DESCRIPTIVE STUDY ON TEACHING ENGLISH FOR THE NURSING STUDENTS' OF AKPERMAMBA'UL ULUM SURAKARTA IN ACADEMIC YEAR 2016/2017

THESIS

Submitted as A Partial Requirements For the Undergraduate Degree in

English Education Department

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Assalamualaikum Wr. Wb

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Thank you for your attention.

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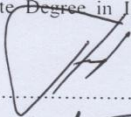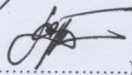Surakarta, July 24th 2017

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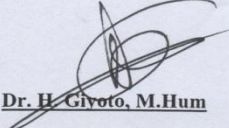
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RATIFICATION

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DEDICATION

This thesis is dedicated to:

- ❖ My beloved father, Sunardi

- ❖ My beloved mother, Tini

- ❖ My best friends

- ❖ My Almamater IAIN Surakarta

MOTTO

"Berdoa tanpa usaha adalah sombong.Usaha tanpa berdoa adalah bohong."

(Anynomous)

"Fall seven times, stand up eight"

(Japanese Proverb)

But if they turn away, Say: "(Allah) sufficeth me: there is no god but He: On Him is my trust, he is the Lord of the Throne (of Glory) Supreme!

(QS. At-Taubah 129)

"Sesungguhnya jika kamu bersyukur, pasti Kami akan menambahkan (nikmat) kepadamu, dan jika kamu mengingkari (nikmat-Ku) maka sesungguhnya azab-Ku sangat pedih."

(QS. Ibrahim: 7)

CERTIFICATE OF ORIGINALITY

CERTIFICATE OF ORIGINALITY

This is to certify that:

Name   : Fitriani

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Study Program   : English Education Department

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I hereby declare that the *Thesis* above is my own original work and written by myself carried out as parts of the requirement to accomplish and Undergraduate Degree in English Education Department in Islamic Education and Teacher Training Faculty, State Islamic Institute of Surakarta (IAIN Surakarta).

I also certify that any help for my research work, preparation of the thesis itself, sources and literature used for thesis have been fully and properly cited. It contains no material which has been accepted for the award of any other degree previously submitted in IAIN Surakarta or any other institution, nor it been submitted as part of requirements for the degree except as fully acknowledged within the text.

If later proven this thesis as a result of plagiarism, I would undertake any legal sanction and of being repealed my academic degree.

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vi

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Alhamdulilah, all praises to be Allah, the single power, the Lord of the universe, master of the day of judgement, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled "Descriptive Study on Teaching English for the Nursing Students' of AKPER Mamba'ul Ulum Surakarta in Academic Year 2016/2017". Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not completed without the helps, supports, and suggestion from several sides. Thus, the researcher would like to express her deepest thanks to all of those who helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

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The Researcher

Fitriani

ABSTRACT

Fitriani. 2017. *Descriptive Study on Teaching English for The Nursing Students' of AKPER Mamba'ul Ulum Surakarta in Academic Year 2016/2017*. Thesis. English Education Department Study Program, The State Islamic Institute of Surakarta.

Advisor   : Dr. Imroatus Solikhah, M.Pd
Keywords   : Teaching English for Specific Purpose (ESP), Teaching English for Medical Purpose (EMP), Material Selection.

The objectives of the research are: (1) to describe how is the teaching process of English subject for the nursing students in AKPER Mamba'ul Ulum Surakarta in the academic year 2016/2017, and (2) to describe the materials of teaching English for the nursing students in AKPER Mamba'ul Ulum Surakarta in the academic year 2016/2017.

This research was conducted January 2017 until July 2017 for the second semester of nursing students' in AKPER Mamba'ul Ulum Surakarta. It was descriptive qualitative research. The subject of this research was the teacher and student in 1B class. The data were collected from interview, observation, and documentation.It means that in checking the data validation of a problem, the researcher has to compare some methods of collecting data (interview, observation, and documentation) to get a conclusion as the result of this research.

This result showed the teaching process and material selection in English for Specific Purpose (ESP) class. The implementing of ESP course is already good enough by comparing the result of observation and theories of teacher role, the characteristicof ESP course and ESP material. Beside, this research also explained the assessment and method of ESP class. Although the lecturer are not getting special training before they teach a ESP students, The result of analysis explained that the ESP teaching process which conduct by the teacher already appropriate with the ESP theories.

TABLE OF CONTENT

CHAPTER IV: RESEARCH FINDING AND DISCUSSION

LIST OF TABLE

LIST OF APPENDICESS

CHAPTER I

INTRODUCTION

This introductory chapter explores the background of the study. It presents situation which underlies the research, research problem, research objectives, limitation of the study, explains the significance of the study, the definition of key term and previous related study.

A. Background of Study

Language is one of the most important things in communication and it is used as a tool of communication among the people all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human beings. In Indonesia, English is considered as the first foreign language and taught formally from elementary school up to university level. English is taught as the first foreign language in Indonesia. It becomes one of the compulsory subjects at schools. In addition, English is an international language. It is used all over the world, so that it is important language, learning English is needed for students.

In globalization context, the number of people coming to live and work aboard has increasedsignificantly over the years. Many of those people are professionals who have strongbackgrounds in business, accounting, medicine, nursing, laboratory work, and otherfields. They have come to this country looking for educational and work opportunities

inorder to improve the quality of their lives and to provide for their families.In which people coming from all parts of the world need to exchange information on a daily basis. For various reasons, such as Britain's colonial history, the economic power of the United States, the popularity of American films and music, English has become the main medium of international communication (Harmer, 2007).

Consequently, there is an ever-increasing need for quality English Language Teaching, which has brought about many changes. One of these is the division ofEnglish as a Foreign Language (EFL) into General English (GE) and English for Specific Purposes (ESP) (Vicic, 2011: 107). According to Hutchinson and Waters (1994: 16), ESP can be further subdivided into "two main types of ESP differentiated according to whether the learner requires English for academic study (EAP: English for Academic Purposes) or for work or training (EOP/EVP/VESL: English for Occupational Purposes/English for Vocational Purposes/Vocational English as a Second Language)". Hutchison and Waters (1994:16) then emphasize that this distinction is not clear-cut because very often "the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job". Accordingly, English in logistics could be categorized as both EAP (English for academic purposes) and EOP (English for occupational purposes)because students use it in their study environment as well as in

their jobs, which are either concurrent or successive, depending on whether students study part-time or full-time.

For a relatively long time, students studying for different professions were taughtmore or less General English (GE), which was not always very helpful when applied inreal-life situations of different areas of specialism, such as engineering, tourism,science and technology, medicine, and so on. With time, developments in languagetheory indicated the need to pay more attention to individual learners. Thisrealization together with a growing demand for English courses tailored to students'specific needs led to the emergence of English for Specific Purposes (ESP) in the late1960s (Hutchinson and Waters, 1994). This area proved to be fertile ground, and soEnglish for Specific Purposes (ESP) has undergone rapid development in recent decades.

Nowadays, English has been the main language of internationalcommunication, which has become an integral part of most modern professions. Tobe able to communicate successfully in English, students of different professions arethus taught English for Specific Purposes (ESP), whose overriding characteristics are "the sense of purpose and the sense of vocation" (Harding, 2007: 6). These characteristics predominantly focus on what students will need in their working environments, or, as Harding (2007: 6) putsit "in English for Specific Purposes (ESP) the purpose for learning the language

isparamount and relates directly to what the learner needs to do in their vocation orjob".

The large number of different professions has brought about the need for ESP specialism, all of which share some common characteristics, such as specific needs,technical specialized vocabulary and documentation, specialized texts andinteraction, an identifiable working environment, and so on (Harding, 2007: 6). To cater for these subject-specific needs in English teaching learning, English for Specific Purposes (ESP) predominantly focuses on language skills, structures, functions and vocabulary that will be needed by the members of a chosen target group in their professional andvocational environment. Nevertheless, it should be stressed that, as Hutchinson and Waters (1994: 19) emphasize, English for Specific Purposes (ESP)"is not a particular kind of language or methodology but an approach to language learning, which is based on learnerneed".

In line with these overriding characteristics of English for Specific Purposes (ESP), the roles of English for Specific Purposes (ESP)teachers andlearners at least to some extent differ from the roles of General English(GE) teachers and learners.The next important aspect in which English for Specific Purposes (ESP)differs from General English(GE)is materials used for teaching and learning.

An issue frequently raised with regard to general English (GE)teachers is whether they need to be experts in the subject area in question. The

general assumption is that they are primarily language teachers engaged in Teaching English as a Foreign Language (TEFL) and should, above all, be experts in the language and language teaching, and are not required to have specialized subject knowledge. Nevertheless, they do need to have some understanding of the subject area, which is ideally accompanied by a positive attitude towards it. English for Specific Purposes (ESP) teachers should also have the ability to actively integrate student knowledge about the subject matter or, as Ellis and Johnson (1994: 26) put it: "It is the learners who have the specific content knowledge and who are able to bring that knowledge to the classroom". A good ESP teachers will thus above all be "experts in presenting and explaining the language," who also have the ability "to ask the right questions and make good use of the answers" (Ellis and Johnson, 1994: 26). Other valuable sources of information for English for Specific Purposes (ESP) teachers are subject teachers and subject-matter textbooks.

To sum up, to make best use of the resources mentioned, designing a syllabus, selecting, and writing materials, as well as teaching the course, ESP teachers should have at least some basic knowledge about the subject matter in question, which is ideally supported by a genuine interest in it. It is even more important that they act as facilitators and encourage students to share their own knowledge about the subject matter with the class and to actively participate in the learning process. This characteristic of effective teachers is beautifully articulated in Kahlil Gibran's novel

The Prophet: "If the teacher is indeed wise, he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind" (Harmer, 2007: 107).

Another important aspect in which English for Specific Purposes (ESP)differs from general English (GE) is the target audience and their goals, as well as their motivation to learn the language. When teaching English for Specific Purposes (ESP) at the university or higher education level, ESP teachers will most often teach both pre-experience learners and job-experienced learners. Pre-experience learners most often have just finished secondary school and rely mostly on their theoretical knowledge, while job-experienced learners, in addition to having theoretical knowledge, also have some practical experience of using a foreign language in business life. Consequently, as Ellis and Johnson (1994: 5) point out, pre-experience learner expectations of language learning are to a great extent based on their former educational experience, while job-experienced learners will above all focus on "their own shortcomings in terms of fluency, getting the message across, and being able to understand the people from other countries that they have to deal with".

Regardless of these differences between pre-experience and job-experienced learners, the emphasis ofEnglish for Specific Purposes (ESP) teaching learning for both categories of learners should be on performance or, as emphasized by Ellis and Johnson (1994: 35), they should become "operationally effective".

Motivation that "the student's desire and need to learn" (Haycraft, 1987: 6) is of key importance for both pre-experience and job experienced learners. In the first situation, considering that most students have no or almost no work experience, English for Specific Purposes (ESP) teachers have to rely primarily on materials and activities they have prepared for their learners. For this reason, materials used in the language course should preferably relate to knowledge gained in other courses and learners' future jobs. When teaching job-experienced learners, on the other hand, English for Specific Purposes (ESP) teachers can also focus on what learners do in their jobs and at least to some extent relate the teaching learning materials and course activities to that. The direct use of the learner's experience in the English for Specific Purposes (ESP) teaching learning process is thus important for the motivation of both pre-experience and job-experienced learners, the most important distinction being whether English for Specific Purposes (ESP) teachers predominantly refer to knowledge gained in other professional courses or the learner's practical experience gained job.

Materials selection context, adaptation, or writing is an important area in English for Specific Purposes (ESP) teaching, it representing a practical result of effective course development and providing students with materials that will equip them with the knowledge they will need in their future business life. One of the most important issues regarding English for Specific Purposes (ESP) materials selection and writing is

whether the materials selected should be solely or primarily subject specific and what the most appropriate ratio of general materials to subject-specific materials is. General materials focus on one's general ability to communicate more effectively, while subject-specific materials focus on a particular job or industry (Ellis and Johnson, 1994). When carefully selected, both general and subject-specific materials will equip the students with the necessary skills and knowledge, but subject-specific materials nevertheless better cater for English for Specific Purposes (ESP) learners' specific needs. Consequently, English for Specific Purposes (ESP) learners will very often feel more affinity for materials that they find relevant to their area of specialism.

The demand for medical English at University level is an example of ESP. English for Specific purposes (ESP) is needed by the people who want to be professional in their occupational fields such as medical field. They learn English as one of the requirement to prepare their future career. As medical practitioners they will meet not only with Indonesian people but also with others that speaks in English. They consider that the priority is to learn the medical vocabularies as the technical and sub technical words.

Based on the reason above and pre-research which has conducted, in the term to carry out teaching learning look like the researcher conducted on teaching English for the nursing students especially in 1B class. The result shows that the lecturer basic knowledge is general English, the

lecturer did not get a specific training before they teach a specific student (nursing student), the lecturer did not expert in English for Specific material. Whereas, the English lecturer who teach a specific student, they should expert in subject knowledge and get a specific training.

To make a research, the researcher conducted the research in AKPER Mamba'ul Ulum Surakarta that is one of the medical academic in Surakarta and it has good accreditation which is B criteria and teacher not only general English but also medical English with language course LPIA (*Lembaga Pendidikan Indonesia Amerika*) Surakarta which is one of the best language courses in Indonesia. The researcher conducts a research in AKPER Mamba'ul Ulum Surakarta because the AKPER Mamba'ul Ulum Surakarta is a nursing academy which conducts teaching English for Specific Purpose "ESP". So, it is appropriate with the goal of research.

The researcher did an observation on teaching English for the nursing students as English for Specific Purposes (ESP)in second semester. The students get an English subject until in fourth semester. First and second semester teach by the English teacher from AKPER Mamba'ul Ulum Surakarta, then third and fourth semester teach by the LPIA. In which the teaching process from LPIA is not focus on English for specific purpose (ESP) but they also focus on TOEFL preparation. So, the researcher takes a second semester as their subject of research. The title of this study is **Descriptive Study on Teaching English For The Nursing Students' of AKPER Mamba'ul Ulum Surakarta In Academic Year 2016/2017.**

B. Identification of The Study

Based on the background study above, the researcher makes a scope of this study. The scope of the study anticipates the research object to board. This identification is general scope that the researcher concerns with. The research concerns with teaching ESP which is English for Medical Purposes (EMP) in nursing department of AKPER Mamba'ul Ulum Surakarta.

C. Limitation of The Study

Based on the background study above, the researcher makes a limitation scope of this study. The limitation of the study has a function to specify the object of the research. The research concerns with the teaching English for the nursing students in APKER Mamba'ul Ulum Surakarta. The research describes the teaching learning process and material of English for specific purpose (ESP) class. So, the researcher took 1B (first level class) in second semester.

D. Statement of The Problem

1. How is the teaching process of English subject for the nursing students in AKPER Mamba'ul Ulum Surakarta in the academic year 2016/2017?

E. The Objectives of The Study

1. To know how is the teaching process of English subject for the nursing students in AKPERMamba'ul Ulum Surakarta in the academic year 2016/2017.

F. The Benefit of The Study

The results of this study are expected to be useful both in practically and theoretically.

1. Theoretically, the result of this research is useful for the nursing students, English lecture and the other researcher. For the researchers who pay attention at ESP study. This research as the reference for the future research. Studying this research, the nursing students are also expected to improve their knowledge about the language that will help them on their future career.

2. Practically, the researcher hopes that the result of this study will be useful for:

   a. The researcher

   The researcher can understand about the teaching English and materials for the nursing students' of Mamba'ul Ulum Surakarta.

   b. The reader

   This research expected to be useful for the reader to know how is the teaching English and materialsfor the nursing students' in Mamba'ul Ulum Surakarta.

c. Other Researcher

The result of this study is expected to be useful resource for the other researchers who are interested in conducting similar study and giving more knowledge about the description of the teaching process of English for the nursing students.

d. The Academy

Hopefully it can give some views on an appropriate approach in teaching EMP at the nursing students in AKPERMamba'ul Ulum Surakarta.

G. Definition of The Key Terms

The key terms of the research are:

1. Descriptive study is one of the purposes of understanding social phenomenon and the descriptions are in the form of words (Blaxer, 1996)

2. Teaching

Brown (1987:6) defines teaching as showing or helping someone to learn how to do something, providing with knowledge, causing to know or understand.

3. English for Specific Purposes is a language program which is designed for people who are learning English with an identifiable purposes and clearly specifiable need (Dudley-Evan & Johns & Price Machado; Widdowson 2007).

4. Nurse is a person who is trained to care for sick or injured people who usually works in hospital or doctor's office (Vicic, 2011)

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Description

1. Teaching and Learning Process

a. Teaching and Learning

Teaching is to show somebody how to do something so that they will be able to do it themselves or to give somebody information about particular subject, to help somebody learn something (Hornby, 1995: 1225), and teaching is the work of a teacher. According to Brown (2000:7) teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning.

