



ESP ANALYSIS FOR HOSPITAL ADMINISTRATION STUDY PROGRAM

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Abstract

This study aimed to identify and analyze ESP learning materials for Hospital Administration students at Kusuma Husada University. This research adopted a qualitative descriptive approach. The object was 30 students of the Hospital Administration Study Program and the sampling technique used purposive sampling. A semi-structured questionnaire was distributed to the participants to gather information related to the student's needs and wants. The data analysis was descriptive in the form of numbers and percentages. The study revealed that the students not only learn English to support their academic field but also for their future professional careers.

Keywords: *ESP, Needs Analysis, Hospital Administration.*

INTRODUCTION

The evolution of English pedagogy at the higher education level not only concentrated on the General English (GE) learning model but also the specific learning model (English for Specific Purposes). It aimed at preparing the students to become professionals in their fields. This requires proper methods and techniques in teaching English that meet the learners' needs both for their studies and future careers. Therefore, ESP is given as a specific required English ability.

The primary characteristic of ESP that differentiates it from GE is that learning is oriented towards specific objectives, specifically in the academic and professional fields (Robinson in Hidayati & Haryati, 2018). Meanwhile, the essence of ESP is prepared and elaborated based on the idea of Needs Analysis. The concept aims to integrate what learners need both in the academic and professional fields. Therefore, ESP focus on learners at the university level and the professional or organization. The students will be trained more specifically in all English skills. They will have more technical and



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specifiable vocabulary related to their major. ESP also benefits students in defining their academic roles from a global perspective.

English for Hospital Administration is a compulsory subject for all Hospital Administration students in the fourth semester or second year of study. This ESP course is essential because English is widely used in several sources for their courses. The students are required to understand the ideas both in simple texts and in more complex texts related to their study field. The better understanding of English reading they own, the easier they reach their success in academic learning (Arroyani, Widiyati, Maryani, 2021). Unfortunately, the teaching material in the syllabus is general in nature (General English), such as TOEFL, and unrelated to the field of study. Therefore, there is a low motivation to learn English among Hospital Administration students. In addition, students consider English only as a compliment because it does not promote the development of their interests or fields of knowledge.

Considering the important role of ESP, needs analysis should be performed as the first step in designing appropriate teaching materials that meet learners' needs for both academic demands and occupational demands. The materials can be obtained by developing teaching materials starting with needs analysis, followed by course design, selection and production of the materials, teaching and learning, and materials evaluation (Dudley-Evans, St John, & Saint John, 1998). Thus, it can facilitate students' English learning, both mastery of vocabulary, pronunciation, and grammatical structure of English.

The importance of conducting a needs analysis in ESP aims to ensure that the language taught is needed in the students' working field. As is the case, English learning activities in the hospital administration study program at Kusuma Husada University, Surakarta. The previous studies had conducted needs analysis for ESP students, particularly students of the health departments (Arroyyani et al., 2022; Hidayati & Haryati, 2018; Pranoto & Suprayogi, 2020; Suwandi & Wafa, 2020; Syakur et al., 2020) and (Mafruudloh, 2020 *on Developing Materials for English Specific Purposes in Hospital Administration Department*) and many others. Related studies suggest elaborating objectives, topics/themes, and learning strategies that are appropriate to their scientific fields. There is no research that discusses ESP for the Hospital Administration study program, both at the level of needs analysis and syllabus design.

Initiated by Hutchinson & Water, ESP refers to teaching English to certain learners with certain purposes to meet the learners' needs. Hutchinson & Waters (1987) noted that need analysis covers target needs and learning needs. Target needs are what the learners need to do in the target situation. Then, learning needs are what the learners need to do to learn. Conducting a needs analysis must consider necessities, lacks, and wants. Moreover, Graves (in Barghamadi, 2020) stated that the process of needs analysis involves seven steps and a set of decisions, actions, and reflections that are cyclical. The process typically consists of the following steps: First, deciding what data to collect and why. Second, deciding the best way to obtain. Third, collecting data. Fourth, interpreting the data. Fifth, acting on data. Sixth, assessing the effect and the effectiveness of the action, and seventh, deciding on further or new information to collect.

