



**The needs of students in learning English
in the Faculty of Medicine, Dehasen
University of Bengkulu**



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Abstract

The English language course offered in the Faculty of Medicine of Dehasen University of Bengkulu was not based on the needs of the students. This can lead to a lack of student motivation and participation in the course. The purpose of this study was to find out the basic needs of medical students in learning English. Finding out the needs of students in the English language course was done with a questionnaire for 36 students of the Faculty of Medicine. The results showed that 18 respondents (50%) stated that they needed English to develop their career, complete their studies and expand international relations. 18 respondents (50%) stated that they need speaking and reading skills for their future career. In addition, twenty-seven (75%) respondents explained that they needed research-related material.

Keywords: student needs, English language course, medical students.

Abstrak

Mata kuliah Bahasa Inggris yang ditawarkan di Fakultas Kedokteran Universitas Dehasen Bengkulu tidak sesuai dengan kebutuhan mahasiswa. Hal ini dapat menyebabkan kurangnya motivasi dan partisipasi siswa dalam kursus. Tujuan dari penelitian ini adalah untuk mengetahui kebutuhan dasar mahasiswa kedokteran dalam pembelajaran bahasa Inggris. Mencari tahu kebutuhan mahasiswa dalam mata kuliah Bahasa Inggris dilakukan dengan kuesioner kepada 36 mahasiswa Fakultas Kedokteran. Hasil penelitian menunjukkan bahwa 18 responden (50%) menyatakan bahwa mereka membutuhkan bahasa Inggris untuk mengembangkan karir, menyelesaikan studi dan memperluas hubungan internasional. 18 responden (50%) menyatakan bahwa mereka membutuhkan keterampilan berbicara dan membaca untuk karir masa depan mereka. Selain itu, dua puluh tujuh (75%) responden menjelaskan bahwa mereka membutuhkan materi terkait penelitian.

Kata kunci: kebutuhan mahasiswa, kursus bahasa inggris, mahasiswa kedokteran.

Introduction

In recent years, English has become increasingly important for learning many subjects, especially at the university level. Students of science and engineering subjects rely heavily on English textbooks. This also applies to students in the Faculty of Medicine at Dehasen University of Bengkulu. Appropriate English course materials that meet the needs of students are considered

necessary. The English language course offered at the Faculty of Medicine begins

Based on some assumptions instead of an analysis of students' needs; therefore, the motivation of students towards the English language program is weak or low. When developing English-language materials for special use, such as materials for medical students, it is naturally necessary to identify English-language materials that emphasize the needs of the students. According to

Richards and Rodgers (1986), material is the first component of the design level of an educational system. They further argue that it deals with how students should learn within the system and how teachers should teach in relation to a specific set of learning materials organized according to curriculum criteria. Consistent with the assertion of Richards and Rodgers, Dick and Carey (1985) mention that for effective learning materials, students and materials must be compatible. According to Richards (1990), there are three objectives in conducting a needs analysis. The first objective is to create a mechanism to obtain wider information about the content, design and implementation of language programs, involving people such as learners, teachers, managers and employers in the process. Then, the second goal is to identify special language needs that can be taken into account when developing the goals and content of the language program. Then information is presented that can form the basis of a review and evaluation of an existing program. It can be concluded that doing a needs assessment is very useful. Definitions of needs vary depending on the purpose of the analysis, but all focus on the learner. Lawson (1979) defines a need as "something that is recognized" but not discovered, and its presence is due to whatever criteria are considered relevant to the diagnosis. This means that some kind of assessment or evaluation of the existing situation should be carried out to determine the need, and the diagnosis of the assessment results would reveal some kind of deficiency. Hutchinson and Waters (1987) distinguish between "goal needs" and "learning needs". Goal need refers to what the learner must do in the target situation and learning need refers to what the learner must do to learn. They further subcategorize target needs into (1) needs: what the learner needs to know to function effectively in the target situation, (2) deficits: conflict between the need and what the learner

already knows, (3) wants: what the learner wants. A learner really wants to learn or feel the need the desires of the student may or may not match the desires seen by the teachers or course designers. The learning need is equated with the learning path. This concerns, for example, how students learn a language, why they learn it, what resources are available for their learning.