From the statement above, it means that teaching is an activity from somebody, here a teacher, such as showing an activity, facilitating, enabling to learn or to do something, giving information about something, and helping somebody or students in learning knowledge in order that they can do it by themselves, as teacher hopes that the students can be independent. They can be able to apply the knowledge from the school. In getting knowledge in the school, there are some regulations from the government which are stated in the *Peraturan Pemerintah* No 19 in 2005 about SNP (*Standar Nasional Pendidikan*) or National Standard of Education, which consists of some standards.

Content standard covers the material and level of competence to get the graduate competence in the certain level. Process standard in level of education will be delivered in interactive, imperative, fun, and challenging way, and it motivates students to participate, and gives them a space for their initiative, creativity, and independency as well as their talent, interest, and the physical and psychological development. This process standard consists of syllabus and lesson plan which over at least the objective of education, material, method, learning sources and evaluation.

The standard competence of completion or SKL (*Standar Kompetensi Kelulusan*) in *Peraturan Pemerintah* No 19 in 2005 in is used as a base in the evaluation of determining the student's graduation from certain level of education. These standards cover the competence to the entire subject and consist of the attitude, knowledge and skill.

The next point is the teacher and educational employee's standard. The standard covers academic and competence qualification as a teaching agent as well as ability, to implement the national education goals. The instrument standard covers all things needed in the process of teaching and learning in certain level of education, such as; educational media, book, and source of learning.

Management standard in elementary and junior level uses a school base management that is showed in discipline, open relationship, participation and these three aspects are implemented to reach certain educational unit. This standard is done personally, efficiently and accountably. Financial standard consists of investment fee, operational fee, and personal fee. While Evaluation standard is used to assess the students' competence, as a material in making document of learners in scoring, and to make it batter in teaching and learning.

Hornby (1995: 671) states that learning is to gain knowledge or skill by study, experience or being taught, and learn about something to become aware of something through information or observation, thus leaning is knowledge obtained by study. Hilgard states that learning is the process by which an activity originates or changed through training procedure (whether in the laboratory or in the natural environment) as distinguished from changes by factor not attributes to training (Sanjaya, 2006: 122).

Learning is to observe, to read, to imitate, to try something themselves, to listen, to follow direction (Spears in Supriyono, 2010: 2). Morgan in Supriyono (2010: 3) states that learning is any relatively permanent change in behavior that is a result of past experience. Rober

in Supriyono (2010: 3) states that learning is the process of acquiring knowledge.

It can be said that learning can be defined as a change of the individual behavior from nothing to be understood, as a process and learning as an experience from the result of the interaction between teacher, students and the environment. In the process of teaching and learning, the teacher as educator always gives knowledge and students get it. In transferring the knowledge they need interaction between them. The interaction can be said as the way of building the behavior characteristic.

Based on the definition above, teaching and learning is the process of getting or acquiring the knowledge from somebody or teacher by guiding and facilitating learning, enabling and setting the condition to the students in the school to reach the goal of learning. The goal is that the students have to achieve some competence as well as written in the content standard.

b. Teaching and Learning Process

Education consists of teaching and learning. Teaching is an active process in which one person shares information with others to provide them with information to make behavioral changes. According to Hornby, teaching means giving the instruction to (a person). Give a person knowledge skill, etc, (Honby, 1995: 37). According to Stem, cited in Johnson, English language teaching is defined broadly as creating situations that promote second language use and learning. it involves organizing learning environment, language use, and language learning activities that are intended to facilitating students' language development (Johns, 1991: 10). Based on the definition above it can be conclude that teaching is guiding and facilitating learning, enabling learner to learn, setting the condition for learning.

Learning is the process of assimilating information with a resultant change in behavior. Learning is an activity to gain knowledge or skill (Martin, 1995: 237). According to Harmer, learning can be defined as "the process of accepting the knowledge" (Harmer, 1998: 33). Moreover, the oxford learner's pocket dictionary explains, "learning is a process of gaining skill knowledge or skill in a subject or activity" (Manser, 1995: 237). Based on the statement above, we can conclude that learning is an activity done by someone to get knowledge.

Teaching learning process is an activity which happen with happens with a taking and giving process between the students and the teacher. Teaching learning process is defined as instructional process through organization and direct instruction of the teacher, learner, and materials in the classroom" (Richard and Roger, 1998: 22). So the teaching and learning process is an activity of taking and giving between the students and the teacher which aims to study and understand the English materials including four skills and then tries to practice it well and prove it.

c. **Teaching English**

Brown (2000: 38) state that "we have all observed children acquiring their first language easy and well, yet the learning of a foreign language often meets with great difficulty and something failure". From this statement it can be seen that it is more difficult to learn a new language than to acquire the first language. It happens because when someone learns a new language, his or her first language interferes with new language and this will hinder the success of the new language learning process. According to Sudarwan (2011: 250), one of the characteristic of good teacher is understanding capability, as stated:

"*Guru yang baik memiliki pemahaman yang benar tentang bagaimana mengajar. Mereka tidak memiliki teknik yang kaku*

dan bersikeras menggunakanya.Sehingga hal itu membantu

kelancaran dan kemudahan siswa belajar. Guru yang baik

fleksibel dalam gaya belajar dan menyesuaikanmuridnya jika

perlu".

Since English is important thing, the teacher should have an interesting technique in teaching English language. The teacher should be able to apply various techniques in presenting the material to the students interested in English and mastered the material. But teaching English is not as simple as getting students to stand up or sit down. The teacher should struggle to make students motivated and fun in studying English. Even though it will take more time and effort since English is not their first or second language.

d. **Component of English Teaching Learning Process**

There are many components in teaching learning process in order to make teaching learning process run well and effectively. Those components of teaching learning process are related to each other, (Giono, 1997: 20) classifies the components of teaching learning process into seven components: they are student, teacher, goal, material, method, media, and evaluation.

a. Student

In teaching and learning process, the students are the ones who seek for knowledge from the teacher. The students receive material which is given by the teacher.

b. Teacher

Teacher is the manager of teaching and learning process activities, and the teaching and learning arranger. They also have other roles in making teaching and learning process go effectively.

c. Goal

Goal is a statement about the intended changes which could be achieved after following certain teaching and learning process. The goal of teaching and learning process should be realistic and suited with the needs of the students

d. Material

Material is an amount of information about the fact, principle, and concepts, which are needed to achieve the goal. The material used in the process of teaching and learning should be suitable with the subject being learned and also the students' knowledge. Material has an important role in teaching learning process. Teacher has responsibility to choose materials. According to Rowntree (1997: 92) in Richard (2001:263) good materials have some characteristics, those are:

"arouse the learner' interest, remind them of earlier learning, tell them what they will be learning next, explain new learning content to them, relate these ideas to the learners' previous learning about new content, help them get feedback on their learning, encourage them to practice, make sure they know what are supposed to be doing, enable them to check their progress, help them to do better."

e. Method

Method is the way in giving the chance to the students to get the information, which is needed to achieve the goal. Anthony (1963: 95) defines method as "an overall plan for the orderly presentation of language materials, no part of which is based upon the selected approach". A good teacher uses a various method in order to avoid students' boredom.

f. Media

Media is a device use for conveying the information to the students so that they can achieve the goal easily. According to Oemar Harmalic (in Asnawir, 2002: 28) there are four classifications of teaching media:

1) Visual Media, such as filmstrip, transparency, micro projection, bulletin board, pictures, illustration, chart, graphic, poster, map, and globe.

2) Audited media, such as phonograph record, electric transcript radio, recorder of tape recorder.

3) Audio visual media, such as film, TV, and three dimension things.

4) Dramatization, role play, socio drama, etc.

Those media can be used in teaching learning according to the materials, students' level and interest. By using media, it is expected that the students will be more interested in the subject they learn.

g. Evaluation

Evaluation is a certain way used for evaluating the process and its result. It is given to all of the teaching and learning components and it also gives the feedback to the teaching and learning components.

Based on the explanation above, it can be conclude that there are many components in teaching learning process to reach the goal of education. The components are related each other, if one component missing, so the teaching learning process cannot run well and effectively.

e. An Overview of Foreign Language Teaching Methodology

The first term is approach. Approach is a set of correlative assumptions dealing with the nature of language and the nature of language teaching learning. An approach is an axiomatic (Anthony in Allen, 1965: 94). The second term is method (plan, procedural, design). Method is n overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach (Anthony, 1963: 95) an approach is axiomatic whereas a method is procedural. Method is treated at the level of design in which the roles of teachers, learners, and instructional materials are specified. Thus method is theoretically related to an approach and is organizationally determined by a design. The last term is technique (implementation, practice, and way). Technique is the implementation which actually takes places in a classroom. It is a particular trick, strategy, or contrivance used to accomplish an immediate objective. Technique must be consisted with a method, therefore in harmony with an approach as well (Anthony, 1963:96).

These are the kinds of methodology and technique on teaching English as foreign language. The first Grammar Translation Method (GTM). Grammar Translation Method (GTM) is one of the traditional methods on teaching English s foreign language. Richard and Rodgers (1993: 3-4) mention the principles of GTM as follows:

a. The goal of foreign language study is to learn a language in order to read its literature.

b. Vocabulary and grammar are emphasized. Reading and writing are the primary skills of the students work on.

c. Vocabulary selection is based solely on the reading text used, and works are taught through bilingual word lists, dictionary study and memorization.

d. The sentence is the basic unit of teaching and language practice.

e. Accuracy is emphasized. Students are expected to attain high standards in translation.

f. Grammar is taught deductively, that is, students are given grammar rules and examples and are told to memorize them, and then asked to apply the rules to other examples.

g. The students' native language is the medium of instruction. The meaning of the target language is made clear by translation it into the students' native language.

There are classroom techniques in GTM:

a. The roles of teacher are very traditional. The teacher is the authority in the classroom. There is little student's initiation and student's interaction.

b. Translation of literary passage as the main classroom activity. Students translate a reading passage from the target language into

their native language. The translation may be written or spoken or both.

c. Reading comprehension activity. Students answer question in the target language based on their understanding of the reading passage and sometimes are asked to prepare a summary of their passage.

d. Vocabulary activity. Students are given lists of the target language vocabulary and their native language equivalents and are asked to memorize them. Sometimes, the students are asked to find the synonym/antonym in the reading passage.

e. Grammar activity. Students are also required to memorize grammatical rules and grammatical paradigms such as verb conjunction. (Allen, 1983: 213)

The second one is Content Based Learning (CBL) is a study of both language acquisition and subject matter. Instead of teaching language in isolation, the target language becomes the medium in which important information can be learned. When the students are studying a content area interest, they are more intrinsically motive to learn both the content and the language simultaneously. The students are actually able to use their new language. Content Based Learning is most appropriate at intermediate and advanced proficiency levels. The most challenging situation is where one teacher is responsible for both content and language. Some example of content based curricula: immersion program, sheltered English program, and writing across the curriculum where

writing skills in secondary schools and universities are taught within subject matter areas like biology, history, art (Douglas, 2000).

These are some classroom technique of CBL according to Crandall (1999, in Fauziati, 2009):

a. Cooperative learning: depending on the students' language proficiency, students can be assigned various roles as facilitator, recorder, reporter, or illustrator. Other grouping strategies involve peer tutoring or pairing a second language learner with a more English-proficient peer. Another technique is role play technique. Role play is an effective technique to animate the teaching learning atmosphere, arouse the interest of learners, and make the language acquisition impressive. The purpose of role play that applies to practical usage in communication demands the flexibility of participant's words, generally speaking, the more approximately the activity access to reality.

b. Experimental learning: students learn by carrying out specific tasks or project: for example, "doing science" and not just reading the materials.

Another one is Problem-Based Learning (PBL). Problem-Based Learning is an instructional approach where students learn by solving challenging, open-ended problems. The problems are authentic tasks and are solved in socially and contextually based terms of students. The students rely on their current knowledge of the problem, identify

information they need to know to solve the problem, and the strategies they use to solve the problem (Stanford University Newsletter on Teaching, 2001). These are the teacher's role in Problem-Based-Learning:

a. Identify a problem that is appropriate for the course and students population.

b. Organize students in group that represent different skill levels and diversity in an effort to achieve more successful team dynamic and outcomes.

c. Provide instructional support to assist the students in building their understanding of new content and problem-solving process. Key here is support-your role will be facilitator, coach and mentor to guide and move student from what they already know to a deep understanding of new materials.

Student's role in Problem-Based learning, during problem-based learning, and students collaborate in small teams to explore the presented problem situation. Through this explanation students are expected to examine gaps in their own knowledge and skills in order to decide what information they need to acquire in order to resolve or manage the problem situation (Savin-Baden, 2004: 3). What follows is a method that summarizes the steps students take to solve the problem situation which is excerpted form and used with permission (Landsberger, 2011: 147). These steps are: explore the issues related to the problem statement in your own words, list all possible solutions to the problem, list actions to

be taken with a timeline, list all possible solutions to the problem, list what your team to know to solve the problem, write your team's report with the solution to the problem that includes supporting documents, presenting and defending your conclusions, and review and reflect on your individual and team's performance.

This reflection is an important step that will help validate what you learned and how you could improve on the process. A key component of problem-based learning is the act of reflection in which students are asked to apply what they have learned in other situation (transfer of knowledge), how they will apply what they have learned in their personal lives (as students and citizens of community) and how they will apply what they have learned in another course-related projects (Barrel, 2007: 124). Reflective thinking also helps students become more observant of their own learning environment and to pose thoughtful questions as they solve problems.

f. English for Specific Purposes (ESP)

English for Specific Purposes (ESP)is generally interpreted as an English language learning approach based on the purpose and students needs. In the context of teaching learning English in Indonesia, both at secondary school and university, especially for students outside the English department, English for Specific Purposes (ESP)approach is a popular choice. Hutchinton and Waters (1987: 145) state that

English for Specific Purposes (ESP) courses are triggered by question 'why do learners need to learn English?', leading to the answer that learners' specific reason for learning are what direct the decision to be taken for English for Specific Purposes (ESP) language teaching.

Orr (2001: 287) said that English for Specific Purposes (ESP) is "English language instruction designed to meet the specific learning needs of a specific learner or group of learners within a specific time frame for which instruction in general English will not suffice". Similarly, Robinson (1980, cited in Widdowson, 1983) states "… an English for Specific Purposes (ESP) course is purposeful and is aimed at the successful performance of occupational or educational roles". While general English learners study English for language mastery itself, or to pass exams if it is obligatory,English for Specific Purposes (ESP) learners study English to carry out a particular role (Richards, 2001).

It means that English for Specific Purposes (ESP) practitioners try to develop language courses for people who need the communication ability of using English for specific people in particular target situation (Brumfit 1980 in Widdowson, 1983). The key issues commonly addressed in English for Specific Purposes (ESP) program planning are needs analysis, materials selection, teaching and evaluation. Dudley-Evans and St. John (1998: 132) regard the first

stage in which the specific needs of the learners are analyzed, as "the cornerstone of English for Specific Purposes (ESP) courses.

Needs analysis is seen as a contribution of English for Specific Purposes (ESP) to English language teaching, as English for Specific Purposes (ESP) practitioners have played key roles in developing new technique to identify tasks the learners have to perform in their target situations and to analyze the discourse of the language and in determining students' learning strategies (Johns, 1991: 98). Needs analysis are generally conducted by gathering information from learners or informed source through various methods such as a questionnaire, interviews, observations, meetings and so on, interpreting the results and then acting on these interpretation when making course decisions.

Johns (1991: 79) argues that the concept of materials design can also be regarded as a contribution of English for Specific Purposes (ESP), as most of the creative work in developing materials for English language teaching has come from ESP practitioners who are concerned with finding appropriate discourse and activities for learners with specific needs. It is mostly achieved using authentic materials form learners' target situations as they may be more motivational for the students in order to perform effectively in their target situations. These materials can be real documents, texts, video recording of real dialogues, and other various realities. Which learners will be using in

their real life situations. Dudley Evans and St. John (1991) also recommended that authentic task, for example, real life project based tasks related to the learners' fields of study, should be used in order to prepare them for their actual professional applications.

Authenticity of materials and related tasks are both regarded as important as they are the bridge for language learners between the classroom language learning activities and real world language use (Bernard, 2001: 154). Still on the issue of materials, in the literature on the connection between English for Specific Purposes (ESP) teaching and the use of technologies, with the internet in particular serving as an inevitable vehicle, in terms of availability of updated information and authentic texts it provides (Dudley-Evans & St. John, 1998). In relation to the usage of the internet, Dudley-Evans and St. Johns (1998) suggest a different aspect of usage of it, internet as a course delivery, recommending that a language school or language course can place English for Specific Purposes (ESP) course on the internet. Learners, then, can follow courses on their own, in their own time as well as in pairs or in groups, with or without a tutor. They further argue that where students are involved in project work or case studies, the internet becomes a very valuable source for English for Specific Purposes (ESP) classes.

