students.

From the research results obtained, it is clear that medical students need English language skills, especially in speaking skills, to communicate effectively in the increasingly global world of health professionals. Syukur (2019) stated that in the ESP approach, language learning must be tailored to the specific needs of students, including the terminology and context of the professional fields they face. This is relevant in the context of health students who need language skills to access scientific literature, understand international medical journals, and communicate with health professionals from various countries.

The results of this study also show that interactive and contextual learning methods are needed. Febriyanti, E. R. (2018) in ESP learning, interactive learning methods that focus on the context of the world of work are very important to improve relevant language skills. English-language clinical simulations, for example, can improve students' skills in real situations that they will face in the world of work. The emphasis on the use of teaching materials that are relevant to the health context is also in line with the theory of Hutchinson and Waters (1987) who state that learning content must be relevant to the professional needs of students.

Based on the results of the study, the English curriculum should be more relevant to the needs of health students. This is very much in line with Robinson's opinion (1991) who emphasized

that the ESP curriculum should be designed based on an analysis of student needs. In the context of health students, this means including more material on medical communication, health terminology, and field practice. In addition, the existence of flexible learning resources in electronic form, as suggested in this study, is in line with modern learning trends that emphasize accessibility and ease of use of digital teaching materials (Dudley-Evans & St John, 1998). Furthermore, the importance of training for lecturers to be more able to apply an effective ESP approach. This is in line with Strevens' view (1988) which states that ESP teaching requires special skills from teachers, especially in designing relevant materials and applying teaching methods that are in accordance with the professional needs of students. Therefore, training for lecturers is very important to improve the quality of learning and ensure that a needs-based approach can be applied well in the classroom.

CONCLUSION

The conclusion of this study shows that the need for English language learning for medical students at private universities in Pekanbaru City is very urgent and diverse, especially in speaking skills related to the health sector. Medical students need English skills to be able to access scientific literature, understand international medical journals, and communicate with health professionals from various countries in the future. The results of the analysis also show that more interactive and contextual learning methods, such as English-language clinical simulations and the use of teaching materials relevant to the world of health are also very much needed to improve students' English language skills. The existing English curriculum needs to be adjusted to the specific needs of health students which include more materials related to medical communication, health terminology, and field practices and students also need flexible and easily accessible learning resources in electronic form. The recommendation from this study is the need for development of teaching materials or English language learning modules and increased training for lecturers to be better able to apply an effective needs-based learning (ESP) approach for health students. Thus, students are expected to be better prepared to face professional challenges that require mastery of English in the health sector

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