Developing English Materials for Dentistry Based on Students' Needs at Health Polytechnic of Makassar

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ABSTRACT

RISKI ZULKARNAIN. 2019. *Developing English Materials for Dentistry Based on Students' Needs at Health Polytechnic of Makassar (Supervised by Baso Jabu and M Asfah Rahman).*

This research aims at find out: the The existing English material for dentistry, The needs of the students for English material for dentistry, The developing material for dentistry based on students need, The effectiveness of English material for dentistry based on students need, and the students' and lecturers perception on the newly developed English material for dentistry. This research is R & D design. It is order in five phase: Analysis, Design, Development, Implementation, and Evaluation (ADDIE). This R & D study involved 42 students, 1 lecturer, 4 graduates and 2 experts. The data collected through questionnaire, interview, observation, test and documentation were analyzed quantitatively and qualitatively. The result shows that: The existing English materials are less interesting and motivating than the newly developed English Material. Developing English material for dentistry based on students need is very important to be designed. The product of English for dentistry based on students needs contains integrated skills (speaking, reading, writing and listening); and some language elements (grammar and vocabulary). The application of the newly developed English material for dentistry effectively improve students learning achievement. Finally the students in dental nurse study program at health polytechnic of Makassar have strongly agree perception on the newly developed English material for dentistry and the lecturer also has strongly agree perception on the newly developed English material for dentistry based on stuidents' need.

Keywords: *English Material for Dentistry, Students Need, ADDIE Model.*

INTRODUCTION

English for specific purpose at the academic setting is known as English for academic purpose. It was subjected to the learners who need English for academic study such as English for medical study, English for nurse, English for midwifery and the like. In learning English in specific purpose, it makes the student have to focus and learn more about English in specific. (Dudley-Evans and St. John, 1998), said the corner stone of ESP is addressing the language which is required by learners as well as learning contexts of learners. As it is about specific learners, therefore, it must be tailored to the needs of these learners.

Sometimes, the students learn English just to success in college. Not only for success in college but also some students learn English to success in career, to exchange information, to get scholarship and many more. And they aware that English the most important one that they have to learn. They realize that how to communicate or how to understand each other if we do not understand the language, especially in certain community, where English is a target-language community. Many research results argue that Indonesian students have low English proficiency (Hamra, 1996 and Kwelju, 2003). The reason previously denote that some students learn or took a course English in specific way.

As a matter of fact, the researcher realize that there are some problems that faced by the students and lecture in process of teaching and learning English. To analyze the problems, the researcher had conducted a preliminary study. In this preliminary study, the researcher observed three areas such as process of teaching and learning English, syllabus and Dentistry English material. The findings of the preliminary study indicated that the students consider that English subject was not so important. This leads them to be passive learners of English with poor motivation, and most of the students were not interested to learn because the material still in general English, they had difficulties understanding most of the materials presented by lecturer because teaching and learning process was dominated by lecturer. Part of current was that the syllabus which used in Dentistry study program is not appropriate. Furthermore, it was also found that the subjects used by the lecturer had been not organized and the language was too difficult for the students, most of the subjects are taken from the source which were not suitable with students proficiency.

Considering the problems and factor analysis, the researcher view that is very essential to give English subject which was up-to-date and appropriate with the students need as well as their

English proficiency for the students of dental nurse study program. Furthermore, the researcher is serving to initiate for solve the problem. One of the ways to solve the problem is that the researcher has to develop real English teaching material which is relevant and appropriate with the syllabus and based on students need. In order that the students can understand English related to their field study. Hutchinson and Waters (1987) explain ESP as an approach to language teaching in which all decisions as to content and method are based on the learners reason and learning. Following on form this concept, it was essential to gain understanding of the needs of our learners.

The present study design an effective English material for dentistry based on students need without ignoring the objective of learning English that should be achieved by students. English material for dentistry is expected to be able to overcome the problems faced in teaching English in Dental nurse study program Health Polytechnic of Makassar.

LITERATURE REVIEW

Hastutiningsih (2008) on her research "Designing English academic writing instructional materials for the dentistry students" she found that there are two combines models instructional design to develop instructional materials there are Hutchinson and waters and Kemp's models. The result of this research indicated that teachers need to carefully select materials in order to match the learners need and then the English language education program need to train the students to be able to teach English for academic purpose and specific purpose to meet the demands of the education areas.