In the term teaching, in English for Specific Purposes (ESP) courses, teaching aims to equip learners with competency in English, as

well as additional knowledge for specialized context which are or will be required from them in their real life.English for Specific Purposes (ESP) teachers may face challenges related to the English for Specific Purposes (ESP) content (John & Price-Machado, 2001: 234). English for Specific Purposes (ESP) specialist may therefore feel the need to work cooperatively with subject specialists who share responsibility for the learners' work or study. Noteworthy is Hutchinton and Water (1987: 143) commented that English for Specific Purposes (ESP) teacher do not necessarily need to be knowledgeable in the specialist subject, but they need to have a positive attitude toward the content of the subject, knowledge of the fundamental principles of the subject area, and an awareness of how much they already know. They also add that in order to achieve meaningful communication in the class there should be a shared knowledge and interest between teacher and learners. So, it is necessary that English for Specific Purposes (ESP) teacher should be open-minded and informed about the subject matter of ESP materials.

As the final stage of English for Specific Purposes (ESP) curriculum design, English for Specific Purposes (ESP) instructor need to design their own assessment criteria and tests appropriate to the instructional context (John & Price-Machado, 2001). Douglas (2000) points out that test task and content should be authentic, representing tasks of the target situation. So, the analysis of the target language use

situation is also important in designing English for Specific Purposes (ESP) tests. After explaining the key points in curricular decisions of English for Specific Purposes (ESP) course, it seems necessary to outline the key characteristics of English for Specific Purposes (ESP) courses. While it is possible to identify common points about English for Specific Purposes (ESP) in the literature, for example, it's being goal-oriented, having a leaner-centered philosophy, and aiming to meet context-specific language requirements (Robinson, 1991 in Dudley-Evans & St. Johns, 1998).

Perhaps the most useful description of the characteristics of English for Specific Purposes (ESP) comes from Dudley Evans & St. John (1988: 286) who distinguish between ESP's absolute and variable characteristics. The notion of 'absolute' here addresses the common features of all English for Specific Purposes (ESP) contexts, while the notion of 'variable' explains the situational features of English for Specific Purposes (ESP) contexts. They define these characteristic as follows:

1. Absolute characteristics:

   a. English for Specific Purposes (ESP) is defined to meet the specific needs of the learner.

   b. English for Specific Purposes (ESP) makes use of the methodology and activities of the disciplines it serves.

c. English for Specific Purposes (ESP) is centered on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities.

2. Variable characteristics:

   a. English for Specific Purposes (ESP) may be related to or designed for specific disciplines.

   b. English for Specific Purposes (ESP) may use, in specific teaching situations, a different methodology form that of general English,

   c. English for Specific Purposes (ESP) is likely to be designed for adult learners as well as learners at secondary school level.

   d. English for Specific Purposes (ESP)is generally designed for intermediate or advanced students, but it can also be used with beginners.

   Overall, English for Specific Purposes (ESP) may seem to be more motivating than general English, using the time and effort of learners with specific purposes efficiently, designing matching materials and methodology and also focusing on the language features that address the learners' needs in the target situation.

g. **Teaching English Using English for Specific Purpose (ESP)**

1. **The characteristics of English for Specific Purpose (ESP) courses**

    Considering the characteristics of English for Specific Purposes (ESP) courses, Carver (1983: 345) states that there are three characteristics common to English for Specific Purposes (ESP) courses:

    a. **Authentic materials**

    The use of authentic learning materials is possible if we accept the claim that English for Specific Purposes (ESP) courses should be offered at an intermediate or advanced level. The use of such materials, modified by teachers or unmodified, is common in English for Specific Purposes (ESP), especially in self-directed studies or research tasks. The students are usually encouraged to conduct research using a variety of different resources including the Internet.

    b. **Purpose-related orientation**

    Purpose-related orientation refers to the simulation of communicative tasks required by the target situation. The teacher can give students different tasks to simulate the conference preparation, involving the preparation of papers, reading, note-taking and writing. At Faculty of Agronomy in Cacak, English

course for Agribusiness Management involves students in the tasks of presenting a particular agricultural product, logo creation, negotiating with the clients (suppliers and buyers), and telephone conversation. They also practice listening skills, though the application is restricted because they employ newly acquired skills during their English for Specific Purposes (ESP) classes with their colleagues and teacher.

c. Self-direction

Self-direction means that English for Specific Purposes (ESP) is concerned with turning learners into users. For self-direction, it is necessary that teacher encourage students to have a certain degree of autonomy-freedom to decide when, what, and how they will study. For high-ability learners it is essential to learn how to access information in a new culture.

Since ESP courses are of various types, depending on specific scientific field or profession, and have specific features, teachers teaching such courses need to play different roles and acquire certain knowledge.

h. Roles of English for Specific Purpose (ESP) Teacher

As ESP teaching is extremely varied some authors (Dudley-Evans and St John, 1998) use the term "practitioner" rather than "teacher" to emphasize that English for Specific Purposes (ESP) work involves much more than teaching. English for Specific Purposes (ESP) practitioner can have several roles.

a) The English for Specific Purposes (ESP) practitioner as a teacher.

English for Specific Purposes (ESP) is a practical discipline with the most important objective of helping students to learn. However, the teacher is not the primary knower of the carrier content of the material. The students, especially where the course is specifically oriented towards the subject content or work the students are engaged in, may know more about the content than the teacher. The teacher has the opportunity to draw on students' knowledge of the content in order to generate communication in the classroom. When the teaching is a specific course on, for example, how to write a business report, it is vital that the teacher adopts the position of the consultant who has the knowledge of communication practices but needs to "negotiate" with the students on how best to explore these practices to meet the objective they have. The relationship is much more of a partnership. In some situations the role of English for Specific Purposes (ESP) teacher extends to giving one-to-one advice to students (e.g., in non-English speaking

countries students will have to publish in international journals and need advice in both language and discourse issues). English for Specific Purposes (ESP) teachers need to have considerable flexibilityis willing to listen to learners, take interest in the disciplines or professionalactivities the students are involved in, and to take some risks in their teaching.

b) The English for Specific Purposes (ESP) practitioner as course designer and material provider

Since it is rarely possible to use a particular textbook without the need for supplementary material-sometimes no really suitable published material exists for identified needs-ESP practitioners often have to provide the material for the course. This involves selection of published material, adapting material if it is not suitable, or writing it. English for Specific Purposes (ESP) teachers also need to assess the effectiveness of the teaching material used whether it is published or self-produced. However, since the teachers are encouraged by their employees to write new material there is a danger of constant re-invention of the wheel; advantages of published materials are ignored even when they are suitable for a given situation.

c) The English for Specific Purposes (ESP) practitioner as researcher

Research has been particularly strong in the area of EAP (genre analysis). Regarding the research into English for Business

Purposes, there is a growing interest in investigating the genres, the language and the skills involved in business communication. English for Specific Purposes (ESP) teachers need to be in touch with the research. Teachers carrying out a needs analysis, designing a course, or writing teaching materials need to be capable of incorporating the findings of the research, and those working in specific English for Specific Purposes (ESP) situations need to be confident that they know what is involved in skills such as written communication.

d) The English for Specific Purposes (ESP) practitioner as collaborator

It is believed that subject-specific work is often best approached through collaboration with subject specialist. This may involve cooperation in which English for Specific Purposes (ESP) teacher finds out about the subject syllabus in an academic context or the tasks that students have to carry out in a work or business situation. Or it may involve specific collaboration so that there is some integration between specialist studies or activities and the language. It might involve the language teacher specifically preparing learners for the language of subject lectures or business presentations. Another possibility is that a specialist checks and comments on the content of teaching materials that the English for Specific Purposes (ESP) teacher has prepared. The fullest collaboration is where a subject expert and a language teacher team-

teach classes, in English for Academic Purpose (EAP) such lessons might help with the understanding of subject lectures or the writing of examination answers, essays or theses, while in English for Occupational Purpose (EOP) they might involve the language teacher and a business trainer working together to teach both the skills and the language related to business communication.

e) The English for Specific Purposes (ESP) practitioner as evaluator

The English for Specific Purposes (ESP) practitioner is often involved in various types of evaluation-testing of students, evaluation of courses and teaching materials. Tests are conducted 1). to assess whether students have the necessary language and skills to undertake a particular academic course or career which is important in countries such as the UK, USA, Australia where large numbers of international students do postgraduate course or research and need internationally required tests, e.g. International English Language Test Service (IELTS), Test of English as a Foreign Language (TOEFL), and 2). To assess the level of their achievement-how much learners have gained from a course. Evaluation of course design and teaching materials should be done while the course is being taught, at the end of the course and after the course has finished, in order assessing whether the learners have been able to make use of what they learned and to find out what

they were not prepared for. Evaluation through discussion and on-going needs analysis can be used to adapt the syllabus.

i. Type Of English for Specific Purpose(ESP)

Many researcher, including Strevens (1988: 89), Robbinson (1991: 112) in Dudley-Evans and St. Johns, 1988), divided ESP into main branches: EOP and EAP. Which drawn in Table 1.

Table 1.

Branch of English for Specific Purpose (ESP)

English for Specific Purpose (ESP)	
English for Occupational Purposes (EOP)	**English For Academic Purposes (EAP)**

1. The student study English before entering some certain job.
2. Job of training program.
	1. To study an academic field of specific subject.
	   a. Pre-study
	   b. In-study
	2. As the subject in collage.

Hutchinton and Waters (1994: 115), also divide English for Specific Purposes (ESP) according to whether the learners need English for academic reasons or for occupational reasons. However, they point out that the distinction between ESP and EOP is not a definite

distinction as people can work and study simultaneously. They go on to divide English for Specific Purposes (ESP) according to the learners' specialized area: English for Science and Technology (EST), English for business and Economics (EBE) and English for Social Sciences (ESS).

Similarly, Dudley-Evans and St. Johns (1998) classify ESP as EAP, EOP, EST and English for Business Purposes (EBP). It is important to note that English for medical purposes is categorized both as EAP and EOP. Medical students' need to read textbooks and article and write essays can be classified as EAP needs. On the other hand, practicing doctors' requirements of reading articles, preparing papers, presenting at conferences, and if working in an English speaking country, interacting with patients, in English can be classified as EOP needs (Dudley-Evans and St. Johns (1998).

j. **Methodology in Teaching English For Specific Purpose (ESP)**

Vicic (2011: 301) state that methodology refers to the selection and sequencing of learning tasks and activities to achieve the desired instructional objective. Methodology is also defined as what students have to do. This clearly has the implication of what the teacher has to do and what materials are used

Robinson in Vicic (2011: 302) identifies two characteristics features of English for Specific Purpose (ESP) methodology that

English for Specific Purpose (ESP) can base activities on students specialism (but need not to do so) and English for Specific Purpose (ESP) activities can (but may not) have a truly authentic purpose derived from students" target. Dudley- Evans and St. John maintain that what characterizes English for Specific Purpose (ESP) methodology is the use of tasks and activities reflecting the students' specialist areas.

Watson Toddin Vicic (2011: 307) reports that six approaches have been emphasized in the EAP literature: inductive learning, process syllabuses, learner autonomy, use of authentic materials and tasks, integration of teaching and technology and team teaching (cooperating with content teachers). Watson Todd argues that whereas the first five are also found in general English language teaching, the sixth, team teaching or cooperation with content teachers, is distinctive to English for Academic Purpose (EAP). Robinson states that the common instructional tasks in English for Specific Purpose (ESP) course are role-play, simulation, case-study, project work, and oral presentation by which the instruction effectively promotes communication and professional skill as well as language skills of students.

k. Assessment in Teaching English for Specific Purpose (ESP)

Vicic (2011: 301) state that assessments the act of assessing. It is the evaluation of a student' achievement on a course. It is the process of measuring how much the instructional objectives been achieved. It serves as feedbacks for the student learning and therefore for the effectiveness of teaching and learning process. Dudley-Evans and St. John state that assessment has two main purposes they are to seek feedback to aid learning and to know comparable measure of competence

Assessment evaluates the benefits of learning. Along the same line, Richards and Renandya (2002) suggest that assessment yields an observed judgment of the effectiveness of teaching. Assessment in English for Specific Purpose (ESP) is an aid to learning. It can give learners a sense of accomplishment and a feeling that the teacher's evaluation method matches what skills and knowledge have been covered. They add further that assessment encompasses benefits such as reinforcement, confidence building, involvement and building on strength.

The assessment for English for Specific Purpose (ESP) courses is primarily concerned with facilitating learners to perform particular communicative tasks, providing feedbacks on learning, confirming what learners have mastered and highlighting those skills needing further attention, encouraging learning, and monitoring progress.

Douglas cites that assessment is contrived language use event in which, ideally, the student" abilities and knowledge of specialist fields are measured.

As language ability refers to what a learner can do in and with the target language, then what really matters in ESP assessment is whether learners can communicate in a specific target language use and use knowledge of the field in order to achieve their aims, in order to understand and be understood, in order to get their massages across in English. The areas of English for Specific Purpose (ESP) assessment, therefore, are related to in content, themes and topics to particular disciplines, and involve a higher degree of technical language, in addition to its communicative function enable learners in a particular academic, professional or vocational field to convey the meaning more specifically. In this respect, any English for Specific Purpose (ESP) assessment can be classified as performance assessment used to assess the skills needed to perform in the target language successfully according to the context in which that language is used and the interaction between language knowledge and specific purpose content knowledge.

The other important characteristic of English for Specific Purpose (ESP) assessment is its concern to present learners with tasks that involve them in reading, listening to, speaking or writing the target language, as well as evaluating how well they can do this. The key to

this assessment is presenting learners with tasks that resemble in some ways to sort of things they may have to do with the language in real life. Relating to this, English for Specific Purpose (ESP) approach in testing should be based on the analysis of learners' target language use situations and specialist knowledge of using English for real communication. This is in line with the English for Specific Purpose (ESP) test criteria that a throughout coverage of typical real-life communication events would, firstly, result in the selection and creation of suitable test tasks, secondly, facilitate a more integrated and thematically linked assessment, in which test tasks authentically characterize the reality of the learners, and, not lastly, such tests would have higher validity.

l. English for Medical Purposes (EMP)

The spread of English as an international medium of communication indicate the need to consider special language education for medical learners. In this respect, the practitioners of English for medical purposes seek to design courses and materials to address the practical needs of these learners. EMP refers to the teaching of English for health care personnel like doctors, nurses (Maher, 1986). As in other ESP courses, in EMP, learners study English with an identifiable goal, such an efficient performance at work and effective medical training. Maher states that an EMP course is designed to meet

the themes and topics related to the medical field. It may focus on the restricted range of skills which are require by the medical learner, such as medical papers or preparing talks for medical meeting.

In order to analyze the specific needs of medical learners, it is important first to explain some characteristics of this special jargon and the restricted language of health care personnel. English was originally a Germanic language, but was influence by Latin to a great extent (Lanza, 2005). Analysis of medical text shows that they have a great quantity of multilingual vocabulary, i.e. words, some of which are terms found in several languages in phonetically, grammatically and semantically similar forms (Laar, 1998). Faulseit (1975, in Laar, 1998) points out that the most typical characteristic of medical language is that most of its multilingual vocabulary consists of terms of Latin or Greek origin. Many words of Latin origin have entered English at different phases in the development of vocabulary, and at different levels of assimilation into the English language (Pennanen, 1971 in Laar. 1998). Words entering English from French or directly borrowed from Latin belong to the general vocabulary are often derivatives from Latin stems.

Some of these words also adopted suffixes as well as a few stems of Greek origin (Laar. 1998). In medical English register some words which are used in daily language are represented by different terminology. Delivery (for birth), hemorrhage (for bleed), uterus (for

womb), vertigo (for dizziness and) and syncope (for fainting) are some of the examples given by Erten (2003). Erten (2003) states some special abbreviations are used for some terms such as Acute Brain Syndrome (ABS) and intravenous (IV). She further points out that some abbreviations represent more than one meaning, for example CT is used for cellular therapy, cerebral tumor, clotting time, connective tissue and so on, so their representations can be inferred from the context. Similarly, Christy (1979, cited in Maher, 1986) notes that doctors, in their daily conversations, frequently use abbreviations like dead on arrival (DOA) and diabetic ketoacidosis (DKA).

As for the morphological characteristics of medical jargon, Bakey (1966, in Maher 1986) points out that there is a tendency to turn nouns into verbs; for example; adrenalecticize (from adrenalectomy), laporatomize (laporatomy), thoractomize (from thoractomy), hospitalize (from hospital) and so on. Other example of morphological particularities is coinage and syllabic contraction such as 'urinalysis' which is used instead of urinoanalysis, or contraception intead of contraception (Johnson, 1980 cited in Maher, 1986). In terms of the formation of the terms, Yang (2005) states that medical terminology has two characteristics:

1. Apart from the one-syllable words, most medical words consist of roots and affixes. The affixes can be classified into prefix and suffix. Any single medical term has at least one root determining its meaning

and one or more prefixes and or suffixes which after the part of speech or the meaning of the root.

2. Medical vocabulary is not a closed rule-governed system, but an open system consisting of a large number of low-frequency words and newly created words.

