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NEEDS ANALYSIS OF ENGLISH FOR MIDWIFERY PURPOSES AT MIDWIFERY ACADEMY OF HARAPAN MULYA PONOROGO

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Abstract
This study aimed at describing the need analysis of English for Midwifery Purposes. The study was conducted at Midwifery Academy of Harapan Mulya Ponorogo in February 2018. The respondents were 34 students and 7 lecturers. Data collected through a questionnaire that was given to the students. The interview was conducted with 7 midwife lecturers. Data analyzed descriptively. The results of the study revealed that most students (61.8% believe that English was very useful. Almost half of the respondents (38,2%) said that English was useful to communicate with foreigner patients. 41.2 % of respondents wanted to study English in order to succeed in getting a job in the future. 23% of the respondents suggested that English teaching should be emphasized on speaking skill. 18.8% of respondents wanted the English instructional materials consisted of Antenatal care, 15.3 % about therapeutic communication. Meanwhile, Need analysis based on teachers' perception in many things have similarity with students' perception. They were the usefulness of English, Emphasizing English materials and teaching process. Researchers suggested to the lecturer to design English teaching material that suits the needs of midwifery students.

Keywords: needs analysis, midwifery, esp, english for specific purposes

Introduction

Learning English has become a strategic tool to improve human resources in the history of the education of various nations in the world. Intensity changes and the demands of professionalism have led to a very dynamic change in the learning orientation of this field (Suherdi, 2009). The function of teaching English in Indonesia, according to Saukah (2003) is a useful means for the absorption of science and technology, and for communicating with other nations in the framework of international relations in various aspects of human life.

English becomes one of the courses that have a big role a university. By mastering this international language, it will be easier to communicate with people around the world. The higher education must be able to equip their graduates to

meet the demands of qualification in entering competitive and globalized employment. Midwifery academy as higher education in Indonesia should prepare the students to face the global era. One of the efforts is by developing curriculum. Now English is becoming a subject matter that is taught in all midwifery higher education in Indonesia.

The vision of the Indonesian Midwives Association is becoming a professional midwife with a global standard (IBI, 2013). Professional midwives with the global standard will not be realized if they do not have competency in English. Therefore, in the learning process, it is required instructional materials that are needed by students. in this case, English for midwifery purposes. English for midwifery purposes can be categorized into English for Specific Purposes.

English for Specific Purposes (ESP) according to Kusumaningputri (2010) has multiple benefits. First, because the English language course for this specific purpose is taught when they are taking an academic program in accordance with their field of interest, students learn to use English directly in the context of their disciplines both for academic and non-academic purposes. The Academic purposes consist of reading, listening, writing, speaking about matters relating to their disciplines. Non-academic purposes are interests outside of their disciplines such as speaking, reading, listening, writing things that are used in daily life (daily needs). Second, English for specific purposes has the benefit to get the job. Both of these benefits will be maximized if the challenges of ESP implementation can be overcome or minimized, such as teachers' competency, materials, facilities, university's policies, and students.

Basturkmen (2006) Stated that ESP was understood to prepare students to use English in an academic, professional, or work environment context, and the main key to ESP course design was a syllabus based on an analysis of student needs, it will motivate students to learn. Hutchinson and Waters (1987) said, "What distinguishes ESP from General English is not the existence of a need as such but rather an awareness of the need. If the learners, sponsors, and teachers know why the learners need English, that awareness will have an influence on what will be accepted as reasonable content in the language course, and on the positive side, what potential can be exploited."

It can be concluded that the focus of ESP teaching must refer to the purpose of the desired language teaching and really needed by students. The teacher must be able to determine precisely and accurately the needs and students competency, then formulate the language skills, functions, and forms of language that are needed by students in order to communicate in various situations, so that the benefits of ESP learning both academically and non-academically can be obtained maximally by students. According to Gestanti, Nimasari, and Mufanti (2019) ESP is designed to facilitate students' English need based on their objective in learning English itself.