Sismiati and Latif (2012) conducted a research on developing instructional materials on English oral communication for nursing schools. They needs survey shows that English communication skill of the students in nursing school speaking classes is not well developed. Consequently, the speaking instructional materials used in the classes need to be advanced by producing a speaking syllabus and textbook for nursing students preparing to work at hospitals abroad with characteristics.

Alinezhad & Gholami (2012) English language needs analysis of nursing students and nursing practitioners in Urmia. The result of this research indicated that, English knowledge is really influential in participants academic life and in professional life.

The implication of the researches above is to support and provide a wide of range of valuable insight in conducting this research. Some of previous researches implied similarities with present research in the term of focus designing, developing and analysis English material in ESP. The differences between this research and the previous research; Hastutiningsih Designing English academic writing instructional materials for dentistry students, Sismiati and Latif focused developing instructional materials on English oral communication for nursing schools, Alinezhad & Gholami focused needs analysis of nursing students and nursing practitioners. While, the present researcher developed English material based on students need. This research focused on all language skills namely speaking, reading, listening and writing as well as the language elements namely vocabulary and grammar. This study also used ADDIE model in developing those all skills and those language elements.

METHOD

Design of this reseach was Research and Development (R&D) used ADDIE's model by Mc Griff (2000). The ADDIE model contains five main phases; analyze, design, develop, implementation, and evaluation. The research was conducted at Health Polytechnic of Makassar. The college was located on Jl. Bendungan Bili-Bili No. 1, Tidung, Makassar, South Sulawesi.

The subject of this research were taken from three groups. The first group was the students who were still studying in dental nurse study program. There were 42 students of the third semester of Health Polytechnic of Makassar who were taken as a sample of this research.The second group was the dental nurse study program graduates who had been working. The researcher used convenience for dental nurse study program graduates whoever available at the time. The third group was the English lecturers who had been teaching in dental nurse study program of Health Polytechnic Makassar.

There were two types of data in this research that were quantitative and qualitative data. The quantitative data were the result of students' needs analysis questionnaire, validation from experts, questionnaire of students' and lecturer perceptions, as well as students' pretest and posttest. Meanwhile the qualitative data on the other hand, gained from semi structured interview from the lecturer and graduates who had experience in previous English study. There were three kinds of instruments used of the researcher. They were questionnaire, interview and rubric evaluation. The questionnaire administered to dental nurse students. Interview is addressed to lecturer and graduate students (who had experience in previous English study). In addition, in

this step the researcher used semi structured interview. Semi structured type is compositing of the structure and unstructured question (Arikunto, 2006). The third was *rubrics' evaluation*. Rubrics' evaluation is used to evaluate or validate the product (Ghobrani, 2011). It address to evaluator as an expert in field.

FINDINGS

1.   The Description of the Existing English Material for Dentistry Students.

Dental nurse study program of Health Polytechnic Makassar have not permanent curriculum to be used in teaching and learning English process, they just prepare the standard of competences that are decided in general meeting in Dental nurse study program. The existing English material use by lecturers in teaching English are textbooks. There is no special actually prepare by institution. Therefore, every lecturer provided the materials by their own and they have different resources and do not use certain books. The syllabus of English subject used are always changing every lecturer change, this due to the permanent curriculum is not existed at dental nursing department, they only have the standard of competencies as has explained above, but the standards are socialized to the English lecturer, therefore when they teach they prepare the syllabus in their own thinking without consider the dentistry English standard of competences. In the aspect of lesson plan, the researcher also found that the lesson plan is usually changed to follow the syllabus because both of them are made by the lecturers to be the guidance in teaching and learning process. In line with that the instructional material should be developed as required and needed by students which more interactive, motivating and interesting. The main purpose of English for dentistry was to design based on students need.

2. The Needs of the Students at Health Polytechnic Makassar.

a. The Learning needs Students of Health Polytechnic of Makassar.