Necessity is what learners need to understand in order to perform effectively in the target situation. It is a matter of observing what conditions the learner will require to perform in and analyzing the constituent parts. Meanwhile, *Lacks* are what the learners already know in the target situation. It is necessary to identify what essential needs of the learner lacks. It can be described as the gap between the target skills and the learner's existing skills. Also, *Wants* are the learner's view related to what they want to learn.

There is no systematic analysis of students' needs for curriculum development and classroom instruction for the ESP courses (Poedjiastutie & Oliver, 2017). Accordingly, the issue of the need for English for Hospital Administration students has not been examined much, and the relevant information is scarce. Therefore, the study investigates the target needs and learning needs of Hospital Administration students in learning ESP and describes a course outline to develop the ESP materials.

RESEARCH METHOD

Need Analysis is considered the first action in a Research and Development (R&D) based research. It focused on the *Need Analysis* of ESP for hospital administration students. Therefore, a triangulation research design was utilized combining both quantitative and qualitative. Furthermore, the available data were analyzed according to the problems and objectives of this study. Thus, the research

stages were; 1) Collecting data obtained from questionnaires and interviews, 2) Classifying (grouping) data from the questionnaire results. 3) Identify the learning need of ESP based on these data, and 4) Describe the data to answer the existing problems.

This research was conducted in the Hospital Administration study program at Kusuma Husada University, Surakarta. The object of this research was 30 students in the fourth semester of the 2021/2022 academic year of the hospital administration study program. All the students were from the hospital administration study program and passed General English subjects. While the research instrument in data collection was obtained from two sources. First, Primary data from the results of questionnaires and interviews. Researchers will distribute questionnaires about the need for English learning in hospital administration English classes. Then interviews were conducted with students and administrators (lecturers) of the hospital administration study program as material for a needs analysis. These data are used as a reference to determine the needs of Hospital Administration study program students with the ESP concept. Second, data from existing theories, documents in the form of journals, reference books, and other sources of information related to this research. Apart from that, the researcher also held a pretest to find out the extent of knowledge and skills in using English by hospital administration students. Assessment is not only on the four basic language skills which include listening, speaking, reading, and writing, but also on mastery of language components, namely vocabulary, pronunciation, and grammar.

FINDINGS AND DISCUSSION

Finding

The authors discovered several facts in the field that have been studied by several previous studies about ESP analysis for hospital administration study program. First, *a Need Analysis of ESP for Public Health Students* (Arroyyani et al., 2022). The study desired to identify the students' needs in learning English, particularly English for Public Health. They focused on what kind of English topic materials that suitable for public health students. Second, *Target and Learning Needs in English for Midwifery Students* (Hidayati & Haryati, 2018). This research focused the urgent of need analysis needs before conducting English course based on the students' field study. But there was a limitation of specific topic materials related to midwifery, the research only

delivers the target needs and learning needs of midwifery students. The third, a research about *Developing Materials for English Specific Purposes in Hospital Administration Department* (Mafruudloh, 2020). The results of these studies assist to develop teaching materials, such as modules and book references that are best suited for use in the classroom. For these reasons and in response to the current situation, research has been conducted to identify the needs of health faculty students, especially those in hospital administration. The study was expected to describe the ESP needs of Hospital Administration students, which will be used to develop the next stage of course design. The authors also try to emphasize the specific topics that must be included based on what students are being learned in Hospital Administration and the general mapping of topics material to facilitate the process of developing English materials in the future research.

The following section outlines the result from the data collection process that was classified into two sections. The first section presented the *target needs* that cover *necessities, wants, and lacks*. The second section described the data about *students learning needs*. Yet, the questionnaire was just concerned with *target needs* and *input materials* since the researchers believed that *setting* and *the student and teacher roles* could be negotiated in the process of teaching and learning.

In this study, the researchers also administered the lists questionnaires of possible statements based on the *target needs* and *learning needs* to obtain students' preference. The researchers could compare students' different lists and come to an agreement on what the class wants and needs. Hutchinson and Waters (1997) emphasized the *Learning-Centered Approach* to teach students how they learn language by investigating learners' needs in the language use situation and the language-learning situation. They proposed a list of questions that need to be answered in needs assessment data collection. Below is a detailed explanation of the research results.

