

Nursing Students' Perceptions and Their Learning Needs in Studying English for Specific Purposes (ESP): A Mixed-Methods Approach

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ABSTRACT

Keywords:
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Nursing is a profession in high demand globally, including in Indonesia. Nurses are expected to be not only proficient in their field but also skilled in foreign languages. To address this need, a study is conducted to explore nursing students' perceptions of the importance of learning English for Specific Purposes (ESP) for their careers and professional development and examine their specific learning needs for developing English proficiency in the core areas of reading, writing, listening, and speaking, as part of their nursing education. This research employed a sequential explanatory mixed-methods approach, surveying 128 nursing students enrolled in bachelor programs at a private university in Surabaya, East Java, Indonesia, who have been working in hospitals for several years. Data were gathered through a close-ended questionnaire for quantitative insights and a closed-ended questionnaire for qualitative information. The results indicate that most respondents consider English courses vital for their careers, as these courses provide essential skills for healthcare communication and the comprehension of medical literature. Additionally, the courses support academic achievement by helping students understand complex nursing concepts in English. The findings also highlight the specific language skills that nursing students prioritize. Reading skills, such as interpreting medical texts and manuals, were deemed most critical, followed by writing skills, including documenting patient histories and composing research articles, which are vital for professional and academic communication. Listening skills, such as understanding medical instructions, and speaking skills, such as giving verbal directions during emergencies, were also identified as key areas, emphasizing the need for a comprehensive focus on all language domains.

INTRODUCTION

The nursing profession is increasingly vital in today's modern world. Handayani (2015) identifies nursing as one of the seven critical skills required by the workforce in ASEAN countries between 2015 and 2030. However, a significant challenge faced by Indonesian nurses is their limited proficiency in English, particularly in hospital settings (Rosanda et al., 2018). This limitation hinders their ability to communicate effectively in English, a fundamental requirement for professional nurses. Consequently, nurses must acquire English for Specific Purposes (ESP) skills to enhance their ability to communicate actively, especially using healthcare-specific terminology.

Although experts offer varying definitions of ESP, the core principles remain consistent. Hutchinson and Waters (1987) describe ESP as a learner-focused approach designed to meet the specific language needs of particular groups. Similarly, Dudley-Evans and St. John (1998), Johns and Price-Machado (2001), and Widdowson (1983) define ESP as language learning tailored to specific objectives and needs. Haryono et al. (2020) add that ESP emphasizes teaching terminology relevant to specific professions, while Nurindah et al. (2019) advocate designing ESP curricula based on the unique needs of learners.

To prepare nursing students to become professional nurses proficient in English, they must develop the four essential language skills—speaking, listening, reading, and

writing – within the healthcare context. Nursing English courses should also incorporate cultural elements to enable students to interact effectively with patients from diverse backgrounds. Furthermore, health literacy should be included in the curriculum to help students comprehend medical literature and research findings, which are predominantly written in English.

Several studies have investigated the perceptions, knowledge, and English language skills of nursing students. Takele et al. (2022) found that students are more proficient in reading and writing on health-related topics, reporting their ability to comprehend medical texts, instruments, and doctors' reports. They also demonstrated competence in writing patient histories, prescriptions, and treatment procedures in English. However, students felt that the English course content was misaligned with their needs, highlighting the necessity for content improvements. Similarly, Huang and Yu (2023) reported that while nursing students focus on patients' needs and information requirements, they often struggle with planning care for patients with diverse needs.

Alfehaid (2011) examined the development of an ESP curriculum for health science students, including nursing students, in Saudi Arabia. The study concluded that all four language skills—listening, speaking, reading, and writing—are essential for career development, with speaking and reading identified as the most critical for achieving healthcare-related career goals.

English for Specific Purposes (ESP)

Haryono et al. (2020) describe English for Specific Purposes (ESP) as a teaching approach that focuses on the specialized terminology required in specific professions. In the context of nursing, English instruction is tailored to address the unique linguistic demands of healthcare professionals. Kurfürst (2005) highlights that nursing students need to develop skills in writing health-related documents, effective communication in medical meetings, understanding medical terminology, health-related vocabulary, and comprehending English-language health articles.