Altman (1980) explains the needs of the learner in the context of learner-centered language learning based on individual differences. According to Altman (1980), learners should be properly positioned based on their age, linguistic level, maturity and free time. This requires that the educational institution must organize flexible learning arrangements so that all students have access to learning that meets their needs. Thus, the content and manner of learning are influenced by the choices offered to them. Modifications of learning resources are made according to various individual differences in learning time, goals, and manner or learning expectations. Considering the background, i.e. the scarcity of educational materials suitable for the needs of the students of the Faculty of Medicine of Dehasen University and the important position of English in the curriculum of the school, this research is of course mainly based on this. In other words, this study has two goals: to gather information about the needs of DEHASEN University medical students in learning English, and to know what the basic needs of the medical faculty are in learning English. In addition, this study mainly focuses on the subjects of students' needs in learning English. This study is limited to medical students, especially third-year students in 2001/2002, who are experienced in learning English to receive information about their needs. Based on the previous discussion, two questions are formulated as follows: (1) what are the needs of Dehasen University medical students to learn English? And (2) what is the most

dominant need of Dehasen University medical students to learn English? The results of this survey are key data for determining which materials are appropriate for medical students. The needs analysis is not an end in itself.

Metode Penelitian

This is the first part of a descriptive study that aims to describe the needs of students in learning English. The survey method is often used to collect descriptive data (Borg and Gall, 1983). They further stated that surveys are only used to gather information. The Purpose of Using the survey method is the most complete and authentic description of the field of study. The faculty of medicine was chosen because it is a new faculty, the students of this school are serious and most of them are intelligent, because only students with high grades/grades are accepted in this school. Therefore, this school is chosen to receive information about the needs of the students in learning English. The sample of this study was taken from students of the Dehasen University Faculty of Medicine. In total, the residents were around 70 students; however, 36 students attended. A questionnaire was used to collect information about the English language learning needs of students. In developing the survey, the author referred to factual information gathered based on the author's observation. The questionnaire consisted of questions about teaching English and what students need from teaching. The questionnaire consisted of closed questions with four options in which the respondents should give their assessment. The questions asked in this study consisted of five topics. The subjects of the respondents' needs were the purpose of learning English, the reasons for learning English, the way of learning English, the skills needed to learn English and the difficulties in learning English. The respondents were allowed to take the questionnaire home. They were given one day to complete the questionnaires. Student

survey responses were categorized and analyzed to determine actual needs. Data were analyzed descriptively based on student response rates to the researcher's survey. Overall, the data were used to identify the needs of medical students in learning English.

Hasil Penelitian

The Students' Target Needs in Learning English

The questionnaire given to the medical students consisted of 13 items that dealt with the level of competence of the students, the purpose of learning English, the important English habits they had to master, the role of using English at work, and the expectations of the students. future work, frequency of English language use, English language skills that students use in their careers, suitability of English teaching materials, most suitable teaching techniques, suitability of materials to students' expectations, degree of difficulty of teaching.

Based on the results of the data analysis, it was revealed that according to daily needs, 16 students (44.4%) stated that their English language skills are sufficient, 10 respondents (27.8%) stated that their English language skills are more than acceptable. and 10 of the respondents (27.8%) reported that their English language skills are poor. In addition, based on the results of the data analysis of the purpose of learning English, 10 respondents (27.8%) out of 36 respondents stated that they need English to develop their future career, 3 respondents (8.3%) agreed, that English is useful. 5 respondents (13.8%) reported that English was used to complete their studies in international relations and 18 respondents (50%) said that English was used in a combination of the three. The survey results on students' expectations of working life show that 24 respondents (66.7%) chose health care out of 36 respondents, 5 respondents (13.8%) educational institutions, 4 respondents (11.1%) public administration. institutions and 3 respondents (8.3%) chose

entrepreneurship. Regarding the frequency of using English in their work, 7 respondents (19.4%) stated that English was used most often, 10 respondents (27.8%) said that English was used most often, 15 respondents (41.6%) said that English was used most of the time. reported that they sometimes use English, and 2 respondents (11.1%) said that English will almost never be used in their future work. Based on the results of the data analysis of the environment of English used in their future career, it was found that 18 of the 36 respondents (50%) stated that they use English in spoken form, 18 of the respondents. (50%) indicated that they use English in the form of reading, none of them stated that they use English to write and listen. The learning needs of students in the English language program included appropriate materials, important skills that must be acquired immediately, appropriate teaching method, the desire of students after joining the English language program, students' opinions about English materials and students. Opinion about the English language program. The results of the data analysis of the most important English language skills that they must acquire immediately show that out of 36 respondents, listening was chosen by 1 respondent (2.7%), speaking by 15 respondents (41.6%) , reading from 15 respondents (41.6%) and 5 respondents. respondents (13.8%) chose writing. Based on the results of the data analysis of the relevant English-language materials, 27 of the 36 respondents (75%) indicated that they needed this question.