Based on a preliminary study conducted at Midwifery Academy of Harapan Mulya Ponorogo through the interview to some students. It was known that both the academy and also lecturer has not conducted a survey about English teaching and learning materials. It was also known that the learning process was held by using General English materials that were taught traditionally or teacher-centered learning. The condition must be overcome soon. The Academy should aware to

increase midwifery students' competency in English, by giving instructional materials that are needed by students. A need analysis must be done to find appropriate learning materials. Development of the curriculum should be done to meet students' needs and work field needs. Canniveng and Martinez (2014) said that the materials are a central feature for the achievement of successful language learning, and they offer structure and consistency in the foreign language classroom.

Need analysis can be a tool to solve the problems. Any language course should be based on need analysis (Hutchinson & Waters, 1987). Yundayani, Emzir, and Rafli (2017) argued that need analysis is the foundation of instructional materials development. It can be developed in order to lead students' motivation and proficiency in language skills. The Need analysis is the sums of processes in collecting information about the learners' current and future language needs in order to give priority to the ones, which are thought to be more responsive to the immediate needs of learners in the curriculum development process. Dudley-Evans and John (1998) Said that needs analysis is the process of establishing what and how of a course. They also emphasize three mail aspects of need analysis. First, need analysis aims to know learners as people, as language users and language learners. Second, need analysis study also aims to know how language learning can be maximized for a given learner group. Third, Need analysis study aims to know how the target situation and learning environment so that the data can appropriately be interpreted.

Some need analysis study conducted in a different field, such as medical, nursing, business, etc. Alinezhad and Gholami (2012) conducted a need analysis of nursing students and nursing practitioners in Urmia. The result of the study revealed that most nurses agree on the importance of English in the workplace, but it is slightly in their career. The finding also indicated that reading and writing skills were perceived as more important than speaking and listening. The study clearly showed that nursing students need English more than nursing practitioners. Another study conducted by Dafa-Allah (2012) at some Sudanese Universities. The result of the study stated that the students need the English language to listen to the radio, understanding TV programs, and films. In the academic field, the need for the English language to understand lectures were highly rated. In their future jobs, the study revealed that students need the English language to read written or printed materials connected with jobs.

Based on the background of the study and some related research above, this research wants to explore: 1) Target need analysis based on students' perceptions and teachers' perceptions., 2) Learning need analysis based on students' perceptions and teachers' perceptions.

Method

This research design was descriptive research. The descriptive research according to Gall, Gall & Borg (2007) is a type of quantitative research that involves making the careful description of educational phenomena. The research wants to describe need analysis of English for Midwifery Purposes based on students' and teachers' perception.

The study conducted in Midwifery Academy of Harapan Mulya Ponorogo. The respondents selected should be as representative of the total population as possible in order to produce a miniature cross-section. The selected respondents constitute what is technically called a 'sample' and the selection process is called 'sampling technique (Kothari, 2004). In this research, the respondents were 34 students taken purposively from the third year students, and 7 midwife teachers of Midwifery Academy of Harapan Mulya Ponorogo.

The Instruments of this research were questionnaires and interview. The questionnaire is the favored tool of many of those engaged in research, and it can often provide a cheap and effective way of collecting data in a structured and manageable form (Wilkinson & Birmingham, 2003). An interview is a form of self-report that is a relatively simple approach to data collection. Although simple, it can produce a wealth of information. An interview can cover any number of content areas and is a relatively inexpensive and efficient way to collect a wide variety of data that does not require formal testing (Marczyk, DeMatteo, & Festinger, 2005).

The need analysis of English for midwifery purposes based on students' perception was measured by a questionnaire that consisted of two analyses. The first one was Target needs analysis which was divided into three sub-indicators. They are Necessities, Lacks and Wants. All the questionnaires have 23 items. The Second was Learning Needs Analysis. The Interview to the teachers was also emphasized on target need analysis and learning need analysis.

The respondents were given a questionnaire. After giving the response to the questionnaires, the researchers collected the questionnaires, coded, tabulated and scoring the data. Data of each variable were analyzed and presented descriptively.

Findings and Discussion

Findings

Target Needs Analysis Based on Students' Perception

Necessities

Table 1. Students' needs analysis about the necessity of English

No	Questionnaire Items	Most Choices	N	F	%
1	The advantages of English for students	Very useful	34	21	61,8
2	Students' reason for learning English	In order to able to communicate with a foreign patient.	34	13	38,2

Based on table 1, most respondents (61,8%) have an opinion that English is very useful for their life. They want to master English to communicate with foreign patient (38,2%).