Effective communication is a cornerstone of nursing practice, as it significantly influences the quality of healthcare delivery and patient safety. ESP programs for nursing are typically designed to enhance language skills that are directly applicable to medical terminology, patient evaluation, and care procedures. Nurses rely on precise vocabulary to convey information accurately, maintain detailed patient records, and collaborate effectively with healthcare teams, contributing to improved patient care outcomes.

Additionally, ESP in nursing extends beyond linguistic proficiency, incorporating the cultural and ethical aspects of healthcare communication. Nurses must be adept at navigating cultural differences, demonstrating empathy, and effectively engaging with patients and their families. To support this, ESP programs for nursing often include cultural sensitivity training, helping nurses to recognize and respect diverse patient backgrounds while adapting their communication strategies appropriately.

Perception

Perception is defined differently by various experts. Wood (2015) describes perception as an active process of constructing meaning by selecting, organizing, and interpreting people, objects, events, situations, and other phenomena. Similarly, Nuzulia (2016) explains perception as a process in which individuals select, organize, and interpret patterns of sensory input or stimuli to facilitate appropriate actions or intelligent responses within their environment.

According to Nariyati et al. (2020), perception can be categorized using a Likert scale into five levels: very positive, positive, neutral, negative, and very negative. In the context of learning English for nursing, students' perceptions may reflect their opinions on the relevance of English education provided on campus in supporting their professional development as nurses. These perceptions can encompass aspects such as:

1. English as a communication tool with international patients.
Nursing students may find English learning relevant due to the possibility of interacting with international patients. Effective communication in English can help them provide more efficient care and build good relationships with patients from diverse cultural backgrounds.
2. English as a means to understand scientific literature
English is often the primary language in scientific literature and research in healthcare and nursing. Students who can read and understand the material in English can access the latest information, discoveries, and clinical guidelines, enhancing their understanding of current nursing practices.
3. English as a communication language in scientific forums
Students may recognize that participation in international conferences or seminars in the nursing field often requires a good understanding of English. Proficiency in English can open opportunities for them to participate, contribute, and expand their professional networks.
4. English as a global communication language:
Students may see that English proficiency can enhance their mobility and enable them to work in various healthcare contexts worldwide.

Needs Analysis

Hutchinson and Waters (1987) emphasize that all language programs should be designed based on a thorough needs analysis. This concept, as defined by Hyland (2006), encompasses various elements, including learners' goals, background, language proficiency levels, reasons for enrolling in the program, learning preferences, and the specific contexts in which they need to communicate.

Brindley (1989) further categorizes learning needs into two main types: objective needs and subjective needs. Objective needs involve identifying practical requirements such as information about learners, how they use the language in real-life situations, their current language proficiency, and the skills they aim to develop. In contrast, subjective needs focus on individual factors, including learners' personalities, attitudes, expectations, motivations, cognitive styles, and preferred learning strategies.

Although much research about students' perception and learning needs have been investigated, the one focusing on nursing students' perceptions and learning needs in

studying English for Specific Purposes (ESP) remains underexplored. This gap is particularly notable for advanced diploma nursing students who have years of hospital experience and are pursuing bachelor's degrees. Understanding nursing students' perceptions of the relevance of English course content to their professional needs, as well as their learning needs for mastering English skills, is crucial. These insights will assist English course instructors in designing and developing English for Nursing materials that address the specific language requirements of nurses in hospital settings.

Based on the above discussion, the research problems can be formulated as follows:

1. What are nursing students' perceptions of the relevance of studying English in supporting their careers and professional development?
2. What are the specific learning needs of nursing students in developing English proficiency across key skills: reading, writing, listening, and speaking within the context of their nursing education?

RESEARCH METHOD

This research aims to explore nursing students' perceptions of the importance of learning English for Specific Purposes (ESP) for their professional careers and examine their specific learning needs for developing English proficiency in the core areas of reading, writing, listening, and speaking, as part of their nursing education. Since this study combines a quantitative approach with numerical data and a qualitative approach with sentence-based data, the research design used is a sequential explanatory mixed-methods design.