Materials in their research, and 9 respondents (25%) stated that they needed material different from the research. Discussing the learning method, it was shown that out of 36 respondents, 4 respondents (11.1%) chose a lecture, 6 respondents (16.7%) chose a presentation, and 16 respondents (44.4%) chose a game as an appropriate learning method. Discussion was

chosen by 8 respondents (22.2%) and question and answer by 2 respondents (5.6%). The results of the data analysis of students' interest in the text show that 2 (5.6%) of 36 respondents indicated interest, 29 (80.5%) and 5 (13.8%) indicated interest. that they were interested. were less interested in the text and 0 (0%) indicated that they were not very interested in the text. The results of the data analysis on the adequacy of the English language materials to the students' expectations show that out of 36 respondents, 16 respondents (44.4%) reported that they received only part of the materials, 14 respondents reported (38.8%). that they did not receive the requested materials, and 6 respondents (16.7%) reported that they had already received the requested materials. The results of the data analysis of students' opinions about English language programs show that out of 36 respondents, 10 respondents (27.7%) stated that they do not support the English language program enough, 17 respondents (47.2%) indicated that they fully support. it. support the English program. program and 9 respondents (25%) indicated that they do not support the English program.

Based on the results of the survey, the most general needs of the students, the purpose of the students to learn English, 18 (50%) of the students indicated that the purpose was a combination between the practicing practitioner and the graduation of the students learn and expand international relations. Regarding students' desire for a future working life, 24 (66.7%) of the respondents chose health care. Regarding the English they will use in their future career, 18 (50%) respondents chose to speak and 18 respondents (50%) chose to read. Regarding the most common learning needs, 27 (75.0%) of the respondents said they would need materials for learning. Most of the students immediately needed to speak (41.6%) and read 15 (41.6%). They suggested that game

and discussion can be used as a suitable method to teach English. As for students' interest in the text, out 29 out of 36 respondents (80.5%) indicated that they were interested in this text. Regarding the appropriateness of the materials to the student's expectations, 16 (44.4%) of the respondents indicated that they had recently received some of the materials. Regarding students' programmed opinion about English in medical education, 17 (47.2%) of the respondents stated that the materials strongly support their understanding of English. In addition, regarding the level of difficulty of the given materials, 19 respondents out of 36 (52.7%) indicated that the listening materials were difficult, 17 (47.2%) of the respondents considered the speaking materials difficult, and 20 (55, 6%) of the respondents. of respondents. the respondents assumed that the reading material was easy, and 15 (41.6%) of the respondents thought that the writing material was also easy.

Pembahasan

Based on the conclusions made about the target need, it was concluded that students need an English language program because of the target situation, ie. The requirement of the program of the university, especially of the Faculty of Medicine. Students understand that an English language program is very important to help them with their studies and also to support their future careers because English is useful in all aspects of their careers. Most of those who chose health care as their future job indicated that the materials were already suitable for learning. They believe that speaking and reading are the most important tools in their future careers, because speaking is the most important English skill that students must acquire first so that they can easily acquire other English skills. Reading is also very important, because by reading, students get more information so that their knowledge improves to support future

work. Regarding learning needs, the results show that almost all respondents need relevant material for their main study. Research shows that students still struggle with learning and expect the English language program to support their studies. Students who choose speaking as their main English skill should learn to speak as soon as possible to make it easier for them to understand English without neglecting other English skills. The most dominant needs related to the target needs of students are related to learning English for career development, completing studies and expanding international relations, because the English language program is mandatory for all Dehasen University students and must be registered to complete the university program. Their future field of work, which they look forward to, was health care. They also stated that speaking and reading are the most dominant media in their future careers, ie. In healthy environments. The most dominant needs related to students' learning needs indicate that they need an English language program to support their studies. They need relevant material for their studies. Games and discussion are recommended learning methods to facilitate understanding of the material. They also noticed that the text was in line with their interests. Regarding the material, they found that listening and speaking were difficult materials, while reading and writing were easy.

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Kesimpulan

The results of this study will certainly help shape the development of materials, teaching strategies and skills needed in the medical field. Based on the results of the data analysis on the most dominant needs of the students, it seems that Dehasen University medical students needed important material for their studies. Therefore, needs should be considered as an important part of the curriculum, which aims to connect the academic needs of current students with their future career needs. In addition, the needs concern not only students, but also all parties in the education system and the relevant user agencies that ultimately employ students.

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