Lacks

Table 2. The weakness of Students in English

No	Questionnaire Items	Most Choices	N	F	%
1	Degree of difficulty of English learning materials during English class	Sufficient	34	21	61,8
2	Students' English proficiency	Intermediate*:* can understand the content or purpose of complicated texts and give a comment or idea about that.	34	20	58.82
3	Students' view on the difficulty level of English for Midwifery Purposes than General English.	Difficult	34	14	41.2

Table 2 indicates the lacks of students in English. 61,8 % of respondents assess English learning materials are difficult enough. 58,82 of respondents realized that their competency in English was sufficient category. 41,2 % of respondents view that English for Midwifery Purposes is more difficult than General English.

Wants

Table 3. Students' wants and reason for learning English

No	Questionnaire Items	Most Choices	N	F	%
1	Why do you study English?	To get success in the future	34	14	41.2
2	At the future, I am going to use English for …	To communicate with a patient who uses the English language	34	11	32.4

Table 3 indicates the students' wants in learning English. According to the above data. 41,2 % of respondents want English to get success in the future. 32,4 % of respondents going to use English to communicate with a patient who use the English language.

Table 4. English skills and components that should be emphasized in English learning materials.

Questionnaire item	**Choices**	**%**
Emphasizing on English Skills and English Components	Speaking	21
	Listening	15
	Reading	23
	Writing	14
	Vocabulary	15
	Grammar	12
		100

Based on table 4, there are English skills and English components that students' needs. 21 % of respondents need speaking materials should be emphasized on ESP learning materials. 15 % of respondents need listening materials and vocabulary should be emphasized on ESP learning materials. 23 % of respondents need reading materials were emphasized in the learning materials. 14 % of respondents need writing materials, and 25 % of respondents need grammar materials.

Table 5. Topics that were proposed by students on English learning materials

NO	Topics	Number of topics	%
1	Ante Natal Care (ANC)	16	18.8
2	therapeutic communication	13	15.3
3	The daily activity of midwife	7	8.24
4	Contraception	6	7.06
5	Post Natal Care (PNC)	6	7.06
6	Intra Natal Care	6	7.06
7	The daily activity of the physician	5	5.88
8	The daily activity of nurse	4	4.71
9	Youth health reproduction	5	5.88
10	Neonatal care	4	4.71
11	Maternal-neonatal emergency care	4	4.71
12	Work activities in the hospital	3	3.53
13	Using the dictionary	3	3.53
14	Community midwifery	1	1.18
15	Medicine	1	1.18
16	Diseases	1	1.18
		85	100

Table 5 shows that there are 85 topics that students propose on English learning materials. The highest respond of students need are about Antenatal care (18,8 %). The second topic order is therapeutic communication (15,3 %). 8,24% of respondents want the topic about the daily activity of midwife.

Target Needs Analysis Based on Teachers' Perception

Necessities

Table 6. The importance of English

No	Questionnaire Items	Most Choices	N	F	%
1	What do you think of the role of English today	Very important	7	6	85.71
2	How are the advantages of English for midwifery students?	Very useful	**7**	6	85.71

Based on table 6, 85,71 % of the teachers respond that English has a very important role in this era, and very useful for midwifery students.

Lacks

Table 7. Students' English competency based on teachers' perception

No	Questionnaire Items	Most Choices	N	F	%
1	In which level of English competency midwifery students?	The beginner can understand simple sentences and expression used in daily life.	7	4	57.14

Table 7 indicates the perception of teachers on students' competency in English. 57,14 % of respondents thought that the students' competency in English was a beginner, they can understand simple sentences and expression used in daily life.

Wants

Table 8. The objectives of English

No	Questionnaire Items	Most Choices	N	F	%
1	At the future, the students are going to use English for …	deepen midwifery knowledge from English references.	7	4	57.14

Table 8 shows the perception of teachers about the objectives of English for their students. 57,14 % of respondents said that the students are going to use English to deepen midwifery knowledge from English references.