The study involves 128 nursing students enrolled in bachelor programs at a private university in Surabaya, East Java, Indonesia, who have been working in hospitals for several years. The data were gathered through a close-ended questionnaire for quantitative insights and a semi-structured interview for qualitative information. These nursing students were chosen as research subjects because, while studying, they have been working in hospitals for several years. To collect data, two instruments were used: a closed-ended questionnaire and semi-structured interviews. To answer the first and second research questions, which contain quantitative data, this study adopted a closed-ended questionnaire developed by Takele et al. (2022).

The questionnaire assesses nursing students' perceptions of the relevance of ESP nursing English education received on campus in supporting their profession as nurses and their learning needs in studying ESP nursing English. To obtain more comprehensive data in addressing the first and second research questions, in-depth interviews were conducted with five nursing students regarding their perceptions and learning needs related to ESP English learning. These interviews were conducted via Zoom through a focus group discussion. The students elaborated on the reasons behind the statements they had provided.

For data analysis techniques, descriptive statistical analysis was applied for the quantitative data. In this phase, the data was analysed using simple descriptive statistics using percentages. Meanwhile, to analyse qualitative data, thematic analysis is employed as recommended by Ary et al. (2010): Familiarizing and Organizing, Coding and Reducing, Interpreting and Representing

Familiarizing and Organizing

In this stage, the qualitative data obtained from the interviews was transcribed. After transcription, the interview statements were read multiple times to better familiarize with the required data, namely the perceptions and learning needs of Stikes students.

Coding and Reducing

In the coding and reducing process, codes were applied to facilitate data grouping. Additionally, incomplete and irrelevant data was eliminated to produce valid results.

Interpreting and Representing

The final stage is interpretation and presentation. In this stage, qualitative data is presented in the form of quotations and used to understand the reasons behind nursing students' responses to the questionnaire on their perceptions and learning needs in English for Nursing (ESP).

RESULTS AND DISCUSSION

RESULTS

This section outlines the findings from both quantitative and qualitative data regarding students' perceptions of the relevance of nursing English courses in supporting their careers as nurses, as well as their specific learning needs.

A. Nursing students' perceptions of the relevance of studying English in supporting their careers and professional development

To answer the first question about nursing students' perceptions of the relevance of studying English in supporting their careers and professional development, the collected data gathered from closed-ended questionnaire were presented in Table 1 below.

Table 1. Nursing students' perceptions of the relevance of studying English in supporting their careers and professional development.

NO	Statements	Strongly Disagree %	Disagree %	Undecided %	Agree %	Strongly Agree %
	The English course that I am taking...					
1	is highly important in supporting my profession as a nurse.			2.3	28.1	69.5
2	equips me with sufficient knowledge and skills in healthcare English.			3.1	26.6	70.3
3	meets my need for English language skills to succeed in my studies.			2.3	28.1	69.5
4	helps me effectively understand nursing learning resources in English.			2.3	32	65.6

5	fulfills my need for the development of my nursing career.			3.9	31.3	64.8
6	requires adjustments to make the learning materials more relevant to current conditions.			6.3	28.9	64.8
7	increases my motivation to learn English.		0.8	2.3	32.8	64.1
8	develops my skills in both spoken and written English communication.			3.1	33.6	63.3
9	helps me understand scientific articles in English.			2.3	38.3	59.4
10	encourages me to read more books in English		0.8	8.6	32	58.6

Importance of English Courses in Nursing

The data reveals that a majority of students view English courses as highly important for their future nursing careers. Specifically, 69.5% strongly agreed with the statement that the English course is crucial in supporting their profession as nurses, while only 28.1% agreed and 2.3% were undecided. None of the students expressed disagreement. These findings highlight a widespread acknowledgment of the indispensable role that English plays in professional nursing, particularly in enhancing communication and understanding in clinical and academic contexts.