To conduct this step, the researcher used questionnaire instruments. The respondent of the instruments were the students at Dental nurse study program of Health Polytechnic Makassar. In analyzing the needs in developing English for Dentistry based on students need, the researcher adopted the approach of Dudley-Evans and John (1998) who analyzed that needs is devided in to two namely *the learning needs* source from professional and personal information about the learners and *language needs* which refers to 5Ws (who-what-when-why and how) the learners learn English.

1) English Language Use for Health Polytechnic Makassar.

Table 1, English Language Use for Health Polytechnic Makassar.

No	Skill	Total	Mean Score
1	Speaking	98	2.3
2	Listening	92	2.2
3	Writing	109	2.6
4	Reading	130	3.1

The result questionnaire given to the students about the difficulties of using English skills in the classroom above shows the total and the mean scores for all the language skills (Speaking, Listening, Writing and Reading) were used at the rate of categorized. Speaking (2.3), Listening (2.2), Writing (2.6), and Reading (3.1) in the classroom.

2) The Difficulties of Language Skills Used by the Students.

Table 2, The Difficulties of Language Skills Used by the Students.

No	Skill	Total	Mean Score
1.	Speaking	123	2.9
2.	Listening	116	2.8
3.	Writing	127	3
4.	Reading	99	2.3

The result questionnaire given to the students about the difficulties of using English skills in the classroom above shows the total and the mean scores for all the language skills (speaking, listening. writing and reading) for speaking (2.9), listening (2.8) and writing (3) are used at the rate of *difficult,* categorized while for listening (2.3) was used at the rate of *less difficult.*

3) The Importance of Language Skills.

Table 3, The Importance of Language Skills.

No	Skill	Total	Mean Score
1.	Speaking	155	3.7
2.	Listening	99	2.3
3.	Writing	125	3.0
4.	Reading	138	3.3
5.	Grammar	99	2,3
6.	Vocabulary	127	3.0

Based on the result of questionnaire given to the students about the Importance of Language Skills in the classroom, the table above shows the total and the mean scores for all the language skills (speaking, listening, writing and reading) and language elements (grammar and vocabulary) fell in to *very important* category.

4) Learning and Teaching Activities that Mostly Preferred.

Table 4, Learning and Teaching Activities that Mostly Preferred.

No	Learning Preferences	Total	Mean Score
1.	Self study.	116	2.8
2.	Pair study.	126	3
3.	Study in small group.	125	3
4.	Study in big group.	118	2.8
5.	Study through listening	104	2.5
6.	Study through reading.	131	3.1
7.	Study through listening and pronunciation.	109	2.6
8.	Study through reading while make a note.	109	2.6
9.	Study through memorizing and conversation.	113	2.7
10.	Study through games.	114	2.7
11.	Study through role play.	141	3.3
12.	The others (specify).	0	0

Each Students about learning preferences and teaching activities are different. Learning preferences in term of studying with others, it has been found that self study (2.8), study in pairs (3), study in small group (3), and study in big group (2.8) which categorized as important ways of learning. study through reading (3.1), and study through memorizing and conversation (2.7) which to categorized important level. These findings indicate that self study, study in pairs, study in small group, study in big group, study through reading, and study through memorizing and conversation should be taken into consideration in creating the activities to fulfill the learning preferences in learning English for dentistry.

Not only identifying the learning preferences in terms of the ways of learning with others, but also it is important to find out the students learning preferences in term of the ways of learning by using the teaching equipment.as we can see on the table from the students answer it shows that study through role play (3.3) fall into *very important* category. This study indicates that study through role play is more preferred than others such as self study, study in pairs, study in small group, study in big group, study through reading, and study through memorizing and conversation which are categorized as the important category should be taken into consideration in designing syllabus. In addition, that teaching English through listening (2.5), study through listening and pronunciation (2.6), study through reading while make a note (2.6) and study through games (2.7) which categorized as less important.

5) The Language *Function* Needed by the Students in the Classroom.

Table 5, The Language *Function* Needed by the Students in the Classroom.