Learning Needs Analysis Based on Students' Perception

Table 9. Learning needs (English skills and components input)

No	**Questionnaire Items**	**Most Choices**	**N**	**F**	**%**
1	In the speaking activity, learning input that you want is…	Authentic materials, such as news, radio, movies, and songs.	34	12	35.3
2	Type of learning activity in listening that you want?	Identifying the detail of information	34	19	55.87
3	What kind of reading activity that you want?	Reading the text, then answer questions based on the reading text.	34	13	38.2
4	What kind of writing activity that you want?	Writing report that related to midwifery.	34	10	29.41
5	What kind of grammar or structure learning activities that you want?	Discussing some mistakes that often happen in answering grammar test	34	11	32.4
6	What kind of Vocabulary	Finding new	34	16	47.1

No	Questionnaire Items	Most Choices	N	F	%
	learning activities that you want?	vocabularies in a text and identifying the meaning based on its context.			

Based on table 9, there is some input that students' needs. The learning needs of students about the activity in class. In the speaking activity, the students need some references from authentic materials, such as news, radio, and song. Type of listening activity that students want is about identifying the detail information. The reading activity that students want is about reading the text, then answer questions based on the reading text. 29,41 % of respondents need writing report that related to midwifery context. 32,4 % of respondents need grammar teaching activity by discussing some mistakes that often happen in answering grammar test. 47,1% of respondents need vocabulary learning activity by finding new vocabularies in a text and identifying the meaning based on its context.

Learning Needs Analysis based on Teacher's Perception

Table 10. Perception toward Importance of English

No	Questionnaire Items	Most Choices	N	F	%
1	English for Midwifery Purposes is more important than General English. What do you think?	Agree	7	4	57.14
2	What do you think about the English learning facility on campus?	Good	7	4	57.14
3	Do your campus support to create joyful learning in English?	Very support	7	4	57.14

Table 10 shows the perception of midwife teachers towards English. 57,14 % of teachers responded that English for Midwifery Purposes is more important than General English. The teachers also respond that the campus has given good learning facility to learn English, the campus also very supportive to create joyful learning in English.

Table 11. English skills and English components that should be emphasized on English learning materials

Questionnaire item	Choices	%
Emphasizing on English Skills and English Components	Speaking	24.3
	Listening	17.9
	Reading	17.1
	Writing	15.7
	Vocabulary	13.6
	Grammar	10.7
	others	0.71
		100

Table 11 shows the teachers propose about English skills and English components which are emphasized in English learning materials. 24,3 % of respondents propose English learning materials should emphasize on speaking. 17,9 % of respondents need listening. 17,1 % of respondents said that English materials should be emphasized on reading. 15,7 % of respondents need writing. 13,6 % of respondents said that vocabulary should be emphasized on the English learning materials. 10,7 % of respondents need grammar, and 0,71 % of respondents said other English components.

Table 12. Topics that were proposed by midwife teachers on English learning materials

NO	Topics	Number of topics	%
1	Neonatal care	5	18
2	INC (Intra Natal Care)	5	18
3	PNC (Post Natal Care)	5	18
4	ANC (Antenatal care)	4	14
5	Contraception	2	7
6	Therapeutic Communication	2	7
7	Midwifery terms	2	7
8	Exclusive Breastfeeding	1	4
9	Basic Nursing Practice	1	4
10	Interpersonal communication)	1	4
		28	100

Table 2 indicates some topics that are proposed d by teachers. There are 28 topics. Most of the teachers (18,8%) propose the topics about Neonatal care, Intra natal care, and postnatal care. 14 % about antenatal care topics, 7 % about contraception, therapeutic communication, and midwifery terms. 4 % choose the topics about exclusive breastfeeding, basic nursing practice, and interpersonal communication.

Discussion

Target Need Analysis Based on Students' Perception

Based on the result of the study as shown in table 1 until table 3, it can be seen that the majority of students (61,8 %) agreed that English was very useful. They want to apply their English to communicate with foreign patient (38,2%). Almost half of the students (58.82%) said that English for Midwifery Purposes was difficult enough, and they confessed that their English proficiency was Intermediate level (58.82%).