Similarly Erten (2003) points to term formation, stressing that the meaning of the terms can be predictable from their particles, which are the roots, prefixes and suffixes. She gives example of the frequently encountered roots from Greek origin as follows:

Cardi: Hearth   Cephal: Head

Hepat: Liver   Nepth: Kidney

Also, roots from Latin origin are as follows:

a. Cerv   : related to the neck

b. Cerebro   : related to the brain.

Boztas (1988) classifies the commonly used prefixes as:

a. Prefixes related to time and place:

   ante- before; forward   antenatal-occurring before birth

                                      anteflexion-abnormal   bending

 forward

b. Preixes related to size:

olig (o)-small; few   oligurian-small: production of urine

c. Prefixes relating to type:

andro-male; man; masculine   androgen-male: sex hormone

d. Prefixes denoting direction:

ad-toward; increase   adduct-move toward the midline

e. Prefixes denoting colour:

alb-white   albinuria-white and colorless urine

f. Prefixes denoting quantity and number

pan-all   pancaditis-inflammation of the entire heart

He also classifies te suffixes unique to medical field as:

a. Suffixes denoting state or condition:

agra: severe pain   myagra-severe muscle pain

b. Suffixes relating to medical actions:

tripsy: surgical crushing   neurotripsy-surgical crushing of a nerve

c. Suffixes associated with a small size:

ule   venule-small vein

He further classified a special set of suffixes that are called word terminals as:

a. Terminals that change words to nouns:

   ance, *ancy*: state or condition   resistance-act of resisting

b. Terminals that change word roots to adjectives and verbs:

   tic: pertaining to   diagnostic-pertaining   to diagnosis

c. Terminals that change singular to plural words:

   Singular   Plural   e.g

   -a   -ae   bursa, bursae

   -en   -ina   lumen, lumina

Besides the peculiarities in words formation, written medical English also has different stylistic features. Ingelfinger (1976, in Maher, 1986b) pointed rather critically to "…an adherence to the passive voice, cumbersome diction, excessive use of initials, long sequences of nouns used as adjectives, stereotyped sentence structure and hackneyed beginnings".

m. Teaching Medical English

In the term of Teaching, the lecturer's activity in class, it should depend on the syllable design. As Ur (1996) state that the syllable of English for Specific Purposes (ESP) should have different syllable than for English for Academic Purpose (EAP) which shown in Table 2.

Table 2

syllable of English for Specific Purposes (ESP)

Bases for Language Syllabi	**Content**	1. Content	Structural focus
		2. Situational	Structural focus
		3. Topic	Informational focus
		4. Functional	Notional/ functional focus
	Skill	1. Language	Receptive/ productive
		2. Learning Skill	acquisition focus
	Method	1. Process	Learning focus
		2. Procedural	Cognitive focus Task-based

In order to help non-native English speaker especially the medical students acquire English medical jargon, information about medical English register and discourse should be combined with the pedagogical skills of the language teacher. Maher (1996) says that EMP courses like all kinds of English for Specific Purposes (ESP) should be tailor-made for the learners' purposes and needs that are by first thinking about who these medical learners are and what their purposes are. He also points out the need for the need for specific syllabus, which will enhance the communicative effectiveness of English language course. In order to design such specific courses for medical learners, several examples of

courses, materials and strategies have been discussed in the literature. For example, attempts to develop courses using instructional methodologies such as content-based learning problem based learning have been made. In addition, the use of technological equipment has been regarded as an important aspect in EMP courses to bring real life communication into the classroom.

Various projects have also been undertaken to explore different ways of teaching medical terminology. Structural and traditional methods such as teaching term formation of medical terminology as a vocabulary teaching strategy and grammar translation have also been found in the literature. In the content-based classes, in general; students practice English language skills while they are studying one subject area. In these classes, learners use language to do real tasks in authentic context. Bailey (2000) describes a course organized through the concept of health to enhance the student's learning in an ESL context.

The course starts with journalistic writing, and then reading book on health-related topics, academic text and autobiographic. Finally dramas are performed after watching movies about medical issues. The end of the semester learners made great progress in learning English as they found the course with this instruction method very authentic and useful. According to Bailey their communicative skills improved with the interaction created through discussing controversial issues in the field of

health. Bailey concludes that the learners experienced the pleasure of learning in groups while focusing on real and engaging health issues.

Another approach which has been suggested in the teaching of medical English is problem-based learning. As it is an approach mainly applied in medical education (Connelly & Seneque, 1999; Huey, 2001; Maxwell, Bellisimo & Mergendoller, 2001; Norman & Schmidt, 2000). In order to better understand its application in EAP courses of medical faculties, it is necessary to understand the reason for using it medical teaching, and its common application procedures and aims. In terms of its origins, Maxwell (2001) states that as the conditions of medical practice changed during the 1960s and 1970s, medical educators questioned the ability of traditional medical education to prepare students for professional life. In response, faculty at a number of medical schools introduced 'Problem-Based Learning' to promote student-centered learning in a multidisciplinary framework, an approach that was believed to promote lifelong learning in professional practice.

In this approach, the students work in group discussing a problem. The students do research for the problem situation, and try to come up with reasonable solution to that problem. Then suggesting their solutions and discussing whether they are appropriate to the situations they discussed. Then students evaluate this learning process and their contribution to the group (Maudsley, 1999, Wood& Head, 2004 in Maxwell, 2001). Huey (2001) describe the aims of PBL as better acquisition and school

integration of scientific and clinical knowledge, improved clinical thinking and other skills, an more effective life-long learning skill.

In teaching medical terminology, Laar (1998: 213) points out the need for systematic presentation of term-forming elements like prefixes and suffixes in medical text in his study. As for the term of multilingual usage, which is found in several languages in phonetically, grammatically and semantically similar forms, they could be included in English courses to improve text comprehension. The aim of his study was to examine the teaching of this vocabulary to medical students for their courses of Latin, English, and medical subject and to what extent Latin courses could enhance the learners' comprehension of English medical texts. In the study, the stems and affixes of Latin and Greek origin were systematically presented to medical students learning English at advanced levels. The Latin and Greek stems and affixes frequent in multilingualism terms were listed and their definitions were given in English, as were the practice exercises. At the end of the courses the feedback from students was very positive. Laar concludes that as the English language is enriched by Latin borrowings, the English course is the most reasonable framework within which to teach Latin and Greek elements found in medical terms to students studying medicine.

The other approach to EMP is the Grammar Translation Method (GTM) which is probably still common feature of language courses throughout the world (Maher, 1986). The translation method is used to

make the medical texts more understandable to the students. However, it is worthwhile noting some possible problems encountered in the field of professional medical translation. Very early on, Newmark (1976, in Maher, 1986) pointed out some of these main difficulties as follows: The medical language register in European language has a lot of synonyms, and there is the problem of standardized lexis (terminology, agreed hospital jargon, etc.) and the difficulty of technical usage, which he regards as the most difficult problem for the translator who is neither medical nor paramedical himself. Further evidence against translation came from Maher (1986), who supposed that in EMP classrooms, learners are already supposed to have mastered medical texts in other ways, such as comprehension checks and exercises. He also argues that translation of medical texts may not be so effective in improving English competence but merely encourages dependence upon the practice of translation in an EMP context: accuracy, quality of translation and being very time consuming and distracting for the students because of equivalence problem with some languages. Recently, Sezer (2000) pointed out that translation is potential source of errors.

n. Curriculum Planning in English For Specific Purpose (ESP)

The study of goals, content, implementation, and evaluation of a course is crucial for ESP curriculum planning. Key features of ESP curriculum are specific tasks and focus on language in context, usage of

learner's background knowledge (the course assumes that students have some knowledge of both English language and their future profession), operational and communicative syllabus focus, learner-centeredness Swales (1989). In its development the ESP curriculum goes through the design, implementation, and evaluation stages (Brown 1995). The first stage includes analyzing students' needs, designing the course syllabus, selecting methodology and materials. The second stage is ESP teaching. During the third stage the feedback from instructors, coordinators, and students is collected in order to further modify or change the course design (Dudley-Evans, 1998: 57-58). However, effective curriculum development does not leave the assessment till the end of the course. Observations and discussions can take place during the needs analysis, design, and implementation stages as well.

The ESP course design begins with collecting data on students' language needs and the target situations of language usage. Learners' proficiency and expectations, the level of language knowledge they expect to reach, are determined at this stage. The information can be gathered through students' self-assessment prior to instruction; monitoring professionals, who use English to perform their tasks; distributing questionnaires to key stakeholders, such as directors, to determine the language proficiency they require from their employees and outline the set of situations requiring English usage in work setting; case studies and discussions with both ESP students and instructors (Jordan, 1997: 39).

Depending on the content and participants involved, several types of needs analyses and approaches can be singled out, they are target-situation, present-situation, strategy analysis, means analysis, and language audit.

The first type of needs analysis seeks to determine the set of situations where learners will have to use the English language. It focuses on the needs students have before the course starts and allows determining students' goals (Munby, 1978: 23). The present-situation analysis focuses on the students' language command prior to ESP instruction (Richterich & Chancerel 1980). These two types of needs analysis are combined in learner-centered approach to ESP course design. The approach brings into perspective the knowledge that learners need in order to perform in a target professional situation, the language students want to learn, and inconsistencies between the aforementioned group's gaps in learners' knowledge (Berwick in Allwright, 1982: 41).

Strategy analysis helps determine students' preferred styles of learning and language acquisition in order to select the most relevant teaching methods (Allwright, 1982). Means description takes into account the availability of equipment, materials, and teaching staff for the ESP course (Holliday & Cooke in Swales, 1989). Language audit takes place when companies want to find out whether ESP language teaching is required for the employees, taking into consideration the types of job-related tasks the latter need to perform. This type of needs analysis seeks to determine the

correlation between specific work-related situations and employees' language proficiency (Robinson, 1991).

Learners' needs analysis is followed by the ESP syllabus design which can focus on content, skills, and methods (Martin, 2000). Syllable based on content emphasize a particular topic in language instruction, e.g., advertising, publicity, press release for students of Journalism. This type also takes into account the target situation of language usage, for students of Journalism such ESP course would include teaching English for interviewing, covering sports events or breaking news. The model includes notion-function syllabi, which rely on communicative approach to language teaching, and are aimed at providing learners with linguistic means of functioning in different communicative situations. Skills-based syllabi deal with teaching basic language competencies such as reading, writing, listening, and speaking. This type of syllabus is more relevant for English for Specific Academic Purposes course. It can help teach students use English to prepare oral and written reports following the conventions of their chosen field of study.

Method-based syllabi are organized around target tasks students will have to perform using the English language, such as dealing with customer complaints in the workplace. For example, for maritime professionals effective communication in English includes the knowledge of techniques employed in reporting and dealing with emergency situations such as fire on board or check-up problems a ship encounters in

a foreign port. However, ESP course syllabi are seldom based on one particular model. Most courses combine several of the presented models, such as content- and method-based or content- and skills-based ones.

Next stage in ESP course development, such as the choice of methodology, is closely connected to the selection of course materials. There is a discussion concerning ESP methodology. Some scholars believe that since ESP courses focus on teaching language usage, not the limited repertoire of language units. Therefore, the course content should be driven by the choice of pedagogically relevant activities and not be planned around a number of relevant language units (Allwright, 1991).

Other researchers argue that ESP lacks its own methodology, and the courses should be organized around authentic learning materials, which represent target situations of students' language usage Belcher (2006). However, if ESP courses focus on facilitating future professional communication in English, they should favor an integral course development approach that pays equal attention to methods and content of language instruction. Classroom activities would recreate professional or job-related contexts where language usage provides the means of solving problems and tasks.

The specificity of ESP content presents a separate problem. Course materials should reflect students' interest in the target subject and introduce language using authentic material. However, genuine authenticity understood as interrelation between texts and context cannot

be found in ESP classroom. Language materials taken out of the medium where they perform their communicative function become just study materials in a foreign language (Widdowson, 1979). Yet, authentic language context can be, to a certain degree, simulated in the ESP classroom using authentic tasks or modeling real-life communication situations (Belcher, 2006).

Content-based approach can help motivate learners because they will clearly see how foreign language can be used in their professional setting. It can facilitate language instruction since students are already familiar with certain underlying concepts described in a foreign language. However, ESP course should not be limited to specialized content or discourse. To avoid the extremes in ESP course planning, instructor should focus on three abilities: 1) ability to use special jargon, 2) ability to use general academic or business skills, 3) ability to communicate in other social settings (Gatehouse, 2001). In this view, ESP course is a way of organizing language instruction, not the end product of language teaching as the sum of specific terms and language patterns. The content of instruction should be determined by the prospective needs of the student, not the narrow limits of a single discipline or profession.

2. Material

Choosing ESP materials determines the running of the course andunderlines content of the lesson. Good material should help teacher inorganizing the course or what is more it can function as an introduction intothe new learning techniques, and support teachers and learners in the processof learning. Materials are also a kind of teacher reflection, "they should trulyreflect what you think and feel about the learning process" (Hutchinson and Waters, 1994: 107). Good material should be based on various interestingtexts and activities providing a wide range of skills. Teachers determineswhich aspects of ESP learning will be focused on but one piece of materialcan serve for developing more than one skill, e.g. reading, listening,vocabulary etc. Materials should also function as a link between alreadylearnt (existing knowledge) and new information (Hutchinson and Waters, 1994).

a. English for Specific Purpose (ESP) Material

Skela (2008: 159) state that the use of subject-specific textbooks is also more in line with the realization that students are individuals with different needs, styles, and interests and with some central traits of cognitive theory, which, as Skela points out, are the following:

Table 3

English for Specific Purpose (ESP) Material criteria

ESP Material		
No	Aspect	Criteria
1.	Purpose of Learning	It focuses on purposeful learning.
2.	Learner Position	The learner is seen as an active processor of information.
3.	Explaining the material during learning Process	Learning is the process by which the learner tries to make sense of the information by imposing a meaningful interpretation or pattern on it.
4.	Technique	One of the basic teaching techniques is problem-solving.
5.	Focus	Recently it has been associated with a focus on deliberate acquisition of a language as a logical system.
6.	Policies	The importance of carefully selected rules, which can provide an important shortcut in learning process.

According to Prabhu (1994: 94), another important issue regarding materials is that they should be used as sources: "The fact

that materials need to be used as sources rather than as pre-constructed courses should not be regarded as a weakness of task-based teaching; it can in fact be strength for any form of teaching".

As Ellis and Johnson (1994: 115) emphasize, the choice of materials has a major impact on what happens in the course. This impact is demonstrated on the following three levels:

1. It "determines what kind of language the learners will be exposed to and, as a consequence, the substance of what they will learn in terms of vocabulary, structures, and functions".

2. It "has implications for the methods and techniques by which the learners will learn"

3. Last but not least, "the subject of or content of the materials is an essential component of the package from the point of view of relevance and motivation".

The selection of ESP materials should thus above all depend on the needs of the learners in relation to their future or present jobs: that is, materials should focus on the appropriate topics and include "tasks and activities that practice the target skills areas" (Ellis and Johnson, 1994: 115). Another important criterion that should be taken into account when selecting materials is the level of language knowledge students have already acquired and the target level they will need to communicate successfully in their jobs.

ESP is predominantly student-centered, and consequently students' considerations should be at the top of the list of selection criteria. According to Lewis and Hill (1993: 52-53), students' considerations include the following:

1. Will the materials be useful to the students?

2. Do they stimulate students' curiosity?

3. Are the materials relevant to the students and their needs?

4. Are they fun to do?

5. Will the students find the tasks and activities worth doing?

The classification of ESP courses creates numerous problems by failing to capture fluid nature of the various types of ESP teaching and the degree of overlap between "common-core" EAP and ESP. Therefore, some authors suggest (Dudley-Evans andSt John, 1998) the presentation of the whole of ELT should be on a continuum that runs fromGeneral English courses to very specific ESP courses as illustrated in Table 4.

Table 4

ESP courses

Continuum of ELT course types				
General				Specific
Position 1	Position 2	Position 3	Position 4	Position5
English for	Intermediate	General	Courses for	1. An

Beginners	to advance General English (GE) curses with a focus on a particular skills	English (GE) courses based on common core language and skills not related to specific discipline or profession	broad disciplinary or professional areas (e.g. Report writing for Scientists and Engineers, Medical English, Legal English, Negotiating skills for Business English)	academic support course related to a particular academic course. 2. One-to-one work with business people

Regarding positions 2 and 3, it is only the overall context of the program that decides whether a particular course is classified ESP or not. At position 4, the work is specified in terms of the skills (it is

important to choose appropriate skills to focus on, some doctors will need to read some medical journal, others will need oral skills to talk with their patients) taught, but the groups are not homogenous from one discipline or profession (scientists, engineers, lawyers, doctors), so the individual members can need texts dealing with their specific profession. Teaching materials prepared need contexts acceptable and understandable to all branches. At position 5 the course becomes really specific the key feature of such courses is that teaching is flexible and tailored to individual or group needs.

