

CHAPTER I

INTRODUCTION

This chapter will discuss the research introduction, which consists of 6 parts: research background, reasons for topic selection, research questions, aims of the research, research limitations, and contributions of the research. These parts will be discussed further in the following sections.

A. Research Background

Speaking is one method of establishing communication for many goals, such as clarifying, defining, requesting, and asking something. According to Bailey (2003), speaking is an oral skill that involves the production of structured verbal utterances to transmit meaning. To be able to speak properly, one must learn how to construct phrases that meet the structure, pronunciation, or vocabulary of the situation in which the sentence is employed (Florez, 1999). That is how students' learning speaking skills need speaking teaching materials.

Speaking teaching materials are important documents for the success of speaking learning. According to Manik, Sulistiyo, and Wulandari (2021) speaking teaching material is an important factor in supporting the success of the speaking learning process. Speaking teaching materials are used as guidelines for teachers during the student learning process so that learning objectives can be achieved. Dewi (2019) asserts that speaking teaching materials have a very fundamental role in the learning process and become a factor in the achievement of a learning objective. One of the fields in

English that needs specific speaking teaching materials is the one discussing English for Specific Purposes (ESP). As Widodo (2016) suggests, ESP students need specific materials relevant to their work field or job description. And nursing students are one of ESP students who need speaking teaching materials.

The nurse is one profession that is worldwide. According to a world-class survey institute named Ipsos Mori (2017) the nurse is the top profession, first ranking for public trust with a percentage of 94 percent. Moreover, according to the data from WHO (2019), the demand for nurses in various countries continues to increase. For example, in the United States (US), it is estimated that there will be an additional 175,900 nursing jobs by 2029. In Canada, it is also expected that there will be a 60% increase in the demand for nurses in 2022. Related to that, nurse has a big chance to use English in the work field. Wahyuni (2017) said that as a community of health centers, hospitals can be visited by foreigners for medical purposes. Therefore, health officers are forced to communicate in foreign languages, one of which is speaking English. Communication in English is one of the good services provided by nurses.

Moreover, nurses must be able to communicate in English if they expect to pursue careers at international hospitals, either in Indonesia or overseas. Nurses need to be able to speak English if they want to seize the opportunity to work in international hospitals, work in Indonesia, or abroad; there are many hospitals in Indonesia labeled as international hospitals (Wahyuni,

2017). Therefore, being able to communicate in English is one of the services provided by nurses to patients.

According to the Decree of the Minister of Manpower and Transmigration of 2010 No. 123, there are still many nurses in Indonesia who do not have communicative competence in speaking English. This is because the English program for nursing is not optimal yet, so the ability of nurses in applying English to communication is not able to compete at the international level. Wahyuni (2017) says that there are still many nursing schools that are not teaching appropriate nursing materials for speaking. Since it is a nursing school, the needs of nursing students to mastering English must be different from other general schools. English for nursing is not like English for general. It needs a specific English area, namely English for Specific Purposes. According to Hutchinson & Waters (1987: 17), English for medical studies is included in English for Specific Purposes (ESP), not General English (GE). Thus, they need ESP which may meet their needs.

One of them is the Diploma III nursing study program at the Universitas Muhammadiyah Purwokerto. From the observations that have been made by the researcher, the speaking teaching materials used by this study program is teaching materials published by Oxford which the materials contain general English; haven't gone to a specific used that is relevant to their job. In addition, books published by Oxford are also not suitable for

their level of English proficiency, where nursing students are still at the starter level.

Therefore, creating English-speaking teaching materials that are relevant to students' needs is crucial for teachers. The main part of a teacher's job is to collect and analyze a lot of information to ensure that our teaching can run effectively and efficiently (Frendo, 2012). To meet the need for speaking teaching materials for nursing students, it is necessary to take the first step in creating English teaching materials. This initial step is called: needs analysis. Needs analysis is the first step in analyzing needs to achieve certain benefits. Zhu and Liu (2014) also claim that needs analysis is the beginning point and the heart of English for specific purposes (ESP). In this context, needs analysis is a very important first step to finding out students' needs about English-speaking teaching materials at Diploma III nursing students in Universitas Muhammadiyah Purwokerto.

In connection with this, the researcher is interested in conducting a study entitled "Needs Analysis of Speaking Teaching Materials of Diploma III Nursing Students". This research will focus on finding out students' needs related to English-speaking teaching materials.

B. Reasons for Topic Selection

Based on the background above and several relevant sources that have been read, the researcher found a reason why this research needs to be carried out. That is:

Needs analysis is an important step to find out the needs of students related to the teaching materials that are important to get. Needs analysis can assist teachers in compiling and creating teaching materials according to the needs of students.

C. Research Questions

Based on the research background, the researcher has formulated the research question, that is:

1. What are the needs of Diploma III nursing students of Universitas Muhammadiyah Purwokerto in learning to speak related to the target and learning needs?

D. Aim of The Research

Based on the research question, this research aims to:

1. To find out what the needs of Diploma III nursing students of Universitas Muhammadiyah Purwokerto are about English-speaking teaching materials.

E. Research Limitation

In conducting this research, there were several matters that were not in the researcher's plan. It happened due to several factors, they are:

1. Time constraints. The short free time that DIII nursing students have is one of the factors that cause this research to run slowly.
2. The number of respondents. The number of students who filled out the questionnaire was only 22 people from 3 batches. This happened

because the students were practicing at the hospital and some were already graduated when the research was being conducted.

F. Contributions of the Research

1. Teachers

This research is expected to help teachers to find out the nursing students' needs. Then, teachers can use this research as a guide in developing teaching materials that are appropriate to their majors.

2. Other researchers

The results of this research can be used as a reference for other researchers who conduct studies in a similar area. They can also find students' needs for English-speaking teaching materials that suit the needs of nursing students according to their major.