The students wanted English for midwifery purposes in order to succeed in the future (41.2%), to communicate with a patient who use the English language. Hence, they asked to emphasize English reading and speaking than other language skills and language components. Meanwhile, topics that were proposed by students on English learning materials were Antenatal care (ANC) as many as 18.8 %, and 15.3 % of students needed therapeutic communication.

The result of the study above was evidence which supports the position of English as a global language and a language of wider communication. Boroujeni

and Fard (2013) Stated that it was mandatory for students in numerous fields of study to learn English. It can help them to easily communicate with other peoples around the world, having access to the new-developed scientific knowledge of other countries and, as a result, having a better practical life. In midwifery context, the students learn some topics related to their field interest.

Target Need Analysis Based on Teachers' Perception

Based on table 6, it was shown that the majority of teachers (85.71%) agreed that English has a very important role and very useful. According to teachers' perception, as shown in table 7 and table 8, the students level of English competency were a beginner and intermediate level. Majority of teachers (57.4%) use English to deepen midwifery knowledge from English references.

The result of the study above similar to students' perception that English was also important. Hence, all lecturers in Harapan Mulya Ponorogo Midwifery Academy have to support the students to improve their English. Midwife teachers should cooperate with English teachers in developing English syllabus. Then instructional English materials consisted of midwifery context. Rubby (2014) said that selection of materials involves matching the given materials against the context in which they are going to be used and the needs and interests of the teachers and learners who work within it, to find the best possible fit between them.

Learning Need Analysis Based on Students' Perception

Exploring the learning need of students, it was shown in table 9. There were English skills and English Components. In learning need of speaking, 35.3 % of respondents need authentic materials, such as news, movies, and songs. Those materials can be taught to improve speaking skill specifically that related to midwifery. Listening skill, 55.87 % of the respondents need to identify the detail of information. 38.2 % of the respondents need reading activity through reading the text, then answering questions based on the reading text. Learning needs in writing, 29.41 % of the respondents need writing report that related to midwifery. in learning needs of grammar, 32.4 % of respondent happens in answering need to discuss some mistakes that often happen in answering grammar test. Meanwhile, 47.1 % of respondents need vocabulary learning activity in finding new vocabularies in a text and identifying the meaning based on its context.

The result of learning needs analysis above can be adopted in developing English learning materials. Teachers should develop their experience in teaching to create suitable instructional materials. Rasekh, Jafarzadeh, and Simin (2011) Conducted research in Iran that many ESP teachers have become slaves of published textbooks available, unable to evaluate their suitability based on personal experience, and unwilling to do the necessary analysis of difficult specialist texts to verify their content. They suggested the new EAP materials combined concept taken from scientific subject matter with knowledge of English and packed them with pedagogical skill and need to develop for teaching. Such a combination is highly motivating because students are able to apply what they learn in their English classes to their main field of study.

Developing English skills and English components based on students' needs will motivate students in learning. The students' competency in the midwifery field, improve their ability to acquire English.

Learning Need Analysis Based on Teachers' Perception

Table 10 showed that 57.14% of teachers thought that English for midwifery purposes is more important than General English. Based on table 11, teachers argued that English skills and components that should be more emphasized were speaking. Topics that were proposed by midwife teachers were neonatal care, Intra natal care, postnatal care, Antenatal care. All the topics related to midwifery practice. It should be part of the English learning materials.

Language is made up of four main skills which are all needed to improve each other. Rasekh et al. (2011) gave an example, for improving speaking skill one can not suffice to talk, first you need to listen carefully.

Conclusion

Based on the research findings above, the researchers concluded that both students and teachers have the same arguments, that English is very important in this era. Majority of respondents were intermediate level. Although English for midwifery purposes was difficult, the students tried to continue to learn because they want to communicate with a patient who use the English language, besides they want to continue to the next study. English for Midwifery Purposes should consist of midwifery care, such as antenatal care, Postnatal care, Intra natal care, maternal-neonatal emergency care, therapeutic communication, etc. Finally, the success of learning English for Midwifery Purposes also depends on the support of campus, learning environment, teachers and students' competency, instructional materials, campus policy, and availability of learning facility. The researchers suggested to the teachers to develop English instructional materials based on need analysis.

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