

## Needs Analysis of Japanese Courses for Nursing Students

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### Abstract

Japanese is an elective course that can be taken by every student in the Nursing Study Program of Stikes Ranah Minang. References regarding the teaching material given to the students must be appropriate so that they can get the benefit from this course. To find out the reference, it is necessary to do a needs analysis so that the students get the material that they really need to support their learning process at present time or in the future. This study was conducted to analyze the needs of Japanese language learners. The research was conducted with a qualitative approach and descriptive method. The research population is the students who are taking the course of Japanese Language II at the Stikes Ranah Minang Nursing Study Program. The research instrument used is a questionnaire. Data were analyzed using the descriptive techniques in the form of numbers and percentages.

**Keywords:** Needs Analysis, Japanese Course, Nursing Students

### Introduction

In the Nursing Study Program of Stikes Ranah Minang, the Japanese language course is an elective subject that has a load of two Semester Credit Systems (2 credits). This course is offered in the third and fourth semesters under the names Japanese I, and Japanese II. The focus of learning in this course is the development of skills in understanding the material that is adapted to the context of the profession that will be undertaken by students later. This is in accordance with the opinion of Febriyanti (2017) student's needs should be used as the focus of an approach that leads to language learning for specific purposes where students and their needs are the main consideration in determining the process and direction of the learning so that the achievement of teaching goals can run effectively and efficiently (2017).

Hutchinson and Waters (1987) stated that language learning for specific purpose uses a learning approach where the learning topics and methods used in learning are made based on the needs of why the learner wants to learn the language. Teachers need to facilitate students to acquire adequate Japanese language skills by conducting a need analysis. According to several ESP experts such as Hutchinson and Waters (1987), Jordan (1997), Dudley-Evans and St. John (1998), West (1999), and Basturkmen (2007) in Kusni (2007), an ESP program must follow several stages, starting from needs analysis, determining goals, selecting teaching materials, determining teaching and learning activities, and the last is evaluation.

The importance of a need analysis carried out in learning Japanese is to provide that the language taught is truly needed in the field that will be occupied by the learners. Need analysis is the activity involved in gathering the information which serves as the basis for developing the curriculum and meeting the learning needs of certain groups of students. Needs analysis is very important in the learning plan, especially in the language learning. Language teachers cannot design a language program without placing the needs, the wants and the interests of their students in order to achieve the learning objectives.

Previous research that is relevant to this research is the research conducted by Syukur and Nugraha (2019), they identify and analyze the need for ESP learning materials for nursing students. The results of

the study show that the needs of nursing students for an ESP English course are very diverse, so it can be concluded that they need English not only for their current needs, but also for their future professional careers. Therefore, it is recommended that the ESP English teachers or the interested parties can accommodate the needs of students, and always carry out a needs analysis because the needs of ESP learners are also always changing.

The results of Febriyanti's research (2017) can be concluded that the needs of learners for English courses are not the same but vary. Speaking and writing skills are considered as skills that are very much needed to be learned. In addition, knowledge of grammar and vocabulary related to the field of science is also needed to support them in learning English now and in the future. However, which skills or aspects to focus on in ESP English learning depends on the characteristics of each study program and the learner. This data can be used as a reference in making and developing the ESP English course syllabus, selecting teaching materials and delivering the teaching. Needs analysis should not only be considered as the initial stage of the development of the ESP program, but can be used as an evaluation of the ongoing process.

In another research, Hermawati (2015) explained that the need analysis that she conducted results that an adequate English language teaching would help students complete the lecture assignments and more importantly, help them in competing in the world of work later. The implementation of field lectures is very necessary, to train students' English skills directly.

The conclusion from the previous studies can be understood that the needs analysis is very important for teachers to do. A teacher can evaluate the implementation of learning and provide a clear picture of the gap between the actual conditions and the conditions desired by a learner.

Based on the background above, the needs analysis plays an important role in education because it identifies teachers, learners, teaching materials and teaching methods. Teachers can align and connect everything to improve the learning process of students. Therefore, the researcher is encouraged to analyze the needs of Japanese language courses for nursing students at Stikes Ranah Minang. This research is the first step in a series of future studies in the process of developing and evaluating the teaching materials for the Japanese courses for nursing students.

### *Needs Analysis*

According to Nunan (1988) needs analysis is a procedure to collect information about the needs of students. Another author states that need analysis is a procedure used to collect information about the needs of students (Richards, 2001).

Hutchinson and Waters (1987) classify needs into target needs (what learners need to be able to communicate in target situations) and learning needs (what learners need). They state that the most important needs are the needs of learners (target needs) and distinguish the target needs into three categories, namely needs (necessities), desire (wants), and deficiencies (lacks). Need is to see what the learner needs to know in order to function properly and communicate efficiently in line with the target. Meanwhile, desire is what the learner wants in learning a certain thing. While the shortcoming is the distance or gap between what learners know and which part they do not or do not know so that learning must focus more on that.