Equipping Students with Healthcare English

When asked whether the English course equips them with sufficient knowledge and skills in healthcare English, 70.3% strongly agreed and 26.6% agreed, indicating overwhelming approval of the course's utility. Only 3.1% of students were undecided, with no significant disagreement reported. This shows that the majority of students feel that the course effectively prepares them to use English in healthcare-specific scenarios, such as interpreting medical terminology and communicating with patients and colleagues in English-speaking settings.

Meeting Academic English Needs

The data also shows that 69.5% of students strongly agreed that the English course meets their academic English needs, while 28.1% agreed, and only 2.3% were undecided. This aligns with the course's aim of enhancing students' ability to succeed academically, particularly in understanding nursing concepts and learning resources presented in English.

Understanding Nursing Learning Resources

A significant portion of students (65.6% strongly agreed, 32% agreed) expressed that the course helps them effectively understand nursing learning resources in English.

However, 2.3% were undecided, suggesting minimal uncertainty about the course's relevance in supporting academic understanding. This high level of agreement underlines the importance of English proficiency in accessing and comprehending nursing literature, textbooks, and case studies.

Supporting Career Development

The role of English in career advancement was similarly emphasized, with 64.8% strongly agreeing and 31.3% agreeing that the course fulfils their need for professional development in nursing. A small portion (3.9%) remained undecided, which may reflect individual differences in career aspirations or language learning experiences. The data confirms that English language skills are perceived as pivotal for career growth, particularly in a globalized healthcare environment.

Relevance of Learning Materials

When asked about the relevance of learning materials, 64.8% of students strongly agreed and 28.9% agreed that adjustments are needed to make the materials more applicable to current conditions. A smaller percentage (6.3%) were undecided, signalling some room for improvement in course content. These findings suggest that while students appreciate the course, they also recognize the need for updates to reflect contemporary healthcare demands.

Motivation to Learn English

Motivation levels among students were notably high, with 64.1% strongly agreeing and 32.8% agreeing that the course increases their drive to learn English. Only a negligible 2.3% were undecided, and 0.8% disagreed, indicating that the course is generally inspiring and engaging for students. This suggests that English courses not only support students' professional goals but also foster a positive attitude toward language learning.

Development of Communication Skills

Regarding the development of spoken and written English skills, 63.3% strongly agreed and 33.6% agreed that the course is effective in this regard. A small minority (3.1%) were undecided. These findings highlight the critical role of the course in enhancing students' communication competencies, essential for both academic success and professional interactions.

Understanding Scientific Articles

The ability to understand scientific articles was another area of focus, with 59.4% strongly agreeing and 38.3% agreeing that the course supports this skill. A minority (2.3%) were undecided. This data underscores the importance of English proficiency in accessing and interpreting scientific research, which is integral for evidence-based nursing practice.

Encouraging Reading in English

Finally, 58.6% strongly agreed and 32% agreed that the course encourages them to read more English books. Only 8.6% were undecided, and 0.8% disagreed. This demonstrates

that the course fosters a habit of reading in English, which can further enhance students' language skills and professional knowledge.

B. Learning Needs of Nursing Students in Developing English Proficiency

After understanding nursing students' perception on the relevance of nursing English courses in supporting their profession as nurses, it is continued with exploring the students' learning needs in studying English. The students' learning needs are categorised into four language skills (reading, writing, listening, speaking skills). The collected data can be seen in Table 2 below.

