

THE PERSPECTIVE OF ESP TEACHING: A STUDY OF ENGLISH SUBJECT FOR UNDERGRADUATE NURSING STUDENTS AT HAFSHAWATY UNIVERSITY

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ABSTRACTS

This study aimed to determine the perspective of ESP teaching on undergraduate nursing students at Hafshawaty University, Probolinggo, East Java. This research used qualitative methods, data were collected through questionnaires, interviews and documentation. The subjects of this study were seven undergraduate nursing students at Hafshawaty University (i.e. m1, m2, m3, m4, m5, m6 and m7) who were asked to fill in questions related to ESP teaching in their programmes and one English lecturer to be interviewed in this research. These undergraduate nursing students were selected because they were eager to learn English related to their programme and lecturer who are selected based on their expertise. The results showed that the material taught was beyond their ability level and could not be easily understood, but with the group work system, the material taught by the lecturer made the undergraduate nursing students understand it and were enthusiastic about learning English in the ESP class.

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INTRODUCTION

English for Specific Purposes (ESP) is an approach to teaching English that is tailored to the specific field of study of the student, the term 'specific' is used to denote the particular purposes and needs for learning English that arise in the context of a specific field of study (Maruf et al., 2021). Luluk Iswati stated that the teaching of ESP should not be considered to be merely similar to the teaching of general English courses (Iswati, 2021). In the view of Chan and Win, the most significant aspect of ESP courses is that the materials and objectives are tailored to the specific requirements of the learners (Chan & Win, 2023). "In order for students to achieve their occupational targets, it is essential that the learning materials are well designed and prepared to achieve the academic goal" (Susmini & Episiasi, 2021).

The ESP teaching method eschews the use of words, with the student's objective of learning English representing the paramount component of the language (Hartina & Syahrir, 2021). Georgy posited that by leveraging their specialized expertise in a particular field, educators or linguists can facilitate the acceleration of English language acquisition for their target group (Georgy, 2023). Because the focus of ESP teachers is to enhance the learner's ability to participate in the process of communication, opportunities can be supplied to them in the form of assignments devised on the materials picked (Muhammadolimovna, 2022).

Teaching English with the correct material for nursing students based on their needs is critically important to assist their career (Nashir et al., 2022). Consequently, English language learning for nurses should be specifically designed to align with the field of nursing and health (WIBOWO, 2021). According to (Purba, 2022) to demonstrate a nurse-patient relationship, nurses working in hospitals or medical health centers should be able to articulate

nursing skills, prescription medications, illnesses, related diseases, clinical actions, and other topics. Therefore, nursing students, as career workers in a field that is increasingly in demand around the world, must improve their language skills in order to enter international careers (Ferdian & Nirwana, 2021).

This article intends to find out the perspective of English language teaching on English for specific purposes (ESP) of undergraduate nursing students of Hafshawaty University, this study programme also studies English as a language related to their special programme. Before undergraduate nursing students of Hafshawaty University get English materials for their specific purposes, in the first semester to the second semester students get basic materials about English first, they are introduced to how and what English is in a general context. Then, after students get basic material about English, they will learn English in a nursing context such as vocabulary about medical, how to give medicine to patients and communicate in a medical context.

From some of the studies above, the researcher is interested in conducting research from the perspective of nursing students' needs to help their careers at the international level. The researcher focused on nursing students of Hafshawaty University as the research subject. The researcher aims to find out the extent of ESP learning material mastered by the students of Hafshawaty University and to observe how ESP material is presented in learning activities, as well as some of the facilities obtained in the process of teaching and learning activities. Because these things have an influence on the ability to use English for specific purposes in the field of work. Moreover, there is currently a rule in international hospitals that nurses or doctors must be able to express treatment skills, prescriptions, diseases, related diseases, clinical procedures and other topics in English. Therefore, as a career in nursing is in high demand worldwide, nursing students need to improve their language skills in order to pursue an international career.

METHOD

This study used a qualitative descriptive approach. According to (Quintão et al., 2020) “qualitative methodology aims to explore, describe, and understand phenomena in all their complexity”. The participants of this study were seven out of twenty undergraduate nursing students at Hafshawaty University. The purpose of this study was to determine the perspectives of undergraduate nursing students at Hafshawaty University on the teaching of English for Specific Purposes (ESP). Data was collected through the use of questionnaires, interviews with one lecturer and documentation. The questionnaire was in the form of ten questions that focused on the adequacy of information obtained, the level of ability, as well as issues related to ESP because it has a great role in supporting the success of students towards international.

This research was conducted at Hafshawaty University, Karangbong Village, Pajarakan Subdistrict, Probolinggo District, East Java Province, Indonesia. This university was chosen because it has a nursing course and as part of the course itself, a special course of English for Specific Purposes for all nursing students.

About seven students from Hafshawaty University volunteered as respondents to answer their choices in the questionnaire. Each of the seven students (m1, m2, m3, m4, m5, m6 and m7) was asked to understand the importance of English for specific purpose application and mastery skills for themselves.

The researcher selected the respondents based on their in-depth understanding and experience of English for specific purposes in relation to the basic focus of their education. Then they can be categorised as qualified respondents. In this case, the representative respondents are university students.

At the same time, researchers also conducted an interview directly with one of the ESP lecturer at Hafshahafsaaway University, namely (L1) asked to provide an assessment of student activeness and involvement in the ESP learning process. Researchers chose this lecturer based on the expertise of the knowledge mastered, then it can be used as a qualified respondent.