No	English Materials	Total	Mean Score
1.	Dental and Oral Hospital Team.	147	3.5
2.	Health According to WHO.	135	3.2
3.	Dental Check-Up.	155	3.7
4.	Monitoring Patients.	107	2.5
5.	I am a Dental Nursing.	153	3.6
6.	Death and Dying.	101	2.4
7.	Patients Admission.	131	3.1
8.	Pain.	99	2.3
9.	Accident and Emergencies.	100	2.4
10.	Tooth Whitening.	150	3.6
11.	Aloe Vera in Dentistry.	133	3.2
12.	Medication.	105	2.5
13.	Blood.	99	2.3
14.	Dental instruments.	155	3.7
15	A Simple Secret for staying well.	100	2.4
16.	Bad breath.	136	3.2
17.	Oral Health and Nutrition.	147	3.5
18.	Checking Vital Signs.	101	2.4
19.	Dimension of Symptoms	89	2.1
20.	History Of Toothbrushes And Toothpastes.	135	3.2
21.	Dental Phobia.	149	3.5
22.	Bacterial Resistance.	105	2.5
23.	Tooth Anatomy.	141	3.3
24.	Caries.	156	3.7
25.	Complementary and Alternative Medicine (CAM).	95	2.3
26.	The others (specify).	0	0

From the table above, we can see the total and mean score about the questionnaire based on the language function needed by the students in the classroom. the language function needed by the students in the classroom fall into ***very important*** *category* such as *dental check-up, dental instruments, I'm dental nursing, dental and oral hospital team, dental phobia, oral health and nutrition, teeth whitening, tooth anatomy, bad breath and health according to WHO.* While *caries, history of toothbrushes and toothpastes, patient admission and aloe vera in dentistry* that categorized as ***important*** by the students of Health Polytechnic Makassar.

6) The Importance of Language Skills.

Table 6, The Importance of Language Skills.

No	Learning Assumption	Total	Mean Score
1.	To be Successful in College.	136	3.2
2.	To be Successful in Career	149	3.5
3.	To Exchange Information.	146	3.5
4.	To Get Scholarship.	137	3.3
5.	To Fulfill Personal Need.	141	3.3
6.	The others (specify).	0	0

Furthermore regarding to the importance of English, most of the students take into account that English is very important to success in college (3.2), to success in career (3.5), to exchange information (3.5), to get scholarship (3.3), and to fulfill personal need (3.3) taken into important level.

b. The Language Needs Students of Health Polytechnic of Makassar.

1. The data from Graduates.

a. How is the good English material supposed to be?

"Pada dasarnya kemarin waktu kuliah bahasa inggris nya yang umum-umum saja dan basic. cuman mungkin perlu di buatkan materi yang lebih spesifik lah dalam dunia kesehatan terkhusus ilmu gigi ini dan mungkin bisa di mix dengan praktikum mungkin kita sesama mahasiswa mungkin kita praktek, ada yang jadi pasien ada yang jadi perwat giginya begitupun sebaliknya jadi kita keseharianya lebih bisa begitu untuk bisa berbahasa inggris sehari hari paling tidak dasar dasar untuk menyapa pasien atau dasar dasar untuk mengetahui hal hal dalam ilmu gigi dalam bahasa inggris itu kita sudah kuasai pada saat selesai begitu, jadi seharusnya materinya di buat spesifik lagi untuk ilmu gigi khusunya dan disertai dengan beberapa kreatifitas untuk praktikum bagi mahasiswa supaya fasih berbahasa inggris."

(Fundamentally, the materials were just general and very basic. Is in order to be interesting, the material should be specific and the method need to be as creative as possible. The lecturer is expected to give profound lessons about dentistry, not just English in basic. To learn deep understanding, we also need more practice. For instance, the lecturer could give sample of dialogues where the students act as the nurse and the patients. I believe learning by doing is a more effective method for us as college students).

Based on the question above ask about how is the good English material supposed to be. Based on graduate above say that the good English material should be specific in dentistry and more practice in the class. For instance, the lecturer could give sample of dialogues where the students act as a nurse and patients.

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From all respondents argumentation from the graduates it could be concluded that a good English material in their study program is English specific purpose based on dentistry, because what they get in workplace is not consequence with what they learn in college that's why they want English is more to specific in their department and their workplace not basic and general English materials. They also the materials cover mixed with practicum, there were be patients, dentist and dental nurse so they can practice it in the workplace.

2.The data from Lectures
  a. How should a good English material for dentistry?