Richards (2001) divides needs analysis into 3 categories:

1. Target situation analysis which analyzes the needs in target situations of using a second language for learners both in the short and long term. This analysis also reveals the learner's response and behavior to these situations. This analysis includes the linguistic items used, what is the scope of the material, with whom the learners will use this language, where this language is used, and when this language will be used.
2. Learning analysis, this analysis includes why students take an ESP; whether to take an obligatory course, or other purposes such as for rank, salaries, promotions, or others. In addition, this analysis also tries to find the data on what facilities/resources are available like teachers, finances, and teaching equipment. Who are the learners, and what choices of ESP learning strategy they know is

also points that must be revealed in this analysis, what concept of learning they have? Are they sufficiently exposed and have experienced in various and popular learning models? This is important to know to support the suitability of ESP teaching methods and strategies.

3. Learners' analysis, this analysis focuses on the learners which includes an analysis of the background, experience and knowledge of learners who take ESP both about language skills and majors, what are their motivations for learning English, what situations in using English are important to them, and what are their perceptions of the situations they will face in using the English language. This type of analysis provides a complete description of the learners. By knowing the learner's English ability, the teacher can adjust the level of difficulty of the material.

In this study, the need analysis theory used to analyze the needs of students in the Nursing Study Program at Stikes Ranah Minang is a target situation analysis and learning analysis.

### ***Japanese Language Course in Nursing Study Program***

The Japanese language course at the Stikes Ranah Minang Nursing Study Program is an elective course consisting of Japanese course I and Japanese courses II offered in the third and fourth semesters

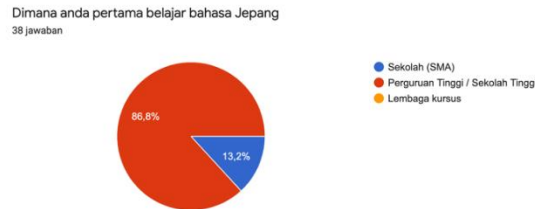
Communication skills using Japanese are currently needed for nursing students who want to work in Japan. The Indonesian government and the Japanese government have established the Japan Economic Partnership Agreement (JEPA), which opens opportunities for nursing students from Indonesia to have a career in Japan. Every year Indonesia has sent more than 400 nursing school graduates to become care workers and clinical nurses in Japan.

### **Methods**

This study uses a descriptive method and a qualitative approach (Fraenkel & Wallen, 2006). Qualitative research is natural research that describes all the data obtained as they are through the sentences to obtain the conclusions, and then the data are analyzed inductively. Technical analysis of the data used in this study is descriptive analysis in the form of numbers and percentages. Data was collected by distributing questionnaires. The selection of a questionnaire as a tool for collecting is the most appropriate in order to know the needs of ESP learners. The form of the questionnaire made is a closed-ended one, namely there are questions with their answers that can be directly chosen by the respondent. The questions in the questionnaire refer to the list of questions mentioned by Hutchinson and Waters (1987) which leads to needs, wants, and lacks. The population of this research were students of the Stikes Ranah Minang Nursing Study Program who were taking the course of Japanese Language II in the odd semester of the 2021/2022 academic year. There were 38 students who became the sample. The answers of the respondents regarding their need and desire to learn Japanese were treated as the data. The data are in the form of the answer choices from several options provided and to be converted into the form of rounded frequencies and percentages. The percentage results are then analyzed and described as an explanation.

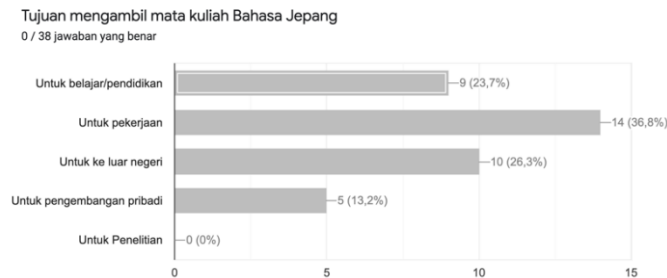
### **Results and Discussion**

The first question on the questionnaire was about when did the learners start learning Japanese. The diagram 1 below shows that out of 38 students, 5 students (0.13.2%) had studied Japanese in high school, 33 students (0.86.8%) just learned Japanese at Stikes Ranah Minang. This first question was asked to find out the current situation of Japanese language learners. The data obtained from this question have been able to describe the state of the learner's ability.



**Figure 1. Results of Analysis**

The second question is to find out the purpose of the learner to take the Japanese language elective course. This will determine what learning materials will be used in learning. The answers to the second question of the distributed questionnaire can be seen in diagram 2 below. The purpose of students taking Japanese courses is 9 students (23.7%) to study, 14 students (36.8%) to work, 10 students (26.3%) to go abroad, 5 students (13.2%) to develop themselves. The highest percentage for learning objective is for work.