Table 1. The questionnaires organization

Aspects	Questionnaire Purposes	Reference
Necessities	To ascertain what the learners' need in achieving English communication related hospital administration field.	Hutchinson & Waters (1987)
Wants	To ascertain what the students' want to be included in the materials.	Hutchinson & Waters (1987)
Lacks	To ascertain the gap between what the students have known and what they should know.	Hutchinson & Waters (1987)
Inputs	To ascertain data that should be included in the material.	Nunan (2001)

This instrument method can be the most standard tool in the needs analysis process. Questionnaires were used to collect information on a larger scale and elicit information on the classification of issues, including communication issues, analysis of learning styles, preferred assignments in class, motivation, attitudes, and beliefs. Questionnaires can also include miscellaneous questions such as biodata, self-ratings, and judgmental ratings (Brown, 2009). The self-rating consists of a scale used to assess the knowledge or abilities of respondents in the form of closed or open responses. In addition, needs analysis produces various functions and concepts. However, it could not be organized into a coherent teaching sequence when the results were converted into language form. Therefore, needs analysis had several limitations. If researchers and materials designers were familiar with the needs analysis process and its constraints, it assisted them to investigate the learners' needs in specific contexts. In short, researchers could determine the proper approach and collect valuable data in needs analysis depending on mastery of the needs analysis process.

Discussion

The Analysis of Target Situation

The analysis of target situation covered three aspects; *necessities*, *wants*, and *lacks*. Based on the data obtained from students' responses to the questionnaire, the findings are shown in the following tables.

Table 2. Necessities

No	Necessities	Percentage
1	Learning English to prepare the career as professionals	83.3%
2	Learning English to prepare TOEFL or other test.	76.7%
3	Learning English to communicate with foreigners.	73.3%

Necessities were related to what students must know (Hutchinson & Waters: 1994). The questionnaires showed that students learned English to support their professional career as a Hospital Administrator (83.3%). Others said that English was needed to pass the hospital/company requirements such as TOEFL, TOEIC, or IELTS (76.7%). This answer was supported that some participants' answers were also related to how they wanted to master TOEFL/TOEIC/IELTS because English is required for students to prepare them for job seeking, job interviews, and the workplace as professionals (Arroyyani et al., 2022). Several students also focused on experiencing to communicate with foreigners (73.3%) or widen their connection around the world. The

finding of students' goals in learning English corresponded with the theory that ESP focuses on students' academic and professional needs. The students did not only study English to support their academic field but also for preparation after graduation. It was supported the theory (Arroyyani et al., 2022; Barghamadi, 2020; Hidayati & Haryati, 2018; Mafruudloh, 2020; Pranoto & Suprayogi, 2020) that ESP needs to facilitate student needs in academics and future careers. This result was in line with the student's opinions about their desire to learn English including mastering all English language skills, practicing communication, and preparing for their professional careers.

Table 3. Wants

No	Wants	Percentage
1	Understand English conversations related to Hospital Administration	86.7%
2	Able to communicate/speak English well	66.7%
3	Understand article, journal, other information in English	53.3%

Wants or subjective needs covered what students want to know (Hutchinson & Waters, 1994). Also, *wants* are the learner's point of view related to what they want to learn. The data inferred that most students wanted to understand English conversations related to Hospital Administration (86.7%) and able to answer/speak English well related to hospital administration topic (66.7%). Whereas, small number just wanted to understand article, journal, other information related to Hospital Administration in English (53.3%). Based on the table above, it can also be seen that students of Hospital Administration study program had different *wants* with their English skills. The diversity of their responses could be categorized into two types, namely present-oriented learning needs related to academic needs and future oriented needs related to the world of work. It had a close relationship with the selection of course material taught by the lecturer. As stated by Robinson (in Hidayati & Haryati, 2018), if the material taught in this course is in accordance with the needs of the learners, then this will improve learning motivation so that the desired goals will be achieved properly.

Table 4. Students' self-assessment

No	Skills	Weak	Fair	Good
1	Listening	30.7%	62.7%	6.6%
2	Reading	49.5%	39.3%	11.2%
3	Speaking	56.1%	33%	10.9%
4	Writing	29.7%	52.8%	17.5%
5	Vocabulary	23.1%	72.6%	3.3%
6	Grammar	46.2%	46.2%	7.6%
7	Pronunciation	36.3%	42.9%	20.8%

Lacks are what the learner already knows in the target situation. It would be useful to determine which of the necessities the learners' lack. It could be defined as the gap between the target skills and the learner's existing skills. Table 4 demonstrated the students' self-assessment of four skills and other language areas, including vocabulary, grammar, and pronunciation. It was obvious that students had sufficient skills in *speaking skills* but lacking in *Grammar*. It inferred that they were confident in their speaking skills, but they have difficulty mastering Grammar. It is supported by the type of difficulty data which illustrates that they find vocabulary and scientific grammar as the most problematic skills (Arroyyani et al., 2022). Moreover, it also presented that the participants want to master vocabulary. Although they have comprehended vocabulary, the respondents experienced that they lost some specific vocabulary about Hospital Administration because they hardly ever practice them.