   "Yang bagus adalah dasar dasar pengetahuan tentang speaking dulu terus kita masuk ke jurusannya tentang bagaimana perawatan gigi, kesehatan gigi, terus bagaimana tentang penyuluhan gigi, seperti itu."

   (The good English lessons should be fundamental for stepping stone, Then, we step into lessons about dental care, dental health, and also dental counseling).

From the perception above it show that a good English material for dentistry is a knowledge of speaking before entering the specific purpose about dentistry like dental care, dental health, dental education and related to dentistry.

3. The Developing Material for Dentistry at Health Polytechnic Makassar Based on Students' Need.

The term product developed in the form of English for dentistry based on students need are: syllabus and English material. The description of the products development is described as follows;

a. Syllabus

The development of syllabus in this research applied a situational syllabus. This syllabus based on the idea that language is found in different context, situation or purpose. A situation in this context refers to a setting in which particular communicative acts typically occur in which the learners will be expected to use the language in that setting (Richards, 2001). To design this syllabus, the teachers need to gather some information based on the students situation.

b. Course Material

The stages of developing English for dentistry based on students need are reflected in the following figure:
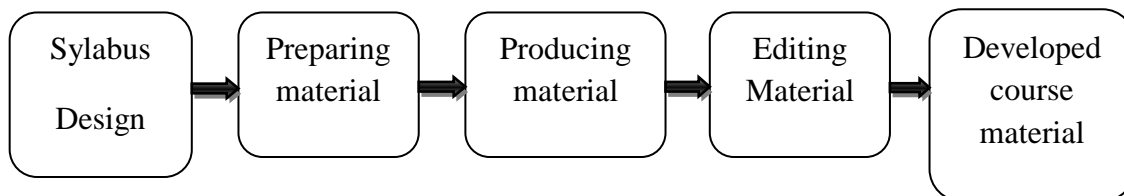

Figure 1, The Stages in Developing Course Material.

4. Implementation of English for Dentistry Based on Students Need.

The implementation of the product is conducted in Dental nurse study program at third semester and the classroom consist of 42 students. In the first meeting, the researcher delivered the procedure of the product, the contents of product, showed the syllabus and time allotment to finished every units. All the material are integrated with four skills (Speaking, reading, writing and listening) and two language elements namely (grammar and vocabulary).

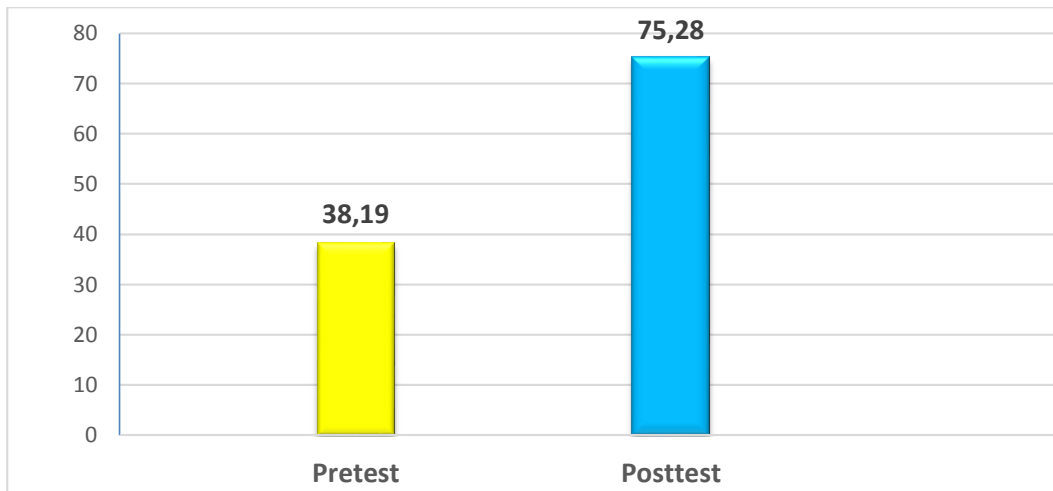a) The mean score and standard deviation of students pretest and posttest

In this table below the researcher presented the mean score and standard deviation of the students pretest and posttest after in term of speaking reading writing, listening, vocabulary and grammar after being taught with with English for dentistry based on students need.