B. Previous Study

The first is Journal of Teaching Foreign Language for Specific Purposes: Teacher Development by Milevica Bojovic,(2016) from Faculty of Agronomy Cacak, Serbia. The main result of the study is the use of skills as a framework of ESP, ESP teachers are provided with the necessary knowledge and tools to deal with their own students' specializations. It should be remembered ESP teachers are not specialists in the field, but in teaching English,their subject is English for the profession but not the profession in English. They help students, who know their subject better than the teachers do, develop the essential skills in understanding, and presenting authentic information in their profession. A professional ESP teacher must be able to switch from one professional field to another without being obliged to spend

months on getting started. The teacher simply brings the necessary tools, frameworks, and principles of course design to apply them to new material. The material should be provided by the professors or experts in the subject. It should always beauthentic(the main purpose of teaching skills is to enable students to deal with authentic information despite their level of English), up-to-date (the informational exchange is growing more intense), and relevantfor the students' specializations (they ought to be given the information representative for their target language use situation). Unfortunately, ESP teachers often feel isolated both from professionals in their students' specializations and their colleagues in other institutions. They also have difficulty in getting or exchanging information in the field. We can conclude, therefore, that the necessary ESP network should be provided.

The second is a thesis of Teaching English for Medical Purposes by Syaripah Nur (2014) from Universitas Syiah Kuala Banda Aceh. This project involves the creation of prototype for handbook on teaching English for nurses and other healthcare professionals who are not native speakers of English. The handbook consists of ten chapters on the topic of body systems, patient care, weights and measures, a glossary of terms, a basic life support lesson plan and the legal language of healthcare, recommended resource, and a reader questionnaire. A preliminary section addressed the needs of instructors by outlining information on meeting state and national standards for English as a second language and foreign language instruction

The researcher took those two previous studies or thesis that written by the Serbian and Indonesian researcher. Those two researchers gave the researcher a lot of information about the ESP including the EMP. That information helped the researcher to complete the second chapter of this study. These two previous studies had the same consideration as this research. The consideration was the need to master on English is one of the specific needs for the medical practitioners might not only face the local patient but also native-speaker patients when they work. The differences of these previous studies with this research were the first previous study focused on the need analysis of teaching process and teacher role about how to teach specific students. The second previous study concerned with the preparation, renewing and rearranged module of English for Medical Purpose that more appropriate for the medical practitioners. On the other hand this research focused on the teaching process of English for nursing students.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher would explain the methods from the beginning until the end in analyzing the data in order to get an empiric conclusion. The methods are:

A. The Research Method

In this research, the researcher conducted a descriptive qualitative research. According to Sukmadinata (2013: 94), Qualitative research opposite from the philosophy of constructivism which assumes that reality is plural dimensional, interactive and social experience an exchange interpreted by individuals. Depend on the Sukmadinata's methods of qualitative research, this research is often conducted in the field, allowing direct interaction with the people being studied in their context. Researcher collects the data themselves by examining documents, observing behavior and interviewing participants. According to Moleong(in Sugiyono, 2012) state that descriptive qualitative research is a type of research which does not include any calculation or enumerating. This was a descriptive research because it described the data. The method that used was qualitative description, the researcher as an observer while the teaching process was going on. The information was collected without changing the environment or real condition.

B. **Place and Time of The Research**

This research was conducted at nursing department of Mamba'ul Ulum Surakarta. The researcher took the place because that is one of medical academy especially on medical practitioner such as nurses that had good accreditation (B criteria). That had been involved English as one of teaching material at the first semester until the third semester. The researcher wanted to know how were the teaching process and the technique, curriculum, materials and assessment that the lecturer used on teaching English at the nursing department of Mamba'ul Ulum Surakarta. This academy is located at Jl. Ring Road Utara Km. 03, Tawangsari, Mojosongo, Jebres, Surakarta 57127. This research was held for five meetings. There were on 4th, 7th, 21th, 28th, 29th of January 2017 the researcher did the class observations. The interview was held on 4th and 7th February 2017. Overall schedule planning of researcher is as follows:

Table 5

Schedule of the researcher during doing the research

Activity	January				February				March				April				May				June			
Observe place	√	√	√	√																				
Designing proposal					√	√	√	√	√	√	√													
Collect the data											√	√												

Activity																								
Understanding the theory	√	√	√	√	√	√	√	√	√	√	√	√		√	√									
Sem. Proposal																		√						
Designing analysis																				√				
Finishing Report																					√	√	√	√

C. Subject of the Study

The subject of this research was the first semester of the nursing students of bachelor degreeand English lecturer of nursing department of Mamba'ul Ulum Surakarta. They were 4 classes. It consisted of 200 students. The researcher took this class due to the lecturer's allowance.

D. The Researcher Instrument

The instrument of this research is the researcher herself because it is a descriptive qualitative research (Sugiyono, 2012: 222). In this research the researcher was the instrument of the research and could not be replace by the other.

E. Technique of Collecting Data

In collecting the data, the researcher did qualitative research. For gathering the first problem statement's information are direct observation and in-depth interview (Marshall, Gretchen B. Rossman in Sugiyono, 2012). The researcher used the passive participant observation to answer the first problem statement about the teaching process. The passive participant observation means the researcher only does the observation without participates in the teaching process (Muri Yusuf, 2014). After the data were collected, the researcher analyzed the data. The data were analyzed by looking the context. Here, the researcher seen and took a note after observing the process.

Other techniques were interview and documentation. The interview and observation which would help the researcher answered the first problem statement about the teaching process. The documentation which helped the last researcher answered the second problem statement about the materials. The interviewees were both the lecturer in each class. The interview was talking about the technique and the process of the teaching. The documents that the researcher analyzed are the materials that the lecture delivered and the assessment documents consisted of the English subject task that the lecture used and English subject score of the students.

F. The Data Analysis Technique

Data analysis is the process of systematically searching an arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others (Sangadji and Sopiah, 2010). The data analysis technique uses interactive cycle model including reduction of data, the data display and conclusion drawing verification (Miles and Hubberman cited in Mahsun, 2005) to answer all the problem statemnet. To analyze the data the researcher as follow:

a. Reduction of Data

Data reduction was used for collecting the data from observation, interview, documentation, and data analysis. In data reduction, the researcher summarized and focused on the important data that could eases. The data that support the researcher findings were taken by researcher.

b. Display

In data display, the researcher analyzed the result from observation, interview, and the document. Then the data were organized and arranged in a pattern, so that they will be understood easily. The researcher would mark which data that support the findings that answer the first and second problem statement and so on.

c. Conclusion drawing/ verification

The third step of data analysis in qualitative research was conclusion drawing or verification. It was used to describe all of the data, so that it would be came clearly.

G. Trustworthiness

The validation of the data analysis designed the quality of research result. The researcher applied triangulation technique to support the data validity. According to Moleong (in Sugiyono, 2012) triangulation utilizes something outside the data to verity the data themselves or to compare them. According to Denzin (1970) extended the idea of triangulation beyond its conventional association with research methods and designs. He distinguished four form of triangulation:

1. Data triangulation, which entails gathering data through several sampling strategies, so that slices of data at different times and social situation, as well as on a variety of people, are gathered.

2. Investigator triangulation, which refers to the use of more than one researcher in the field to gather and interpret data.

3. Theoretical triangulation, which refers to the use of more than one theoretical position in interpreting data.

4. Methodological triangulation, which refers to the use of more than one method for gathering data.

The triangulation technique that the researcher used was methodological, which refers to the use of more than one method for gathering the data such as observation, interview, and documentation (Denzin cited in Sugiyono, 2012). The

methodological triangulation was used to compare the data that collected by doing

the observation, interview, and documentation.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter would discuss about the research finding and the discussion. The purpose of the research finding is to answer the problem statements in the first chapter. There are two objectives in the research, namely; knowing how is the teaching process of English subject includes the assessment, media and methods for the nursing student and knowing the material of teaching English subject for the nursing students of AKPER Mamba'ul Ulum Surakarta at the academic year 2016/2017.

A. Description of the Data

The presentation of data findings in this part is related to the teaching process and material selection of English subject in nursing students of AKPER Mamba'ul Ulum Surakarta. Before presenting the finding, the researcher presents the description of the data.

1. Result of Data Observation

Table 6.

Result of Data Observation

No	Component	Aspect	Answer Yes	Answer No	Explanation
1.	**Teacher Role**	a. The lecturer play a role as a consultant while conduct a teaching process in class.	√		Facilitate the student to make an essay, how to communicate to the patient, etc.
		b. The lecturer plays a role as a course designer and material provider.	√		Role play, discussion and material's addition
		c. As the ESP practitioner, the lecturer checking the appropriateness of the material.	√		The lecturer not uses the entire textbook chapter.
		d. The lecturer observes		√	Some students

		the effectiveness of the course.			are not interest with the class.
2.	**Teaching Process**	a. ESP teaching process using an authentic material.	√		Using medical textbook entitled "English for Professional Nurse"
		b. ESP teaching process using a different simulation		√	Preparation of paper, reading, note taking, and writing are same with General English (GE)
		c. ESP Teaching process using a different method		√	The method that the lecturer use are same with General English (GE). They are GTM

					and Discussion
		e. The lecturer motivated their student while conduct an ESP teaching process.	√		The lecturer motivated the student in the end of the lesson.

From the first component, the researcher got the data as follow:

a). Form the first point, the researcher found that the lecturer has already played a role as a consultant. However, the lecturer is not the primary knower of the carrier content of the material. The students, especially where the course is specifically oriented toward the subject content or work the students are engaged in, know more about the content than the lecturer. But the lecturer facilitated the student how to communicate with their patient, explain the medical vocabulary, how to make an essay report, etc.

b). There were an addiction material is the proof of the lecturer checking the appropriateness of the textbook that they use in the class. The lecturer not uses all the entire chapter of the textbook but the lecturer adapts the textbook with her class condition.

From the second component, the researcher got the data as follow:

a). The ESP teaching process is using authentic material. They are using medical textbook entitled "English for Professional Nurse".

b). The ESP teaching process is using an old method. It is using a Grammar Translation Method (GTM). ESP teaching process is different with the General English (GE) teaching process. ESP teaching process has different criteria of teaching process but the lecturer use Grammar Translation Method (GTM). In which while the lecturer use a GTM, the students' activeness are less while in their class.

2. **Document Result**

Table 7.

Schedule of Lesson Plan

No	Materials	Time	Methods
1.	Pronouns *(Addition Material)*	2x45 minutes	Listening Role play
2.	Comparison Degree *(Addition Material)*	**4x45 minutes**	Discussion
3.	Tenses *(Addition Material)*	**4x45 minutes**	Discussion Role play
4.	Countable and uncountable Noun *(Addition Material)*	**4x45 minutes**	Discussion
5.	Explaining Medication *(Textbook: Unit 9)*	2x45 minutes	Discussion Role play
6.	Checking The Range of Motion	2x45	Acting out

		minutes	Role play
7.	Positioning Patient *(Textbook: Unit 11)*	2x45 minutes	Acting out Role play
8.	Checking Vital Sign *(Textbook: Unit 12)*	2x45 minutes	Discussion Role play
9.	Asking and telling about measurement *(Textbook: Unit 13)*	2x45 minutes	Role play Acting Out
10.	Reinforcing Dietary Program *(Textbook: Unit 14)*	2x45 minutes	Discussion Role play
11.	Admission to a Hospital *(Textbook: Unit 15)*	2x45 minutes	Role play
12.	Walking Aid *(Textbook: Unit 16)*	2x45 minutes	Discussion Acting Out
13.	Test		

From the schedule of lesson plan, the researcher got the data such as follow:

a) From the whole material schedule the researcher found about material selection. As explained in finding, the teaching material for nursing department in AKPER Mamba'ul Ulum Surakarta are textbook entitled *English for Professional Nurse* published by Leo A Pamudya. The textbook consists of 16 chapters. But, the lecturer begins their class by discussing a grammar (Pronoun, Comparison Degree, tenses, and

Countable uncountable noun) until fourth meeting. Then the lecturer begins to discuss a medical material start from chapter nine in textbook.

From the statement and schedule of lesson plan above, it can be concluded that the lecturer tries to use different material than General English (GE) while conduct a teaching ESP. The use of medical materials is the main requirement to teach medical student. While additional material such as grammar is the proof of *play a role as a course designer and material provider* and *researcher*. It is in line with the theory of ESP teacher role in chapter II. The lecturer tries to make the student understand about the base of grammar. Although medical material only focuses on medical vocabulary, the conversation that they should practice is also including a grammar. So, the lecturer tries to add a grammar in their material.

3. **Result of Data Interview**

The researcher has interviewed the English lecturer to find out the how is the teaching process and material selection in nursing department of AKPER Mamba'ul Ulum Surakarta. In the interview result, the researcher matched with some component of Carver (1983) and Dudley-Evans and St. John (1998) consisted of the characteristic of ESP course and role of ESP teacher. The data of list question interview for English lecturer can be seen also in Appendix 2.

Based on the question of interview in Appendix 2, below is the result of the interview of English lecturer in AKPER Mamba'ul Ulum Surakarta.

a) First question is "have you check the effectiveness of the material?". The English teacher said that she has already checking all the unit of the textbook. She found that the material in textbook is not suitable if implemented in her class. So, she adds a material from other source and only took several units from textbook.

b) Second question is "have you got a special training to teach an ESP student?"

The English lecturer said that she does not get a special training before she teaches an ESP student. She just learn about the student's material by their own.

c) Third question is "is there any specialist check your teaching process?"

The English lecturer said that there is no specialist checking her teaching process. So that the lecturer or academy does not know the ESP teaching process are suitable or not.

d). fourth question is "based on the content, theme and topic, have the teaching process appropriate with the ESP theory?

The English lecturer said that the content, theme and topic are suitable enough with the ESP theory. Her class uses a medical textbook, medical theme conversation and medical topic of material.

e). Fifth question is "are the teaching process centered on the activity which is discussing a lot of vocabulary, syntax, conversation and semantic?"

The English lecturer said that the students only focus on vocabulary and conversation training.

f). Sixth question is "what method did you use in your class?"

Because of the content of the materials usually are introduction new vocabulary and conversation training, I use a Grammar Translation Method (GTM), role play and discussion.

g). Seventh question is "how is the assessment did you use?"

The English lecturer said that she use a final test to assess the students' achievement.

h). Eighth question is "what media did you use in ESP class?"

The English lecturer said that she use a textbook and LCD

B. Research Findings

1. Teaching Process of English Subject for the Nursing Students in AKPER Mamba'ul Ulum Surakarta in the Academic Year 2016/2017.

In order to know how is the teaching process of English subject for the nursing students of bachelor degree in AKPER Mamba'ul Ulum Surakarta in academic year 2016/2017, the researcher observed the teaching learning process of medical English the researcher observe the IB class. This finding would answer the first problem statement of this research. The data were taken from observation that the researcher did in IB class. These were the explanation of the teaching process of English subject in IB class.

The English lecturer of IB class is Mrs. Endang. The class was held conditionally depended on the agreement between the student and the lecturer. Even the English subject had an official schedule on every Tuesday. There were four times of class observations on teaching English subject for the nursing students in IB class. The first observation was grammar discussion which talks about Pronouns.Second observations were the teaching process for the medical material which is talking about Admission to a Hospital. And the last observations were the teaching process for the medical material. The last observation is in last class meeting, the researcher did it in order want to know how the assessment from the lecturer is.

The first observation was held on Tuesday, 23rd May 2017 at 08-09.30 am. The class was held on IB class. The class was begun with the greeting from Mrs. Endang, the lecturer English subject of IB class. Then

they pray together by saying Basmallah before they started the lesson. The lecturer checked the attendance too and there were two students who absents in that day. That day, the students would be given an explanation by the lecturer about Pronouns (Grammar). These materials are the addition material from the lecturer. The lecturer begins to explain the material consisted of the purpose of the study pronoun. The lecturer uses a LCD to explain the material. Because it was a grammar, the lecturer uses a same simulation such as General English (GE). The lecturer only explains the content of pronoun one-by-one. Then the lecturer asks to the student to do a task which has printed by the lecturer. After finishing the task, the lecturer discusses the answer of the task with the student. There was no ESP simulation because of the material is grammar.

The second observation was held on Tuesday, May 30th 2017 at 08-09.30 am. The class was held on IB class. The class was begun with the greeting from Mrs. Endang, the lecturer English subject of IB class. Then they pray together by saying Basmallah before they started the lesson. The lecturer checked the attendance too and there were two students who absents in that day. That day, the students would be given an explanation by the lecturer about Explaining Medication in unit 19 of medical textbook from EPN consultant. The lecturer begun with explained the materials which consisted of the purpose of prescription, studying the common abbreviations list for prescription, common a conversation list for prescription and information related to identity, how to avoid the mistakes on prescribing to

patient, explain how the way to read a prescription well. The materials were designed to teach the student how to gather the student's comprehensive information about prescription. Reading a prescription which is would deliver to the patient is the nurse's duties when they worked in the hospital. As the lecturer said that one of the nurse's duties is to take care of patient in hospital, include giving a medicine to the patient. The nurse should be able to translate a medicine prescription from the doctor carefully.   After the students understand about the purpose of the study, the lecturer explained the symbol of codes from prescription and how to translate and read the prescription. In deep chapter in prescription are:

a. An abbreviation commonly used by the doctor when they prescribe medicine.

b. Explain medication as ordered by the doctor.

c. Explain instruction labels on medicine dosage.

d. Encourage patient's medication.

e. The different ways of giving medication to the patient. Such as how the way give a medication by inhalation, medication by inunctions, rectal medication, medication by injection, sublingual medication.

f. The place you can find a medicine.

g. Conversation related explaining a prescription label to the patient.