In addition, students think that reading is the most required skill to learn. Reading and writing skills were integrated as a parameter of a person's literacy ability (Henao, 2017). For each sub-skill, students perceived that the most important skills in the Hospital Administration study program included understanding vocabulary from context (reading), writing correct sentences (writing), pronouncing words correctly (speaking) and listening to English media (listening).

The TOEFL prediction was also conducted as a pre-test. Thus, data will be obtained about the average English level of Hospital Administration students. Total TOEFL prediction score was 430 or A1 Beginner.

Table. 5 The average score of students in TOEFL

	Listening Comprehension	Structured and Written Expression	Reading Comprehension
Average Score	40	43	46
Total Score	430		

Based on table 5, there was a gap between the goals of learning English which is more oriented towards *English for Academic Purposes* and the initial English skills (lacks) of Hospital Administration students. Whereas, entering the work environment requires an intermediate level. Adequate English language skills are needed, especially when using a computer (internet), or exchanging correspondence. English is also useful for communication or socializing in businesses with English-speaking colleagues, especially when there are foreign guests.

Hospital Administration Students' Learning Needs

In Hospital Administration, the researchers tried to develop an ESP course outline. The syllabus design was topic based, covering the issues in Hospital Administration. The activities in the course were designed for four English skills; there were speaking, reading, listening, and writing. Grammar and structure were also provided to analyze the language used in the text. In addition, the use of language is necessary for students to communicate effectively in different professional contexts in the target language. The framework for the course book being proposed is as follows:

Table 6. The Result of the Input Topics

No	Indicator	%	Learning needs
1	Topic	86.7%	General and specific topics in the field of Hospital Administration
2	Input of Listening	76.7%	Monologue or dialogue with the meaning in Indonesia
3	Input of Reading	76.7%	Authentic materials accompanied by specific vocabularies related to hospital administration
4	Input of Writing	53.3%	Writing materials accompanied by pictures, tables, charts, or graphs.
5	Input of Speaking	73.3%	Monologue or dialogue between the hospital administrator and the consumer
6	ESP for Hospital administration	76.7%	a. Hospital Management Information Systems
		73.3%	b. Medical Services in Hospitals
		73.3%	c. Medical Support in Hospitals Services
		70.0%	d. Workflow of Hospital Units
		56.7%	e. Medicolegal, Medical Confidential, and Informed Consent
		56.7%	f. Patient Safety
		50.0%	g. Hospital Accreditation
		43.3%	h. Hospital Promotion Ethics

Students consider that all topics offered to be important to study. All topics related and linked with hospital administration field. This presented that they expect learning that matched their profession demands. Related to the topics, the future implementation is the material presentation that prioritizes their needs, namely the ability to communicate well. Therefore, understanding and using English language skills to meet their professional need is an achievable goal.

The topics above were selected based on the students' needs and related to their field of study. Those topics were obtained from collaboration and discussion with the subject teachers. It was important to perform because the subject teachers had better understand what the topics and issues in that department. The writer also includes materials by topic, grammar and structure used to analyze the language used.

The topic of *Hospital Management Information Systems* obtained the highest demands from Hospital Administration students. In the information system itself,

English is the language that underlies every process that is performed to do things in the field of information systems, such as coding data or analyzing data, where most of the applications or software used can only execute commands in English. In addition, the languages in the world of computers also use English. Therefore, English is an important language in information systems.

In the ESP materials for Hospital Administration students, the researchers take a *learner-centered* approach to construct an innovative curriculum. The approach was also accustomed to collaborating with the core of the ESP module. Then, the design focuses on the specific learner needs of Hospital Administration students during their studies. In addition, assessment is also a significant aspect to analyze student learning outcomes. It can be achieved through *performance-based testing* and *teacher feedback*. Assessments aimed to provide a more qualitative perspective on the effectiveness of instructional topics and procedures once they are implemented.