Table 7, Mean Score and Standard Deviation of Students Pretest and Posttest

	Pretest		Posttest	
	Mean score	Std. Deviation	Mean score	Std. Deviation
Speaking	36.19	7.14	72.38	5.65
Writing	41.98	6.44	72.80	4.58
Reading	41.57	17.32	78.14	12.82
Listening	34.76	10.64	74.52	11.51
Grammar	38.10	12.14	74.76	9.43
Vocabulary	36.31	13.48	79.29	9.47

The table below, the researcher presented the general mean score and standard deviation of the students pretest and post test after being taught with English for dentistry based on students need.

Chart 1, General Mean Score and Standard Deviation of The Students Pretest and Post Test

From the data showed in table above the mean score of pretest and posttest were different after the treatment executed. the mean score of pretest was 38.19 with standard deviation was 9.73 and posttest was 75.28 with standard deviation was 7.59; means that the main score of posttest is higher than pretest group (75.28>38.19) and the progres score is 37.09.

b) Test of Significance (T- test)

T-test is used to know the significant of improvement of students knowledge after the application of English for dentistry based on students need. the researcher used pared sample T-test that was a test to know the significance difference between the result of students mean scores in pretest and posttest. assuming that the level of significance (α) = 0.05, the degree of freedom (df) = 42 where N-1 = 41, than the result of the T-test is presented in the following table;

Table 9, Probability Value of T-Test of The Students Achievement on Pretest and Posttest.

Variables	P - Value	(α)	Remarks
Pretest & Posttest	0.00	0.05	Significantly Different

Based on the result of data analysis of summarized in the table above , the researcher reveal that the probability value (0.00) was higher than the level of significance at t-table (0.05). It can be concluded that the application of English for dentistry based on students need improve significantly and the students dental nurse study program achievement and effective.

5. The Students' and Lecturers Perception on the Designed English Material for Dentistry.

To know the students and lecture perception toward English for dentistry based on students need, the researcher distributed questionnaire to the students. Based on the result of questionnaire given to the students and lecture perception on the design English material shows that the average score of students perception is 3.66 , it can be concluded that students dental nursing study program Health Polytechnic of Makassar have strongly agree perception toward English material for dentistry based on students need. While the average score of lecture perception is 3.58, it is classified as strongly agree. It could be concluded that lecture were strongly agree perception toward English for dentistry based on students need.

DISCUSSION

1. The Existing English Material.

After analyzing the existing English material used by lecturers in teaching English honestly There is no special actually prepare by institution. Therefore, every lecturer provided the materials by their own and they have different resources and do not use certain books. There are seldom role play activity that students need in workplace. Most of the teaching activities dominated by lecturer and the teaching method applied by most lecturers are delivering speech and explaining about the grammar and leave assignment for the students.

2. The Needs of the Students English Material.

The researcher applied needs analysis based on the concept offered by Dudley-Evans and John (1998) namely *the learning needs* source from professional and personal information of the learners and the *language needs* which refers to 5Ws for the learners learn English.

a. **Learning Needs of the Students**

Learning needs of this research covers teaching activities and language preference in term of approaches and strategies in learning English for Specific Purposes in classroom setting. To sum up, the researcher inferred the learning preferences that respondents need the most. Learning preference in terms of studying with others and in terms of ways of learning by using teaching equipmentsin learning English are cooperative learning strategies and communicative activities. For more details about the learning needs of the students, the researcher describe it and it can be seen as follows:

Table 10, Learning Need

Learning preference	Learning activities
Self study	Study through listening
Pair study	Study through reading
Study in small group	Study through listening and pronunciation
Study in big group	Study through reading while make a note
Study through games	Study through memorizing and conversation
Study through role play	

In the table above, it describes the learning preference in term of learning with others that the students are preffered the most, those are study through role play, study through reading, pair study, study study in small group, study in big group, self study, and study through games. Meanwhile, in case the learning preferences in term of learning by using teaching equipments, it shows that study through memorizing and conversation is more preffered than, study through listening and pronunciation , study through reading while taking notes, and study through listening.