The lecturer explained the material using Grammar Translation Method (GTM). The lecturer translates the vocabulary one by one to make the students more understand what the vocabulary mean. The lecturer added

translating the abbreviation means. The lecturer also give a example how the way to pronounce the abbreviation commonly used in prescriptions well. Then, the students repeat after the lecturer read the abbreviations. The abbreviation such as "b.i.d" means twice a day. The patient should drink the medicine twice a day. "r.i.d" means three times a day. The patient should drink the medicine three times a day. "p.o" means the medicine should drink through the mouth, not over infusion etc. Sometimes, the prescription vocabulary includes a *Latin* vocabulary except the name of medicine. Such as "Mitte" means "give (the totaling capsules that give to the patient). While to know about the name of medicine form *Latin* language, the student has already understand. They study about the name of medicine in other subject. The subject which is gives a material about the name of medicine is Pharmacy subject.

After those all explanation, the lecturer explain about conversation about explaining a prescription label to the patient. The lecturer guide to pronounce the vocabulary in conversation related prescription first, then the lecturer translates the meaning of the vocabulary. When the students understand about the conversation, the lecturer asks to student to make another conversation by using their own idea in group pairs. Then, the students present their work in front of the class.

The third observation was held on Tuesday, June 6th 2017 at 08.00 a.m. the class was held in 1B class. The class begins with the greeting from Mrs. Endang. Then they prayed by saying *basmallah* together to start the

class. All of the students of 1B class prepare the book while the lecturer checked the attendance of the students. In that day, there are one student who absent. After check the attendance the lecturer ask to the students to open their handout in page 116 about "Walking Aid"

"Walking Aid" has several discussions within. They are giving an instruction on walking with walking aids, common vocabulary usually use in walking aid, conversation in walking aid, pronunciation drill practice, and some task about walking aid. The purpose of the conversation practice is to show them the real situation that would be met by them letter when they worked as a nurse. The lesson begins with the instruction of the lecturer to translate the vocabulary first. Then, after the student finish to translate, the lecturer and the student discuss that vocabulary together. The lecturer guides the students to read the vocabulary. This reading activity is to drill pronunciation practice.

Finally, the lesson closed by evaluation and conclusion from the lecturer. The lecturer gives suggestion to the students. The lecturer gives advice to the students to increase their vocabulary in order to raising their comprehension in English subject. The lecturer said:

> *"Actually, if you face any new material, when your vocabularies are*
> *rich enough it will easier to you to comprehend anything"*

The lecturer gives a conclusion in the end of the lesson about Walking Aid. The lecturer explains the important of this material. The important of this material is to practice the student to face the real situation in their future

occupation. The class was ended by saying *hamdallah* together. The lecturer asks to the students to prepare next materials. The student should comprehend and translating the vocabulary.

a. Analysis of Teaching Process

Based on the theory, the researcher analyzes the result of the class observation. The researcher want to analyze have the teaching process of nursing department already related to the theory of ESP course or not. The researcher used two theories to measure the appropriateness of the teaching process in AKPER Mamba'ul Ulum Surakarta with the theory. The theory from Dudley-Evans and St John and (1998) and Carver (1983) answer the result of analyze.

The roles of the lecturer have already filled up the criteria of the teacher role of teaching ESP. The first, "the ESP practitioner as a teacher" it shows when the English lecturer take place themselves as a facilitator. The student knows more about the content of the materials than the lecturer especially in material which explain about the medical terms. The lecturer just facilitating the students how to communicate the medical things, how to write, translate correctly. The second roles are "The ESP practitioner as course designer and material provider". It shows when the lecturer adds a grammar discussion in their unit of discussion because the textbook only discuss about the medical terms. Although the Grammar discussion will become a third and fourth semester subject, the lecturer adds discussion of

Pronouns, Comparison Degree, Countable and Uncountable Noun, and Tenses in their unit discussion. The third roles are "The ESP practitioner as researcher". The lecturer prefers seems focus on speaking and reading than listening and writing skill. The lecturer always drills a speaking section in every unit by using conversation in textbook and Reading skill focused because of the content of medical textbook.

The fourth roles are "The ESP practitioner as a collaborator". These roles may not be done by the lecturer. There were no specialist checking or training the English lecturer. So the appropriateness of syllabus and lesson plan and lecturer are not checked and trained by the specialist. And the last roles are "The ESP practitioner as evaluator". In this term there were two point of unit role. Those two point are assessing whether the students have a good course or not and assessing the achievement of the students. The final examination used to measure the students to assessing those two points.

The characteristic of ESP course also have a different characteristic with the General English (GE). The researcher uses a theory from Carver (1983) to measure the appropriateness of teaching process in AKPER Mamba'ul Ulum Surakarta. The characteristic are use authentic materials, Purpose-related orientation, and self-direction. The first characteristics are authentic material which is shows by the use of textbook that contain a medical term. Purpose-related theory means ESP has a different preparation of the lecturer to teach ESP student. It shows the using of

different materials, but the use of method are still using a Grammar translation method. In which Grammar Translation Method are still traditional. Then, the third characteristics are self-directed. Self-directed characteristic means the lecturer turning the students into users. The lecturer encourages the student to decide their own self to use their knowledge seems like in real condition.

The result of the analysis above, the researcher conclude that the teaching process in AKPER Mamba'ul Ulum Surakarta has already appropriate enough with the theory of ESP teaching process.

2. **Method of Teaching English for the Nursing Students of AKPER Mamba'ul Ulum Surakarta in Academic Year 2016/2017.**

According to the interview and classroom observation, the researcher explained the finding of the part of the first problem statement. The first finding is talking about the teaching method of English for Medical Purpose (EMP). In teaching English for Medical Purpose (EMP) in AKPER Mamba'ul Ulum Surakarta especially in nursing department ofbachelor degree, the English lecture of 1B used different method and technique in different skill. Those are Grammar Translation Method (GTM), Role Play, Discussion, These are the explanations:

The first method and technique on teaching English for Medical Purpose (EMP) in AKPER Mamba'ul Ulum Surakarta for the nursing students of bachelor degree is Grammar Translation Method (GTM) and

Discussion. These methods are integrated with teaching technique for reading skill. At the first, the student should read the medical text or passage aloud in the textbook. After the student read medical text or passage, the students had to find the rare vocabularies. Then the students translated those rare vocabularies in the text by using the dictionary and the lecturer choose volunteers to read aloud the vocabularies and the translation also. That classroom technique was used to make the medical text or passage more understandable for the students.

The other technique is role play technique. The lecture use role play technique to teach English subject which is focus on speaking skill. The lecturer divided the students in some pairs of group. Then the lecturer explained an example of dialogue in the handout about medical situation in hospital. The students paid attention at the explanation that they were asked by the lecturer to write another simply dialogue of medical situation in the hospital. Each pair group wrote their own dialogue. When they finished writing, the lecturer asked them randomly to perform their role play task in front of the class.

According to the lecturer in the interview session, those are two dominant techniques that the lecturer used on teaching English for nursing student in 1B class. As the lecturer said:

"Usually, for teaching reading skill I use GTM and role play for speaking skill".

Those techniques were the dominant techniques due to the reason that reading and speaking skill were the dominant skills that the lecturer used.

a. **Analysis of method in teaching ESP**

The result of the class observation, the lecturer uses several different methods while teaching ESP. The methods that the lecturer uses are Grammar Translation Method (GTM), role play, and Discussion. The lecturer usually uses a Grammar Translation Method (GTM). In which to conduct a teaching ESP, it should use a problem solving technique. So that, the method that the lecturer uses to teach ESP students in AKPER Mamba'ul Ulum Surakarta are not suitable enough.

3. **Assessment of English Subject for the Nursing Students of AKPER Mamba'ul Ulum Surakarta in Academic Year 2016/2017.**

In order to know how is the assessment of English subject for the nursing students of AKPER Mamba'ul Ulum Surakarta in academic year 2016/2017. The researcher interviewed the English lecturer and observed the teaching process to gather the information about the assessment. This finding would answer the one of the part which is including in first problem statement of the research. There was explanation according to the interview and the observation that the researcher did during the teaching process. The interview was held on Tuesday, May 23th 2017. The teacher told:

"For the English subject assessment, I use different assessment in different skill in order to assess the student. There are four skill; reading, listening, speaking, and writing. In order to assess reading skill it is integrated with writing assessment by reading aloud. Listening skill integrated with speaking skill, I use a role play conversation in every unit of material."

According to the lecturer explanation, there was different assessment in different skill. On reading assessment the lecturer use a text which they use in writing skill. The student comes forward and reading aloud with their own text or text which has served by the lecturer. They had to read aloud the text in correct pronunciation and spelling. The text are a description about room in hospitals, recount text, narrative etc. Then that text submitted to the lecturer for assessing the writing skill. So, it can conclude that reading skill assessment is integrated with writing skill assessment.

Writing skill assessment are conducted by the text which is has already read by the student in front of the class. The lecturer assesses the structure of the text and the meaning. The structure of the text is the assessed because it integrated with their grammar comprehend also. In grammar section, the lecturer is teaching about structure sentence. So, it is a hope that the student can applied their grammar knowledge in the text.

For speaking skill, the lecturer uses a role play conversation. The students act like the subject in the conversation. In student's handout are served several conversations in each material, so the lecturer can use that

conversation to assess the speaking skill. They do a conversation in group pairs to play a role as a subject in conversation. Sometime, the conversation which is present in front of the class is the conversation written by them.

The last was listening assessment. The listening assessment is integrated with speaking skill activity. There is no different activity in listening skill. The lecturer uses a role play conversation to assess the listening. In communication proficiency there were a speaking activity and listening activity. Speaking activity is to speak with their partner. Then, listening what the partners are saying is including a listening activity. The lecturer use that activity to assess the speaking and listening at the time. This assessment was held on the classroom because there was good sound system equipment.

During the observation that the researcher did, there were two kinds of assessments that the lecturer did in the teaching process in those three meetings, the meetings which discussed about the "Walking Aid", the lecturer used role play task on assessing this unit during the teaching process. This role play task consisted two students each group. The first student play a role as the nurse who explain about give the instruction on walking with Walking Aid and other student play a role as a patient. This role play task was practice in 5 minutes each group. Before they practiced their role play, the pairs group should make their own conversation about Walking Aid.

In the last meeting of English subject, the lecturer taught the last unit discussion about Asking and Telling about Measurement. In this meeting, the

lecturer used quiz according to that unit. The lecturer makes a task from other resource. Before the students answered the quiz, they had to read and translate the rare vocabularies that they found to make a medical text passage more understandable. After they finished their reading activity and understood what had they read before. They had to answer the quiz and submitted the work to the lecturer.

These were more data that the researcher found in the interview about assessment. There was 100 point for highest point in English subject. The criteria of the assessment were the students could fulfill the achievement indicators in speaking, listening, reading, and writing skills and also the structure. The speaking indicator were the students were able to speak English fluently, good pronunciation, and understandable. The listening indicators were the students could catch the information that they heard from partner of speaking and answer correctly.

The other indicator was, the reading indicator, the students were able to read aloud the text by using correct pronunciation and good intonation. It was integrated assessment with writing assessment. The last was the writing indicators assessment were the students were able to use correct structure, appropriate diction, and related to the topic when the students wrote a text. The average of English score of 1B class is 78-79 point. It was the good enough according to the lecturer. As the lecturer said:

"The average of 1B class is 78-79 points. It is good enough for what have they achieved during this lesson. The highest score in English

subject is 100 point. The score is given if the students can fulfill the indicators achievement in speaking, listening, reading, writing skill and structure."

a. Analysis of ESP course assessment

Based on the observation and interview, the researcher compares the result with the assessment theory from Vicic (2011: 301). "...primarily concerned with facilitating learners to perform particular conversation tasks, providing feedbacks on learning, confirming what learners have mastered and highlighting those skills needing further attention, and monitoring progress". Although the lecturer should assessing all learning component, from that theory it can be said that the lecturer should be focused on assessing speaking skill. The main objective of ESP class is the student prepared to be able to communicate with their patient in their future job.

4. Material Selection on Teaching English for the Nursing students of AKPER Mamba'ul Ulum Surakarta in Academic Year 2016/2017.

Based on the document review that the researcher did on the research, these were the findings for answering the second problem statement about the materials. In order to teach English for Medical Purpose (EMP) in AKPER Mamba'ul Ulum Surakarta especially in nursing department of bachelor degree the English lecturer of 1Bare used two kinds of materials. The

materials would help the students to understand and pass the English subject. The materials for 1B are published by Leo A Pamudya. Leo A Pamudya is the writer from EPN Consultant Institution. That book has already got an existence confession trough ISBN from Indonesian national library since 2004 (Pamudya: 2016). EPN is a consultant institution for English for Medical Service. To arrange this book, the writer is also guided by nurse consultant. In this edition the guidance of this book is Susi Hartati, S.Kp.,M.Kep.,Ns. S.Kep,An. The materials from this book are used for first semester class. This book consists of 16 chapters.

The handout from EPN Consultant consists of medical vocabulary and speaking skill which is talk about all the things in medical situation. Such as establishing relationship, asking and showing room in a hospital, nurse's duty in wards, medical equipment, telling date; time and doctor's schedule, parts of the body and health problem, reporting diagnosing, questioning pain assessment, admission in hospital, checking the range motion, positioning a patient, checking vital sign, asking and telling about measurement, reinforcing diets program, explaining medication, walking aid, prescription.

This book only consists of medical things. For grammar teaching learning, the lecturer adding the material by using a power point slide. It means the grammar material is come from the lecturer itself. Those power point slides become an addition handout. Grammar teaching learning have a six meetings form sixteen meeting. The students study about Tenses, Pronouns, Comparison degree, Countable and Uncountable

The second handout is handout general English and medical English published by *Lembaga Pnedidikan Indonesia Amerika* (LPIA). LPIA is the AKPER Mamba'ul Ulum Surakarta's partner on teaching English in this Academy. LPIA teach the student the third and fourth semesters' student. It means the students in first and second semester teach by their own lecturer and if they have already in third and fourth semester they teach by LPIA. When they study with LPIA, they go to LPIA course. So, the teaching and learning is not in their own campus.

The general English from LPIA consist of fourteen units. Each unit consists of vocabulary, grammar, and speaking sub-point. Those units are talking about greeting and leave-taking, introductions, occupations, names, number, nationalities, and countries, office object, free time activity, foods, and job duties vocabularies. The grammar that taught in general English handout in all units are Tenses, Affirmative statements, subject pronoun, to be, yes/no question, negative statement, w-h question, quantifiers, etc.

Medical English handout from LPIA consists of health care conversation and all the things about medical. This handout is ESP handout for the students. Although in first semester the student has already taught by their own lecturer about ESP, this teaching learning from LPIA only has a higher level of material about medical. The ESP material in this course has objective study to make the student can make a conversation and understand about how to speak and understand about to use English in their real life job in the hospital as a nurse.

a. **Analysis of ESP material**

The researcher use theory from Skela (2008: 159) to analyze the material of the teaching process.

Table 8.

Analysis of ESP material

ESP Material		
No	Aspect	Analysis
1.	Purpose of Learning	The ESP class of nursing department in AKPER Mamba'ul Uum Surakarta has a different purpose of learning. It shows the use of different materials of teaching learning process. The use of medical textbook is the evidence.
2.	Learner Position	The students position towards the subject content or work the students are engaged in, may know more about the content than the teacher. The lecturer only facilitates them. For example when the students and the lecturer discussing about medical materials. The students more understand about the material, but they only not know the meaning of material in

		English.
3.	Explaining the material during learning Process	The lecturer explaining the material clearly. The lecturer also takes place themselves as a materials provider.
4.	Technique	It is prove with the use of Problem Based Learning (PBL) but the lecturer rare to use this method. The lecturer usually uses a Grammar Translation Method (GTM). In which the Grammar Translation Method (GTM) are not suitable for teaching ESP student.
5.	Focus	The lecturer has already focus on speaking skill of the student
6.	Policies	The material of the nursing department in AKPER Mamba'ul Ulum Surakarta published by Leo A Pamudya. Leo A Pamudya is the writer from EPN Consultant Institution. That book has already got an existence confession trough ISBN from Indonesian national library since 2004 (Pamudya: 2016). EPN is a consultant institution for

		English for Medical Service. To arrange this book, the writer is also guided by nurse consultant. In this edition the guidance of this book is Susi Hartati, S.Kp.,M.Kep.,Ns. S.Kep,An.

So, it can conclude that the material selection of nursing department in AKPER Mamba'ul Ulum Surakarta has already appropriate with the theory of material selection on teaching ESP student.