FINDINGS AND RESULT

Nursing Students Perspective of ESP Teaching

In this study, the researcher focused on the perspectives of nursing students at Hafshawaty University towards English language teaching in English for Specific Purposes (ESP). The researcher gave questionnaires to seven undergraduate nursing students of Hafshawaty University. After giving questionnaires, the researcher conducted interviews with undergraduate nursing students to support the data collection of this study. Documentation is also used to supplement the data from this study.

From the analysis of the data obtained, undergraduate nursing students responded positively to English teaching in English for specific purposes (ESP). Almost all students agree that in ESP classes, lecturers have enough information about ESP and have an impact on improving the English language skills of the undergraduate nursing students.

Table 1. Results of the questionnaire on nursing students' perspectives on English language teaching for ESP.

No	Perspective	Respond %	
		Agree	Disagree
1	Teachers have sufficient information on issues related to ESP	85,7%	14,3%
2	English material taught exceeds the level of proficiency	85,7%	14,3%
3	The material taught by the lecturer is easy to understand	42,9%	57,1%
4	The material taught provides motivation to learn English	85,7%	14,3%
5	The book used covers the specialist vocabulary required	57,1%	42,9%
6	The material obtained is sufficient to improve listening, speaking, writing or reading skills	71,4%	28,6%
7	Lecturers provide material other than in the textbook used	100%	-
8	Group learning system encourages enthusiasm in learning English	71,4%	28,6%
9	Group work system is able to understand the material provided	71,4%	28,6%
10	Need a language laboratory as a place to learn English in ESP classes	100%	-

Table 1 is the result of the questionnaire of the undergraduate nursing students of Hafshawaty University regarding the perspective of English learning in English for specific purposes (ESP) class. In point 1, as many as 85.7% out of 7 students said that the lecturer had enough information about ESP, but as many as 14.3% said that the lecturer did not have enough information about ESP because some undergraduate nursing students did not understand what was taught by the lecturer. Point 2 is in line with the previous point, as many as 85.7% stated that the material taught was sufficient to exceed the ability of the undergraduate nursing students, while 14.3% stated that it did not exceed their ability level. Point 3, 42.9% agreed that the material taught by the lecturers was easy to understand but 57.1% disagreed.

Point 4 is the same as points 1 and 2, as many as 85.7% of English materials taught provide motivation in learning English, seven undergraduate nursing students said that in learning English must have enthusiasm in order to understand it well but 14.3% disagree with it. Point 5 as much as 57.1% of the books used cover the vocabulary needed, all students say that the books used cover enough well and can be applied while 42.9% do not agree with it. Then in point 6, 71.4% stated that the material obtained was sufficient to hone listening, speaking, writing or reading skills while 28.6% disagreed because in accordance with point 3, the material taught was less able to be understood by undergraduate nursing students.

In point 7, all students agreed with the material that lecturers provide material in addition to the textbooks used, they stated that in addition to the books used, they use social media in the form of educational TikTok and educational YouTube during learning activities. In point 8, 71.4% agree that the group work system encourages enthusiasm for learning English while 28.6% disagree.

In point 9, in line with point 8, with the group work system encouraging the spirit of learning, 71.4% agreed that the group work system would be able to understand the English material provided while 28.6% disagreed with it. The last point, as many as seven students 100% agreed that for English language learning requires a language laboratory during learning activities.

From all perspectives by undergraduate nursing students above, in teaching appropriate material for undergraduate nursing students can help improve their abilities, then success or failure in providing appropriate material for undergraduate nursing students must be adjusted to the right teaching method because undergraduate nursing students in learning English prepare them for the world of work. Likewise, the material taught is not allowed to exceed the limits of students' abilities. In addition, lecturers need to provide the right system for undergraduate nursing students in providing material during learning activities, such as a group work system, with this system can encourage the enthusiasm of undergraduate nursing students in learning English in English for specific purposes (ESP) classes.

After an interview with one ESP lecturer relating to the liveliness and involvement of students in learning English in ESP classes, gave a statement:

Lecturer

"During the learning activities, the students were actively involved in class and asked for anything they did not understand. When given English material with a group system, they are very enthusiastic about doing it and it makes it easier for them to understand the material well".

From the lecturer's statement above, it can be seen that undergraduate nursing students at Hafshawaty University are actively involved during learning activities, and providing material with a group work system makes undergraduate nursing students excited and enthusiastic about learning English, especially since English is not the main programme they take. As Islam, (2023a) stated that the important factors affect success in teaching in learning is a teacher. It also proved from this research that lecturer has important role in managing the teaching and learning process in the class especially for English subject. The subject that need a facilitator to improve the students' skill for foreign language.

From the results of the questionnaire and interviews above, the researcher found that the undergraduate nursing students of Hafshawaty University, the material taught is less easy to understand but what is obtained by the students can be able to improve their abilities and with the group work system can make students enthusiastic when learning English in the ESP class. In line with this findings, Islam, (2023b) found in her research that the material needs to contain topics and themes, therefore the discussion in learning process can be focused on target to be achieved rather than broader discussion without specific target. The book used

during learning includes specific vocabulary needed because with vocabulary that is in accordance with the nursing programme, students will more easily get to know the part of nursing.

CONCLUSION

Undergraduate nursing students at Hafshawaty University gave a less positive response to the teaching done by lecturers when teaching ESP classes, students stated that the material taught exceeded their ability level and could not be easily understood. It needs other source of material rather than from the textbook such as from youtube, website or others.

However, from these shortcomings, the lecturer has enough information about ESP and also provides material to the students by means of a group work system so that they are enthusiastic and understand the material being taught, because from the results of the questionnaire that has been available, the students stated that by learning English by means of a group work system makes them understand and enthusiastic when learning it, besides that the book used has covered the specific vocabulary needed by these students. Likewise, the material obtained has improved the English language skills of the undergraduate nursing students.

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