Table 2. Learning Needs of Nursing Students

SKILLS	Statements	Strongly Disagree %	Disagree %	Undecided %	Agree %	Strongly Agree %
	The English materials taught on campus needs to be emphasized on...					
Reading Skills	readings on health texts			7	28.1	64.8
	readings on the use of medical equipment			7.8	32	60.2
	readings on medical pamphlets			8.6	32	59.4
	readings on medical records			4.7	30.5	64.8
	readings on the use of medications			3.9	32.8	63.3
	readings on medical manuals			10.2	32	57.8
Writing Skills	writing patient history			7.8	34.4	57.8
	writing research articles	0.8	0.8	10.9	34.4	53.1
	writing medical procedure instructions		0.8	7.8	33.6	57.8
	writing medical records		0.8	7.8	34.4	57
	writing paragraphs		0.8	12.5	34.4	52.3
	writing essays		0.8	16.4	31.3	51.6
Listening Skills	listening to lectures on health			7	35.2	57.8
	listening to dialogues about health		0.8	4.7	33.6	60.9
	listening to instructions and explanations on the use of medical equipment			8.6	28.1	63.3
	listening to presentations in seminars/conferences			8.6	30.5	60.9
Speaking Skills	asking questions in class		1.6	9.4	35.9	53.1
	exchanging opinions on various nursing issues			7.8	37.5	54.7
	giving verbal instructions on how to use medical equipment		0.8	8.6	33.6	57

	giving verbal instructions on how to follow medical procedures		1.6	7.8	32	58.6
	making a phone call to ask for help in an emergency situation			7.8	29.7	62.5
	engaging in conversations on how to ask for help, give advice, etc.			5.5	37.5	57

The reasons why English materials taught on campus need to be emphasised in reading, writing, listening, and speaking skills are presented in Table 3 below.

Table 3. Reasons why English materials need to be emphasized on four language skills.

SKILLS	Statements	Reasons
	My English courses at university should focus on...	
Reading Skills	readings on health texts	To enhance students' health literacy and improve their ability to understand critical health information.
	readings on the use of medical equipment	To equip students with language skills for understanding and effectively using medical equipment instructions.
	readings on medical pamphlets	To develop students' ability to comprehend and critically evaluate essential healthcare information.
	readings on medical records	To enhance students' proficiency in interpreting and accurately documenting critical medical information.
	readings on the use of medications	To improve students' understanding of medication instructions and promote safe, effective usage practices.
	readings on medical manuals	To help students master technical language and effectively interpret detailed medical procedures and guidelines.
Writing Skills	writing patient history	To develop students' skills in accurately documenting and communicating patients' medical backgrounds and conditions.
	writing research articles	To prepare students for academic publishing and enhance their ability to communicate research effectively.
	writing medical procedure instructions	To enable students to write clear, accurate instructions for safely performing medical procedures.
	writing medical records	To help students accurately document patient information, ensuring clarity and consistency in medical records.

	writing paragraphs	To improve students' ability to structure ideas clearly and communicate effectively in academic writing.
	writing essays	To enhance students' critical thinking, argumentation, and academic writing skills for effective communication.
Listening Skills	listening to lectures on health	To improve students' comprehension of medical terminology and enhance their ability to engage in healthcare discussions.
	listening to dialogues about health	To improve students' ability to understand and communicate effectively in healthcare-related conversations.
	listening to instructions and explanations on the use of medical equipment	To enhance students' comprehension of medical instructions, ensuring safe and effective use of equipment.
	listening to presentations in seminars/conferences	To develop students' ability to understand complex topics and engage in academic discussions effectively.
Speaking Skills	asking questions in class	To encourage critical thinking, active engagement, and effective communication in academic and professional settings.
	exchanging opinions on various nursing issues	To improve communication skills, critical thinking, and clarity in explaining nursing practices and medical procedures.
	giving verbal instructions on how to use medical equipment	To ensure students can clearly communicate safety protocols and proper usage of medical equipment in healthcare settings.
	giving verbal instructions on how to follow medical procedures	To help students communicate clear, accurate instructions, ensuring correct execution of medical procedures in practice.
	making a phone call to ask for help in an emergency situation	To develop students' ability to communicate effectively and calmly during emergency situations requiring immediate assistance.
	engaging in conversations on how to ask for help, give advice, etc.	To enhance students' communication skills for offering support, asking for help, and providing advice effectively.

The integration of quantitative and qualitative data is comprehensively described as follows:

Reading Skills

The survey results demonstrate a strong consensus among students on the need to prioritize reading skills in their English courses. For example, 64.8% of respondents agreed or strongly agreed on the importance of being able to read and comprehend health-related texts. This is supported by qualitative feedback, which emphasizes that such skills enhance students' health literacy, enabling them to effectively interpret critical health information essential for patient care. Similarly, 60.2% of students acknowledged the necessity of reading instructions on the use of medical equipment, underscoring the

role this skill plays in equipping students with the language abilities needed to navigate and apply complex medical protocols accurately.