5. **Discussion**

There were the discussions of the research findings. The discussion was the teaching process and materials selection of English subject for the nursing students in AKPER Mamba'ul Ulum Surakarta in the academic year 2016/2017. The result of the analysis, the researcher concludes that the teaching process in AKPER Mamba'ul Ulum Surakarta has already appropriate enough with the theory of ESP teaching process.

The English lecturer of 1B class of nursing department of AKPER Mamba'ul Ulum Surakarta used Grammar Translation Method (GTM) by translating medical text or passage. The Grammar Translation Method (GTM) classroom technique in 1B class were the students read the medical text or passage first, then the students translate all of the vocabularies in the target language (Indonesian Language) by using their dictionary to make them more understand about the medical text or passage. Those are some GTM's classroom techniques above in lined with the Richard and Rodgers (1993) theories.

These are classroom technique in GTM:

a. The roles of teacher are very traditional. The teacher is the authority in the classroom. There is little student's initiation and student's interaction.

b. Translation of literary passage as the main classroom activity. Students translate a reading passage from the target language into their native language. The translation may be written or spoken or both.

c. Reading comprehension activity. Students answer question in the target language based on their understanding of the reading passage and sometimes are asked to prepare a summary of the reading passage.

d. Vocabulary activity. Students are given lists of target language vocabulary and their native equivalents and are asked to memorize them. Sometimes, the students are asked to find the synonym/antonym in the reading passage.

e. Grammar activity. Students are also required to memorize grammatical rules and grammatical paradigms such as verb conjunction (Allen, 1983; Larsen-Freeman, 1986; Richards and Rodgers, 1993)

Another technique was role playing in teaching speaking. Role play was one of the classroom techniques in Content Based Learning (CBL) approach. Role play technique helped the nursing students not only to study about the materials but also study the language acquisition. The role play technique helped the students to study and understand about the materials in interesting way by practicing what they had learned. The role playing technique was done in pairs and students could act as the illustrator of the real condition at the hospital about nurse duties. This technique in lined with classroom technique of CBL of Crandall (1999) theories.

Cooperative learning is depending on the student's language proficiency, students can be assigned various roles as facilitator, recorder, reporter, or illustrator. Other grouping strategies involves peer tutoring or pairing a second language learner with a more English-proficient peer. Another technique is role play technique. Role play technique is an effective technique to animate the

teaching learning atmosphere, arouse the interest of learners, and make the language acquisition impressive. The purpose of role play that applies to practical usage in communication demands the flexibility of participant's words, generally speaking, the more approximately the activity access to reality (Crandall, 1999 in Endang Fauziati, 2009).

The second one was about the materials for English subject in this academy, consist of General English and Medical English. The general English materials taught about the English in general. The medical English consist of medical terms and vocabulary, medical abbreviations, and medical English register that represent in the sample conversation in the medical English handout that this school used. Those materials in lined with the materials of English for Medical Purpose (EMP) that stated by Laar (1998).

Medical texts shows that they have a great quantity of multilingual vocabulary, i.e words, some of which are terms, found in several languages in phonetically, grammatically and semantically similar forms. Words entering English from Latin belong to the general vocabulary of English, whereas the words of multilingual vocabulary are often derivatives from Latin stems. Some of these words also adopted suffixes as well as a few stems of Greek origin. In medical English register some words which are used in daily language are represented by different terminology (Laar, 1998).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the findings of the research that the researcher gathered in AKPER Mamba'ul Ulum Surakarta especially on nursing department of bachelor degree at in academic year 2016/2017, there were the conclusions of the research findings. The first is about the teaching teachnique to teach English subject in nursing department students. The dominant technique that the lecturer used was Grammar Translation Method (GTM) used on teaching reading skill. On teaching speaking skill, the lecturer used role play technique in group pairs of students.

The second is the materials that the lecturer used on teaching English subject. The materials were medical textbook from EPN Consultant which has appropriate to teach a nursing students.The medical handout was the dominant handout that the lecturer used to teach English for Specific Purpose (ESP) such as English for Medical Purposes (EMP) for the nursing students. The materials of medical English handout were about medical field. Those medical fields are medical tools, conversation with the patient, etc.

The third is the teaching process of English subject. The first class observation was a grammar explanation. The second and third class observations, the lecturer explained the medication of prescription. The materials were on the medical English handout. The technique that the

lecturer used was role play technique in pairs. The students studied the materials, practiced the example of conversation then the students had to make their own conversation and practiced it in pairs in front of the class. The last class observation, the lecturer explains the last material about Walking Aid. The material was on medical handout too. The technique that the lecturer used was translating medical text or passage. The materials were read by the students, the students found rare vocabularies. After the students understood the text they should answer the quiz or question about the text that printed on the handout and then the student submitted their task.

While discussing about teaching, it is include discussing about assessment. For the English subject assessment, the lecturer used different assessment in different skills. In order to assess speaking skill the lecturer use role play. Writing assessment the lecturer used presentation and submitted the text that the student wrote. Reading assessment was integrated with writing assessment by reading aloud. The last was listening assessment, it is integrated with speaking assessment. The lecturer used role play conversation to assess listening skill too. The highest score of English subject was 100 point and the average score of English subject of 1B class was 78-79 point. The score was given if the students could fulfill the indicators achievement in speaking, listening, reading, writing and structure.

B. Suggestion

There were some suggestions for the lecturer, the student, and the other researcher. There were:

1. **For the English lecturer of nursing students of AKPER Mamba'ul Ulum Surakarta.**

    a. The lecturer should make the students more active and excited on studying English by using more interesting and interactive teaching technique.

    b. The lecturer should give the students the real and rational reasons why they had to study English that would motivate more to the student and they more interested in studying English.

    c. The lecturer should increase the quantity of speaking practice in teaching English to make the students more able to speak in English.

2. **For the students ofnursing students of AKPER Mamba'ul Ulum Surakarta.**

    a. The students should more realize that they needed that English for their future work. So they had to more diligent, discipline, and serious when they studied English.

    b. The students should practice what they had to learn about English not only in the classroom but also other situation such as practiced with their friend out of the classroom to make them more skillful.

c. The students should follow the instruction of their lecturer on studying English well because the technique that the lecturer used was quite good to increase the students' skill on using English.

3. For the other researcher

The researcher realized that this research might not quite good due to the limit time and opportunities that the school gave to the researcher to did observation. The researcher suggested the other researcher that had some consideration about English for Medical (EMP). The other researcher should conduct better researcher to share more information, more knowledge, and more description about teaching English for Medical (EMP) in other medical school. This research might give more knowledge and descriptions about teaching English for Specific Purpose (ESP) such as English for Medical Purpose (EMP.)

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APPENDICES

RENCANA PEMBELAJARAN SEMESTER

AKADEMI KEPERAWATAN MAMBA'UL 'ULUM SURAKARTA

TAHUN AKADEMIK 2016/2017

Mata kuliah	:	Bahasa Inggris
Semester	:	2
Beban kredit	:	2 SKS
Dosen Pengampu	:	Endang Sulistyorini, S.Pd. M.Pd.
Diskripsi mata Kuliah	:	Mata ajaran ini berfokus pada penguasaan kemampuan untuk mengungkapkan istilah medis dan asuhan keperawatan dengan menggunakan Bahasa Inggris, khususnya pengajaran dalam Bahasa Inggris tentang bagaimana upaya meningkatkan kemampuan peserta didik dalam usaha memenuhi tantangan dan tuntutan keperawatan yang professional dimana salah satu pokok ukurnya adalah kemampuan yang baik dalam penguasaan Bahasa Inggris dalam proses keperawatan.

Proses pelaksanaan pengajaran Bahasa Inggris juga meliputi simulasi praktek keperawatan di bangsal keperawatan atau di Lab. Keperawatan dengan mengikuti prosedur-prosedur keperawatan dan keperawatan fundamental.

Capaian Pembelajaran	:	Pada akhir perkuliahan, mahasiswa mampu berkomunikasi secara aktif dengan menggunakan Bahasa Inggris yang berkaitan dengan asuhan keperawatan, mengucapkan istila-istilah medis dan keperawatan dalam Bahasa Inggris, untuk bekerja di suatu bangsal Keperawatan dan diskusi kelompok di dalam kelas.
Daftar Referensi	:	1. *English for the Professional Nurse 1*, Leo A. Pramudya, Jakarta 2. *Fundamentals of English Grammar* , Betty Schrampfer Azar,
Tugas yang harus diselesaikan mahasiswa	:	Mahasiswa membuat *Description of Diagnostic Tools* dalam bentuk makalah

No	Materials	Time	Methods
14.	Pronouns *(Addition Material)*	2x45 minutes	Listening Role play
15.	Comparison Degree *(Addition Material)*	**4x45 minutes**	Discussion
16.	Tenses *(Addition Material)*	**4x45 minutes**	Discussion Role play
17.	Countable and uncountable Noun *(Addition Material)*	**4x45 minutes**	Discussion
18.	Explaining Medication *(Textbook: Unit 9)*	2x45 minutes	Discussion Role play
19.	Checking The Range of Motion *(Textbook: Unit 10)*	2x45 minutes	Acting out Role play
20.	Positioning Patient *(Textbook: Unit 11)*	2x45 minutes	Acting out Role play
21.	Checking Vital Sign *(Textbook: Unit 12)*	2x45 minutes	Discussion Role play
22.	Asking and telling about measurement *(Textbook: Unit 13)*	2x45 minutes	Role play Acting Out

23.	Reinforcing Dietary Program *(Textbook: Unit 14)*	2x45 minutes	Discussion Role play
24.	Admission to a Hospital *(Textbook: Unit 15)*	2x45 minutes	Role play
25.	Walking Aid *(Textbook: Unit 16)*	2x45 minutes	Discussion Acting Out
26.	Test		

LESSON PLAN

MATA AJARAN BAHASA INGGRIS 1

Judul Mata Pelajaran   : Bahasa Inggris

Beban Studi   : 2 SKS

Semester   : 1 – 2

Tahun Pelajaran   : 2016 / 2017

Pengampu   : Endang Sulistyorini, S.Pd. M.Pd.

A. Deskripsi Mata Ajaran

Mata pelajaran ini fokus pada penguasaan kemampuan untuk mengungkapkan istilah medis dan asuhan keperawatan denganmenggunakan bahasa inggris, khususnya pengajaran dalam bahasa inggris tentang bagaimana bagaimana upaya meningkatkan kemampuan peserta didik dalam usaha memenuhi tantangan dan tuntutan keperawatan yang professional dimana salah satu pokok ukurnya adalah kemampuan yang baik dalam penguasaan bahasa inggris dalam proses keperawatan

Proses pelaksanaan pengajaran Bahasa Inggris juga meliputi simulasi praktek keperawatan di bangsal keperawatan atau di Lab. Keperawatan dengan mengikuti prosedur prosedur keperawatan dan keperawatan fundamental.

B. Tujuan Mata Ajaran

1. Tujuan Umum Padaakhir perkuliahan, mahasiswamampuberkomunikasisecaraaktifdenganmenggunakanBahasaInggris yang berkaitandenganasuhan keperawatan, mengucapkanistila-istilahmedisdankeperawatandalamBahasaInggris, untukbekerja di suatubangsalKeperawatandandiskusikelompok di dalamkelas.

2. Tujuan Khusus

   Setelah selesai perkuliahan diharapkan para mahasiswa mampu melaksanakan aktifitas kegiatan membaca, menulis, mendengar danberbicara dalam Bahasa Inggris dalam proses keperawatan, melalui modul-modul yang telah direncanakan dalam penggunaannya.

3. Tujuan Kompetensi Bahasa Inggris Keperawatan

   a. Mampu mengucapkan perkenalan, baikmemperkernalkandirisendirimaupunmemperkenalkankelompokperawatlainnyadenganbenar.

   b. Mampu bertanya dan memberikan perintah / usulan tentang asuhan keperawatan kepada perawat lain atau pasien dengan benar.

   c. Mampu menjawab pertanyaan dalam menunjuk kearah bangunan atau gedung atau bangsal di dalam/ luar RS /AKPER dengan benar.

d. Mampu menunjukkan unit atau departemen-departemen atau bagian / ruangan di dalam RS / AKPER dan fungsi / kegunaan, agar dapat menjelaskan kepada pasien / tamu dengan benar.

e. Mampu mengidentifikasi dan menyebutkan nama-nama instrument dan peralatan medic serta kegunaannya dengan benar.

f. Mampu menceritakan tentang aktivitas kegiatan perawat di bangsal, tentang tugas shift pagi, sore dan malam hari dengan benar.

g. Mampu menyebutkan tentang waktu dan tanggal, fokusnya pada angka-angka, nama bulan dan bagaimana menyebutkan dan menuliskannya dengan benar untuk kegunaan dalam dokumentasi keperawatan.

h. Mampu menyebutkan deskripsi tentang seseorang /pasien dengan benar.

i. Mampu melakukan pelayanan pasien untuk membuat perjanjian, menunda / membatalkan perjanjian melalui telepon dan kepada pasien yang melakukan pendaftaran secara langsung keklinik dengan benar.

j. Mampu menilai ungkapan perasaan dari pasien, seperti: pasien yang menungkapkan rasa sakit, terluka, berdebar-debar,gatal-gatal atau iritasi dengan benar.

k. Mampu menggambarkan gejala-gejala adanya masalah fisik dan pengaduan dari pasien dengan benar.

l. Mampu mengkaji rasa sakit pada pasien dan mendokumentasikan tindakan dengan benar.

m. Mampu melakukan komunikasi kepada pasien tentang pengobatan yang diberikan kepada pasien, dan mendokumentasikan obat-obat yang telah

diberikan kepada pasien dengan benar serta meneruskan komunikasi medikasi kepada pasien.

n. Mampu menyampaikan instruksi dan permintaan untuk melakukan sesuatu kepada pasien dengan benar.

o. Mampu menyampaikan informasi kepada pasien untuk pelaksanaan pemeriksaan rutin tentang tanda-tanda vital dan keahlian dalam perubahan pengukuran suhu Celcius ke Fahrenheit dan medokumentasikan hasil pengukuran TTV ke format yang telah disiapkan dengan benar.

p. Mampu menyampaikan instruksi kepada pasien ketika melatih pasien berjalan menggunakan kruk.

q. Mampu memberikan instruksi kepada pasien yang memerlukan perubahan bermacam-macam posisi pasien sesuai kebutuhan dengan benar.

r. Mampu mengkomunikasikan hasil pemantauan tentang kemampuan pasien melakukan aktivitas fisik /gerakan dengan benar (ROM).

C. MateriPembelajaran

Materi tertera dalam buku EPN 1 dan Audio Visual, blanko-blanko praktek / simulasi, yang melengkapi *Course Book 1 "English For The Professional Nurses"*, karangan Leo A. Pramudya, SS.BTh, Penerbit *EPN Consultant*, Jakarta.

D. StrategiBelajarMengajar

Kegiatan proses belajar mengajar dilakukan dalam penyelenggaraan:

1. Ceramah / kuliah, Praktek / latihan

2. Diskusi interaktif

3. *Collaborative Learning*

4. Mengerjakan soal latihan

5. *Pronunciation dill*

6. Kegiatan: Audio – Video Program, Produksi / Simulasi

7. Penugasan individu

8. Penugasan kelompok, menterjemahkan asuhan keperawatan dalam Bahasa

Inggris

E. Penilaian

Penilaian hasil belajar didasarkan pada :

1. Ujian Tengah Semester   : 30%

2. UjianAkhir Semester   : 40%

3. Tugas   : 20%

4. Kehadiran   : 10%

LESSON PLAN

ENGLISH FOR THE PROFESSIONAL NURSES 1

Topic : Establishing a Relationship

Skills : Speaking – Listening – Writing

Material : Source Book 1, Module 1

Teaching Aids : Tape Recorder, Cassette

Time : 2 x 60 minutes

Objective : Student will be able to introduce himself / herself to patient

Language Function : Greetings and Self Introduction

Language Competency : *My name is . . . ; How I can address you? May I address you with . . . ; I will take care of you today; Now I need to visit another patient; If you need my help please just press the call button, a nurse will help you.*

Criteria of Success : Objective is achieved if 80% of the students are able to exchange communication about self introduction.

Procedure

Presentation

1. Routine

2. Teacher introduces him / herself

3. Teacher shows pictures in Module 1. Teacher asks students to repeat the expressions and use own name.

4. Teacher introduces expressions related to self introduction (Book 1, Useful Expression)

Practice

5. Students complete the blanks in Activity 1 Task 2

6. Students practice to introduce him / herself using expressions available in Activity 1 Task 3

7. Students practice to listen to the cassette and fill in the blanks in Activity 2 Task 1 & Task 2

8. Students listen to the cassette practice the pronunciation drill and repeat the words after the voice spoken

Production

9. Students ask questions using their own expressions in Activity 3 Task 1

10. Students introduce their partners to other participants in front of the class by using all the personal data information from Activity 3 Task 1 in Activity 3 Task 2

11. Students introduce themselves to patients using the card available in Activity

3 Task 3

LESSON PLAN

ENGLISH FOR THE PROFESSIONAL NURSES 1

Topic : Asking and Showing Rooms in A Hospital

Skills : Speaking – Listening – Writing

Material : Source Book 1, Module 2

Teaching Aids : Tape Recorder, Cassette

Time : 2 x 60 minutes

Objective : Students are able to use expressions related to giving directions correctly. Students are able to give direction to a certain place in or out of the hospital or nursing school.