**Figure 2. Results of Analysis**

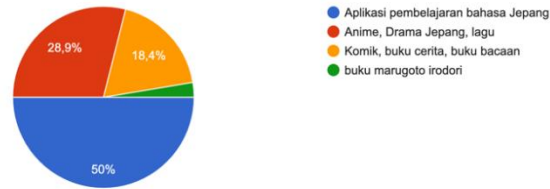
The third question is to find out students' opinions about the competencies they want to acquire in learning Japanese. Most of the students want to get speaking competence (60.5%), grammar competence 28.9%, understanding competence (7.9%), and listening competence (2.6%).



**Figure 3. Results of Analysis**

The fourth question is the media used by the students to support the Japanese language learning. From the answers given by students, the learning media they like to use is Japanese language learning applications (50%), students also learn Japanese through anime 'cartoons', Japanese dramas, and Japanese songs (28.9%), learning Japanese through comics. (18.4%). Based on this data, teachers can arrange creative learning activities by utilizing the use of appropriate technology in accordance with student competencies.

Media yang digunakan untuk mendukung pembelajaran bahasa Jepang  
38 jawaban



**Figure 4. Results of Analysis**

The last question is an open-ended question to find out what students want to learn from the Japanese courses. Of all the questions asked in this part, students answered that all are very important to be learned, especially conversations related to the fields of science and profession (52%), learning grammar (22%), listening and understanding material related to the field of science (11%), and special vocabulary (14%).

ESP is an approach that focuses on the needs of the learner (Dudley-Evans and St. John, 1998). Ellis and Johnson (1994) in Hossain (2013) define that needs analysis is a method for obtaining a description of the learners' needs (or the needs of a group of learners).

ESP learning and teaching must be based on absolute and variable characteristics of ESP as mentioned by Dudley-Evans and St. John (1998), namely that ESP is a program designed to meet the specific needs of learners, and ESP is designed for adult learners, namely at the level of higher education or for those who are working. Regarding the Japanese language skills of the Stikes Ranah Minang Nursing Study Program students, the data obtained indicate that their Japanese language skills are still at the beginner level. This causes Japanese teachers to start from the basics starting from introducing Japanese letters. Learner motivation is highly expected to learn independently by using the Japanese language learning application provided by the teacher.

The Japanese language course in the Stikes Ranah Minang Nursing Study Program is an elective course so that each student has different goals for this course. There are 2 (two) objectives of learning Japanese, namely: short-term goals and long-term goals. Short-term goals are the goals that are oriented to the present time, including the Japanese language they need to support their education and personal development. As for the long-term goals, namely for work and for their provisions when they go abroad.

The process of learning the Japanese language must include the four language skills that must be mastered by the learners. The four language skills are listening (*kiku ryoku*), speaking (*hanasu ryoku*), reading (*yomu ryoku*) and writing (*kaku ryoku*). Speaking and writing skills are productive skills while listening and reading skills are receptive skills. Although the four language skills are divided into two parts, in the learning process they cannot be separated from one another. The weakness of the learners is that they are passive in speaking skills in Japanese, Brown (2000) states that the main obstacles faced by foreign language learners are shyness, anxiety, or hesitation to speak because of fear of being wrong, being considered stupid or not fluent because of knowledge of the language is limited. Speaking skills must be accompanied by mastery of vocabulary and understanding of grammar. The wants of the learner is more on speaking skills, so the teacher must think about the learning method that will be used to achieve that goal. If it is not possible to ask students to speak one by one actively, they can be asked to speak up in groups to have a dialogue or ask questions.

There are so many Japanese learning media nowadays, Javid (2015) suggests that the role of ESP language teachers is not only limited to teaching and providing knowledge or skills related to the language, but also motivating students. Providing consistent motivation by ESP teachers turns out to have an important role in the academic development of ESP students, which can increase interest and desire to learn. Teachers can provide Japanese language learning links, as well as videos that suit the learner's

needs. The desire of learners about the themes of learning Japanese language can be an input for the teacher in compiling the syllabus for the course.

### Conclusion

The conclusion from the results of this research is that the needs of learners for Japanese language courses are not the same but vary. Speaking skill is considered as the skill that is needed to be learned. In addition, knowledge of grammar and vocabulary related to the field of science is also needed to support them in learning Japanese at present time and in the future. However, which skills or aspects to focus on the Japanese language learning depends on the characteristics of each study program and the learner. This data can be used as a reference in the preparation and the development of the Japanese for Specific Purposes (JSP) course syllabus, the selection of teaching materials and the delivery of teaching. Needs analysis should not only be considered as an early stage of the JSP program development, but can be used as an evaluation of the ongoing process.

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