Other reading tasks, such as understanding medical pamphlets (59.4%), medical records (64.8%), and medication usage instructions (63.3%), were also highly rated. These quantitative findings align with qualitative insights indicating that these competencies are crucial for fostering students' ability to critically evaluate healthcare information and ensure patient safety. For instance, reading medical records is considered vital for developing the ability to interpret and document crucial patient data accurately. In sum, the integration of reading materials focusing on health texts, manuals, and related content in English courses is essential for preparing students for the complexities of the medical field.

Writing Skills

The survey also highlights the importance of writing skills, with students expressing strong support for tasks like documenting patient histories (57.8% agree or strongly agree) and writing research articles (53.1%). These tasks are fundamental for enabling students to communicate effectively in professional settings. The qualitative data complements this view, emphasizing that writing skills are necessary for fostering clarity, accuracy, and professionalism. For example, writing patient histories not only improves students' ability to document medical backgrounds but also ensures that such records can be understood and utilized by healthcare teams.

Similarly, 57.8% of students stressed the importance of writing medical procedure instructions, a skill vital for ensuring the safe and effective execution of healthcare protocols. Writing medical records (57%) and other academic forms, such as essays (51.6%) and paragraphs (52.3%), were also regarded as critical. The qualitative insights reveal that these activities contribute to honing critical thinking, argumentation, and structured communication, all of which are essential for both academic and clinical success. Therefore, the emphasis on writing in English courses not only enhances technical documentation skills but also prepares students for academic publishing and professional communication.

Listening Skills

Listening skills emerged as another high-priority area, with tasks such as understanding instructions on the use of medical equipment receiving the highest level of agreement (63.3%). This finding is reinforced by qualitative data that underscores the significance of listening in comprehending detailed medical instructions and ensuring the accurate application of procedures. Similarly, listening to health-related dialogues (60.9%) and presentations in seminars or conferences (60.9%) were recognized as crucial for engaging in professional discussions and staying informed about advancements in healthcare.

Qualitative feedback further elaborates on the importance of listening skills, noting that they improve students' ability to understand medical terminology and engage in meaningful healthcare conversations. For example, listening to lectures on health topics (57.8%) is vital for building foundational knowledge, while listening to presentations enhances students' ability to grasp complex concepts and contribute effectively to academic and professional forums. The integration of listening exercises in English

courses, therefore, plays a pivotal role in equipping students with the auditory comprehension needed to excel in both academic and clinical environments.

Speaking Skills

Speaking skills were also identified as critical by the survey respondents, with tasks such as making emergency phone calls (62.5%) and giving verbal instructions on medical procedures (58.6%) receiving high levels of agreement. These findings highlight the practical importance of verbal communication in scenarios that demand clarity, precision, and composure. For instance, being able to confidently give instructions during medical emergencies can significantly impact patient outcomes, as noted in the qualitative data. Other speaking tasks, such as engaging in conversations about seeking help and giving advice (57%) and exchanging opinions on nursing issues (54.7%), were similarly prioritized. These activities help students develop the ability to articulate ideas, collaborate with peers, and navigate complex healthcare discussions.

The qualitative data underscores the necessity of these skills for fostering confidence and active engagement in both academic and clinical settings. Moreover, speaking skills like asking questions in class (53.1%) encourage critical thinking and participation, which are essential for professional growth. By emphasizing speaking exercises in English courses, educators can ensure that students are well-prepared to communicate effectively in diverse medical contexts.