Developing materials in ESP teaching is essential. It reveals the teacher's creativity and sensitivity to the subject matter. The material is described as anything or any resource that assists students in the language learning process. When designing a document, the designer must ensure that the material meets the learner's needs. Paltridge & Starfield in Pranoto & Suprayogi (2020) propose three recommendations to consider when designing documents: First, contextual and situational texts are drawn from the student's core competencies – both real and stimulated. Those will naturally open access to the language students' needs. Second, exploit inherently unique materials that address students' specialties and majors. And third, make tasks as authentic as tasks. Ask students to do activities with materials they will actually need in their work environment in the future. In the case of hospital administration students, the materials used for these students are integrated materials with the real-world situation, their working situation as Hospital Administrators, Human Resource Development (HRD), or Health Analyst. However, with the limited time in each meeting, designing an appropriate material and syllabus for the proposed time frame is relatively complicated. It is necessary to improve the student's English proficiency. Therefore, the first English proficiency that needs to be improved is reading comprehension. Students indicated that their reading skills were not good enough or at a low level.

Map of the Lesson Plan

After developing course outline, the writer tried to share and expand the general map in each topic.

Table. 7. Map of the Lesson Plan

No	Activities	Detail
1	Pre-reading	Build Background information Activate/Connect prior knowledge Connect to personal lives Make prediction
2	While reading	Return to Purpose Main Idea Identify Details Sequence Cause/Effect Compare/Contrast Draw Conclusion
3	Post-Reading	Summarize Retell Story Structure Connect to Personal Lives Discuss/interpret author motivation
4	Language focus	Analyzing the language use
5	writing	Listing the main idea and important information
6	speaking	Share the information in spoken form

Based on the table 6, all four skills are equally important because these skills are embedded in learning English. Therefore, ESP teachers need to be able to define the focus of teaching on skills that require handling and more in-depth discussion in class. Each English material for hospital administration its own characteristics and is different from each other. For example, in *Medical Services* material that requires more verbal communication skills with patients, physicians or other medical personnel, speaking skills account for a larger proportion, as well as in *Medical Record* material, writing skills account for a higher proportion. ESP learning can be focused on one particular English skill and it depends on the needs of the learner (Chovancová, 2014).

In this regard, no research described the *Lesson Plan* in their research results. However, in this study, the author tries to complete it to assist further research in developing ESP books/modules for hospital administration. It allows the teacher to revise the effectiveness of ready-made materials developed by ESP specialists (Sari & Atmanegara, 2018). The teacher can add or delete some items according to what best serves and match learners' needs.

Relevant topics and themes could encourage students to actively learn according to their needs that support their future professional careers. Furthermore, ESP programs

and materials were goal-oriented and achieved the target at each meeting. This goal was understood as the benefit of English in playing its role as a communication tool to convey ideas related to specific contexts. ESP materials should be designed and developed to improve students' English competence. The material should indeed contain topics and themes so that discussions in the learning process can be more focused on achieved targets rather than wide discussions without specific targets (Barghamadi, 2020). Thus, graduates of the Hospital Administration study program could acquire English in general and specific contexts.

CONCLUSION

English for Specific Purposes concerns teaching English for a particular field to assist students in learning English according to their future careers. Therefore, conducting a need analysis cannot be denied to obtain what students want and/or prefer to achieve the best result during the teaching and learning process. Based on the pre-test result, the English Proficiency of Health administration students are still relatively low or at the Elementary level. Most Hospital Administration students want to improve their understanding of oral/written information or reading and listening skills as a top priority in learning English in preparation for entering their future career. It is in line with the questionnaire data which presented that 67% of hospital administration students consider reading skills as the goal of learning English. There is a conformity between the students' needs in learning English, namely improving the ability and skills in English both orally (Speaking) and in writing (writing), with the demands in the job market, especially in hospitals/companies using Hospital Administration graduates. To fulfil the demands of the job market and the students' wants, it is necessary to develop directions for learning English in hospital administration classes by prioritizing general and specific topics in the field of Hospital Administration.

The result of this research is expected to be used by future researchers to design syllabi or materials for the Hospital Administration study programs. However, the researchers suggest that specific topics should be included based on what students are learning.

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