b. The Language Needs

Related to the findings, the data gained from the instruments were in the matter of four English skills. Basically, they need to learn English for their professional carrier as mentioned paralelly by:

3rdGraduates : *"Karna saya pernah di poli pertamina 2 tahun lebih dan pasien bulenya sering keluar masuk. menurut saya yah bahasa inggris yang berhubungan dengan ilmu gigi, karna itu yang paling sering di pakai, dan juga alat gigi baru dari luar, tentu petunjuk penggunaanya bahasa inggris."*

(Because I ever worked in Pertamina Polyclinic for more than 2 years and the foreign patients always get in and out of the hospital, I think English for dentistry is often used in working environment. Most of new dental instruments are also brought from overseas, and of course the manual is also in English).

Then, they need to learn English language skills namely speaking, reading, listening and writing and also two language elements grammar and vocabulary. The workplace English language use which has been identified predominantly referred to conversational skills for social interactions with patients and doctor and communicative competence.

Furthermore Relating to the validated topics submitted to the expert, with the result based on students need after giving the questionnaire, it can be found that the topics which need to learn by the students are dental and oral hospital team, patients admission, Iam dental nurse, dental instruments, tooth anatomy, dental check-up, dental phobia, bad breath, caries, toothbrushes and toothpastes, teeth whitening, aloe-vera in dentistry, nutrition and oral health, health according to WHO.

3. The Development Phase

The development of English for dentistry based on students need is used ADDIE model. It is order in five phase namely, analysis, design, development, implementation and evaluation. ADDIE model is used in this research because it is suitable to be applied in developing English material for dentistry, in this case developing English syllabus, learning material that can be used in teaching and learning of English for dentistry. Branch (2009) said that ADDIE is a product development concept.

4. Students and Lecturer Perception

The students and lecturer perception of Dental nurse study program of Health Polytechnic Makassar have high positive perception, toward English for dentistry based on students need. It is proved that the mean score of students attitude was 3.76. The mean score was located in strongly agree perception. It meant that the students had strongly agree perception toward English material for dentistry based on students need. While the mean score of lecturer perception was 3.58, it could be explained that the mean score of the lecturer perception also located in strongly agree perception. It means that the lecturer also had strongly agree toward English material for dentistry based on students need.

CONCLUSION

The development of English for dentistry based on students need is started from the need analysis as the explained in the point one; The second is design, in this phase the researcher produce teaching outline of the material. Next, design the contents of the subject or what material should be included in every chapter or meeting. method and time allotment are also stated to confirm how will be delivered the material as well as the confirmation how assess the contents or the material; The third is development, this phase deals with process of producing

prototype of English for dentistry based on students need. Consist of fourteen meetings that contain integrated language skills practices. The fourth is implementation, in this phase the researcher implement the material through teaching and learning process at dental nurse study program.

After implementation of English for dentistry based on students need, it's find that the main score of the effectiveness of the material indicates that the application of English for dentistry based on students need improve significantly the students Dental nurse study program achievement with main score of pretest is 38.19 and post test is 75.28, so the students progress score after the application of English for dentistry based on students need is 37.09.

Students have high positive perception toward English for dentistry based on students need. it is proved with mean score of students attitude is 3.76 and it is located in strongly agree category and the lecturer also have high perception toward English for dentistry based on students need. its mean score is 3.58 and it is located in agree category. There are three kinds of instruments used of the research. They were questionnaire, interview and rubric evaluation. The first was questionnaire administered to dental nurse students. That conducted in need analysis. The second was interview. Interview is addressed to lecturer and graduate students (who had experience in previous English study). In order to conduct need analysis, the researcher interviewed the lecturer and graduates students. The third was rubrics' evaluation. Rubrics' evaluation is used to evaluate or validate the product. It address to two expert, there were expert in dentistry and English specific purpose.

SUGGESTION

There are some suggestions addressed to people who concern with this research, as follows: the newly development of English for dentistry that contains syllabus and course material must be based on specific need analysis. The analysis and implementation of products is important aspect to be done in developing the material. Because, the process can help the lecturers to know the effectiveness of the product. The perception of students to the products must be consider in developing material because their perceptions can influence their motivation in learning or using the products.

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