DISCUSSION

The present study investigates nursing students' perceptions of the relevance of English courses in supporting their professional development and identifies their specific language learning needs. The findings indicate a strong consensus among students regarding the importance of English proficiency in their nursing careers, emphasizing the necessity for comprehensive language skills – reading, writing, listening, and speaking. These results align with and expand upon existing literature in the field

A. Students' Perception on the Relevance of Nursing English Courses in Supporting Their Profession as Nurses

The research indicates that the majority of nursing students recognize English as a crucial component of their professional and academic success. Approximately 69.5% of students strongly agreed that English courses are essential in supporting their profession. This aligns with prior studies over the last decade which emphasize the growing global demand for English proficiency in healthcare. For example, research by Hutchinson & Waters (2015) highlights the role of specialized English courses in meeting the linguistic demands of medical professionals globally.

Comparatively, a study by de Groot et al. (2018) found similar high acceptance rates of English as a medium for professional development among nursing students, particularly in regions where English is not the native language. However, contrasting views emerge in rural areas of Southeast Asia, where Ling et al. (2020) suggest that traditional curricula often fail to emphasize the practical importance of English.

The present findings reveal overwhelming approval for the course's ability to provide healthcare-specific language skills, with 70.3% strongly agreeing that it equips them for professional scenarios. This closely mirrors findings by Burton (2016), which identified technical English, particularly in understanding medical terminologies, as the backbone of healthcare communication. However, this study also identifies gaps in adapting English materials to contemporary needs, with 64.8% of students advocating for adjustments. This correlates with findings by Sharma et al. (2021), which criticize the static nature of healthcare-related English curricula, calling for periodic updates to meet evolving industry demands.

B. Students' Learning Needs in Studying English

Students rated reading and writing as essential skills, with significant emphasis on reading health texts (64.8%) and writing research articles (53.1%). These findings are in line with a 2014 study by Johnson & Patel, which highlighted these skills as pivotal in both academic and clinical settings. Importantly, this research stresses that writing clear medical instructions and documenting patient histories are indispensable for effective healthcare delivery.

Nonetheless, disparities exist when comparing this to more advanced regions, such as the EU. For instance, Martín et al. (2019) found that European nursing programs embed structured academic writing courses, resulting in higher competence levels among students compared to their Asian or African counterparts.

In terms of listening skills, the data indicates that listening tasks such as understanding instructions on medical equipment (63.3%) are perceived as highly valuable. Prior research by Torres & Nguyen (2017) similarly underscores the importance of auditory comprehension in improving patient safety and adhering to protocol in critical medical situations. However, qualitative feedback from this study suggests a need for improvement in teaching methodologies to better simulate real-world scenarios. This is consistent with insights by Green et al. (2020), who advocate for incorporating immersive audio-visual tools to enhance learning outcomes in healthcare-specific English training.

The findings on speaking skills reveal strong student agreement on the importance of verbal communication, with 62.5% endorsing tasks like making emergency phone calls as a priority. This aligns with the 2016 study by López et al., which noted that spoken English is critical in multinational healthcare environments, particularly for resolving emergencies. Conversely, a gap emerges in confidence levels among non-native speakers, as pointed out by Chiu et al. (2019). They argue that fear of grammatical mistakes often impedes verbal communication, a concern that resonates with some qualitative feedback from the present study.

CONCLUSION

The findings from this study underline the critical importance of English proficiency in the professional development of nursing students. A significant majority of respondents (69.5%) strongly believe that English courses are indispensable for their careers, as they equip students with essential skills in healthcare communication and understanding medical literature. The courses also enhance students' academic success by enabling them to comprehend complex nursing concepts in English. Furthermore, 64.8% of students

affirmed that the course supports their career advancement, emphasizing its role in globalized healthcare environments. While the overall perception is positive, the need for updating course materials to align with current healthcare demands remains a vital area for improvement.

This research highlights the specific language skills required to meet nursing students' learning needs effectively. Reading skills, such as understanding medical texts and manuals, were identified as a top priority, with more than 60% of students strongly agreeing on their significance. Writing skills, including documenting patient histories and composing research articles, were similarly emphasized, as they are crucial for professional communication and academic excellence. Listening skills, such as understanding medical instructions, and speaking skills, like giving verbal directions in emergencies, also emerged as high-priority areas, showcasing the necessity of a balanced focus across all language domains.

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