Language Function : Giving Direction

Language Competency : Expressions and words related to direction

Could you tell me how to get to . . .? ; Can you tell me where . . . is? ; I'm looking for . . . how can I get there?

Criteria of Success : Objective is achieved if 80% of the students are able to use expressions related to asking and giving direction, and showing the places.

Procedure

Presentation:

1. Routine

2. Teacher shows pictures in Module 2. Teacher asks students to identify the room or ward in hospital in accordance with the pictures given.

3. Teacher introduces expressions related to asking and giving directions (Book 1, Task 1 Useful Expression).

4. Teacher gives list of some units or departments in a hospital.

5. Teacher gives some useful expression by asking and giving directions in showing a place / a room. (Book 1, Task 3 Useful expression)

Practice :

6. Students use expressions related to giving directions correctly (Module 2, p. 11)

7. Students mention one expression listed before, and take one different expression from the previous in Activity 1 Task 1.

8. Students translate useful expression into communicative English in activity 1 Task 2

9. Students listen to the cassette and practice the conversation with their partners in Activity 2

10. Students listen to the cassette to practice the pronunciation drill and repeat the words after the voice spoken in Activity 3

Production :

11. Refer to the site map given, students show the right place in activity 4 Role Play

12. Refer to the site map given, students make a conversation exchange to show the direction as questions using their own expressions (Activity 3 Task 1)

13. Students practice to draw a map of their site down there. Students make communication exchange to show the direction in Activity 4 Task 3.

LESSON PLAN

ENGLISH FOR THE PROFESSIONAL NURSES 1

Topic   : Nurse's Duty Wards

Skills   : Speaking – Listening – Writing

Material   : Source Book 1, Module 3

Teaching Aids   : Tape Recorder, Cassette

Time   : 2 x 60 minutes

Objective   : Students are able to make expressions, reports related to nursing activities done for clients. Students are able to describe their activities related to nursing interventions. Students are able to write a care plan to a certain patient.

Language Function   : Telling Daily Activities

Language Competency   : Expressions using : Simple Future Tense. Present Participle form S + has / have + V-3, Simple Present Tense. Past Tense, Command and Request to do nursing intervention, Expressions stating an intention. *Do you need my assistance with your elimination? I want to make a progress report; It's time for me to wash your lower body.*

Criteria of Success   : Objective is achieved if 80% of the students are able to use expressions stating an intention correctly and able to write a care plan to a certain patient.

Procedure

Presentation :

1. Routine
2. Teacher shows pictures in Module 3. Teacher introduces the nurse's duties related to some pictures given in page 17.
3. Teacher introduces some new vocabularies in page 18.
4. Teacher introduces some phrases that express nursing duties or interventions (Book 1 Task 1, Useful Expressions)

Practice :

5. Students make questions for a collaborative intervention in Task 2, Expressions.
6. Students practice to act in answer (response) for a collaborative intervention in Task 2 Expressions.

7. Students make sentences describe nursing cares using the words given in Activity 1 Task 1.

8. Students mention 3 nurse's duty. Students mention different expressions from the previous by starting with: *As a nurse I have to . . . , I . . . and patient* in Activity 1 Task 2.

9. Students practice to translate the words into communicative English correctly in Activity 1 Task 3.

10. Students listen to the cassette to practice the pronunciation drill and repeat the words after the voice spoken in Activity 2.

Production :

11. Students retell in each group what action they have to take for the patient in Activity 3 role Play Task 1.

12. Students take one of some cases in nursing practice and report Care Plan to each other in front of the class in Activity 3 Task 2.

13. Students describe their daily activities as a nurse and report to their class orally in Activity 3 Task 3.

LESSON PLAN

ENGLISH FOR THE PROFESSIONAL NURSES 1

Topic : Medical Equipment

Skills : Speaking – Listening – Writing

Material : Source Book 1, Module 4

Teaching Aids : Tape Recorder, Cassette

Time : 2 x 60 minutes

Objective : Students will be able to describe the function of medical equipment. Students will be able to pronounce name of medical instruments. Students will be able to make questions about the use of a medical instrument.

Language Function : Talking about Medical Instruments

Language Competency : *What is this used for . . . ? It's called . . . ; It's a/an . . . ; What do you call an instrument used for . . .?*

Criteria of Success : Objectives achieved if 80% of the students are able to explain the function of some medical instruments

Procedure

Presentation :

1. Routine

2. Teacher shows pictures of Operating Theatre in Module 4. Teacher introduces the names of the medical instruments in the picture given in page 25.

3. Teacher mentions some names of medical instruments by giving illustration of each instrument in Task 1 and Task 2 Vocabulary.

4. Teacher introduces the function of some medical instruments given in Task 3 Description of Instruments.

5. Teacher introduces some expressions about asking and explaining the function of a medical instrument (Useful Expression)

Practice :

6. Students practice to translate the words into good communicative English in Activity 1 Task 1.

7. Students listen to the cassette and study the conversation in Activity 2 Listening.

8. Students listen to the cassette to practice the pronunciation drill and repeat the words after the voice spoken in Activity 3.

9. Students listen to the cassette and complete the text with appropriate names of things related to the medical instruments in Activity 4 Task 1.

Production :

10. Students point at one picture given, then ask their partner using the following questions. Expression "*What is this?*" in Activity 5 Role Play Task 1.

11. Students ask their partner about the following instruments by using the expression "*What do you call . . . used for . . . ?*" in Activity 5 Role Play Task 2.

12. Students ask and answer questions about the function of a medical instrument based on Activity 5 Role Play Task 3.

13. Students cut the picture in the supplementary material and explain its name and function in front of the class in Activity 5 Role Play Task 4 Presentation.

14. Students make groups of 3 participants and find complete description of the diagnostic tools listed before and explain each function in Activity 5 Role Play Task 5 Library study (Group Work)

LESSON PLAN

ENGLISH FOR THE PROFESSIONAL NURSES 1

Topic : Telling Time, Date and Doctor's Schedule

Skills : Speaking – Listening – Writing

Material : Source Book 1, Module 5

Teaching Aids : Tape Recorder, Cassette

Time : 2 x 60 minutes

Objective : Students will be able to tell about time and data related to patient care. Students will be able to explain about doctor's schedule.

Language Function : Telling Time, Date and Doctor's Schedule

Language Competency : *It's + Minute + PAST + main hour. It's + Minute + To + main hour. What time is it? What date is it? When . . . ? It's ten past three; It's quarter past ten; It's half past two; It's twenty four to five.*

Criteria of Success : Objectives achieved if 80% of the students are able to tell about time, date and doctor's schedule to the patient correctly.

Procedure

Presentation :

1. Routine

2. Teacher shows pictures in Module 5. Teacher introduces some expressions about time related to patient care in Part 1.

3. Teacher introduces some expressions about dates related to patient care in Part 2.

4. Teacher introduces some expressions about doctor's schedule to the patient in Part 3.

Practice :

5. Students practice the expressions for asking and telling about time in Part 1 Useful Expressions.

6. Students practice the expressions for asking and telling about time in Part 2 Useful Expressions.

7. Students practice the expressions for asking and telling about doctor's schedule in Part 3 Useful Expressions.

8. Students mention some dates given correctly in Activity 1 Task 1.

9. Students answer some questions given orally in Activity 1 Task 2.

10. Students translate the communication exchange into English in Activity 1 Task 3.

11. Students listen to the cassette and study the conversation, and then practice it with the partners in Activity 2 Listening Task 1.

12. Students listen to the cassette to practice the pronunciation drill and repeat the words after the voice spoken in Activity 3.

13. Students listen to the cassette and sing the Calendar song in Activity 4.

Production :

14. Students make conversation about current time and date in Activity 5 Role Play Conversation 1.

15. Students make conversation about doctor's schedule in Activity 5 Role Play Conversation 2.

16. Students ask and answer about the time, date and doctor's schedule with the partners in Activity 5 Role Play Task 2.

LESSON PLAN

ENGLISH FOR THE PROFESSIONAL NURSES 1

Topic : Part of The Body & Health Problems (1)

Skills : Speaking – Listening – Writing

Material : Source Book 1, Module 6

Teaching Aids : Tape Recorder, Cassette

Time : 2 x 60 minutes

Objective : Students will be able to express the location of pain in the body.

Language Function : Talking about Pains.

Language Competency : *Do you feel pain in your* + (part of the body) *My . . .* (part of the body) *pains / aches ?hurts. I have a pain in . . .* + (part of the body) *I have a pain in my stomach; Do you feel pain in your leg? Is the pain in your upper arm? I have a pain in my lower right arm; Would you show me the location of your pain? Show me where the location of your pain is?*

Criteria of Success : Objectives achieved if 80% of the students are able to express the location of pain in the body by assessing dimensions of symptom.

Procedure

Presentation :

1. Routine

2. Teacher shows pictures in Module 6. It is about parts of the body.

3. Teacher shows names of parts of his / her own body in front of the class.

4. Teacher points and elicits names and locations of part of the body (except the genital area).

5. Teacher introduces some key words to express aches, pains and other health problems.

6. Teacher introduces expressions about the location of pain in the body.

Practice :

7. Students practice the expressions for asking and telling about the location of pain in the body (Useful Expressions)

8. Each student mentions one useful expression to ask the location of pain in Activity 1 Task 1.

9. Students translate into communicative English using the words given in in Activity 1 Task 2.

10. Students listen to the cassette and study the conversation, and then practice it with the partners in Activity 2 Listening Task.

11. Students listen to the cassette to practice the pronunciation drill and repeat the words after the voice spoken in Activity 3.

Production :

12. Students make conversation between a nurse and a patient in Activity 4 Role Play Task 1.

13. Students write sentences related to a pain in the part of their bodies in Activity 4 Role Play Task 2.

14. Students make one sentence according to the Word-Card they have and make as quick as possible in Session 1 (Supplementary Material for Module 6).

15. Students work in groups to make as many as sentences in Session 2 (Supplementary Material for Module 6). The group that makes the most sentences is the winner.

LESSON PLAN

ENGLISH FOR THE PROFESSIONAL NURSES 1

Topic : Asking - Reporting Health Problems &

Diagnosing (2)

Skills : Speaking – Listening – Writing

Material : Source Book 1, Module 7

Teaching Aids : Tape Recorder, Cassette

Time : 2 x 60 minutes

Objective : Students will be able to ask questions about patient's health problem. Students will be able to report on the nursing diagnose. Students will be able to report the symptoms of a health problem.

Language Function : Asking about Health Problems

Language Competency : *He / She may have . . .; I get / have* + health problem. *I have* (part of the body + ache): *I have a toothache / a headache / a stomachache / a backache; I have (*a sore+ part of the body): *I have a sore throat / foot / arm / knee; I feel* + kind of physical problems. *I feel dizzy / sick /* fever; *I experience* + kinds of symptoms and physical problems: *I experience lassitude / cold*

and clammy; I cut + my (possessive) + part of

the body: *I cut my fingers / leg / hand;*

Criteria of Success   : Objectives achieved if 80% of the students are

able to assess dimensions of symptoms and

report on the nursing diagnosing.

Procedure

Presentation :

1. Routine

2. Teacher shows pictures in Module 7 and introduces expressions related to health problems.

3. Teacher introduces some Nurse's questions to check the patient's complaint / condition in Task 1 Useful Expressions.

4. Teacher introduces some Patient's expressions about symptoms and physical problems in Task 2.

5. Teacher introduces some Nurse's report / diagnose / how to report about patient's condition / complaint in task 3.

Practice :

6. Students practice the expressions to report about patient's health problem in Activity 1 Task 1.

7. Students translate into communicative English using the words given in Activity 1 Task 2.

8. Students listen to the cassette and study the conversation, and then practice it with the partners in Activity 2 Listening.

9. Students listen to the cassette to practice the pronunciation drill and repeat the words after the voice spoken in Activity 3.

Production :

10. Students make conversation between a nurse and a patient in Activity 4 Role Play / Game Task 1.

11. Students make a nursing diagnose "*He / She may have . . .*" in pair work Task 2 (Supplementary Material 4).

12. Students discuss the symptoms of the health problems according to some cards given, then make a nursing diagnose report to the class in Group Work Task 3.

LESSON PLAN

ENGLISH FOR THE PROFESSIONAL NURSES 1

Topic : Questioning To Fill In Pain Assessment Form (Pain Expression 3)

Skills : Speaking – Listening – Writing

Material : Source Book 1, Module 8

Teaching Aids : Tape Recorder, Cassette

Time : 2 x 60 minutes

Objective : Students will be able to make questions to gain information about health problem to fill the pain assessment form.

Language Function : Asking about Pains

Language Competency : Question word – Question + Yes – No Question. *Show me where the pain is? Point at the pain you feel; What is the pain like? Why do you feel that? How often do you feel the pain?*

Criteria of Success : Objectives achieved if 80% of the students are able to make a report in the Pain Assessment Form.

Procedure

Presentation :

1. Routine

2. Teacher shows pictures in Module 8 and introduces expressions related to health problems.

3. Teacher introduces some new vocabularies related to the Pain Assessment Form.

4. Teacher shows the Pain Assessment Form in Task 1 Useful Expressions.

5. Teacher introduces some expressions to explore patient's health problems in Task 2 Useful Expressions.

Practice :

6. Students mention useful expressions to fill in thePain Assessment Form and give substitution when necessary in Activity 1 Task 1.

7. Students make questions suitable for each topic with book closed in some groups (Supplementary Material 6).

8. Students give the right expressions in Activity 1 Task 3.

9. Students translate into communicative English using the words given in Activity 1 Task 4.

10. Students listen to the cassette and study the conversation, and then practice it with the partners in Activity 2 Listening.

11. Students listen to the cassette to practice the pronunciation drill and repeat the words after the voice spoken in Activity 3.

Production:

12. Some students fill in the Pain Assessment Form by asking questions to patients according to questionnaire available in Activity 4 Role Play.

13. Some students play the part of patients by telling the symptoms according to the disease described in the cases given in Activity 4 Role Play.

LESSON PLAN

ENGLISH FOR THE PROFESSIONAL NURSES 1

Topic : Admission To A Hospital

Skills : Speaking – Listening – Writing

Material : Source Book 1, Module 9

Teaching Aids : Tape Recorder, Cassette

Time : 2 x 60 minutes

Objective : Students will be able to gain a personal data from a new patient. Students will be able to use questions to fill the Admission Form.

Language Function : Asking Personal Data

Language Competency : To be, Question word – Question with *How, Where, When. What's your name? How do you spell it, please? What's your address? Are you married? When were you born? What's your occupation? Who's your nearest relative? Whom can I give a message?*

Criteria of Success : Objectives achieved if 80% of the students are able to fill in the Admission Form.

Procedure

Presentation :

1. Routine

2. Teacher shows pictures in Module 9 and chooses some expressions related to the picture in page 67.

3. Teacher introduces Cross Cultural Understanding "Address System" as an important information to gain a personal data to fill in the Admission Form (Appendix 6 for Module 9).

4. Teacher introduces expressions in questionnaire to fill in Admission Form in Task 1 Useful Expressions.

Practice :

5. Students practice to ask patient : "*Do you bring the referral letter with you?*" In Task 2.

6. Students mention one expressions to fill in the Admission Form with book closed in Activity 1 Task 1.

7. Students practice to answer the questions given in Activity 1 Task 2.

8. Students translate into communicative English using the words given in Activity 1 Task 3.

9. Students listen to the cassette and study the conversation, and then practice it with the partners in Activity 2 Listening.

10. Students listen to the cassette to practice the pronunciation drill and repeat the words after the voice spoken in Activity 3.

Production :

11. Students make conversation between a nurse and a patient in Activity 4 Role Play / Game Task 1.

12. Students play the part of a patient and the part of a nurse. They fill in the Admission Form given and using the data available in the case given in Activity 4 Task 2.

13. Students interview their partners by using the Admission Form in Activity 4 Task 3.

LESSON PLAN

ENGLISH FOR THE PROFESSIONAL NURSES 1

Topic	: Checking Range of Motion (ROM) (Mobility 1)
Skills	: Speaking – Listening – Writing
Material	: Source Book 1, Module 10
Teaching Aids	: Tape Recorder, Cassette
Time	: 2 x 60 minutes
Objective	: Students will be able to explain the implementation of the ROM checking. Students will be able to give instruction related to ROM checking.
Language Function	: Giving instructions on physical motion
Language Competency	: Imperative form: Bare infinitive (example: *bend your knee*) *I just want . . .* ; *I want to see you* + V-ing. *I would like you to . . . ; I want you to . . . : I just want to see you standing/squatting/stretching.*
Criteria of Success	: Objectives achieved if 80% of the students are able to give instructions related to ROM checking

Procedure

Presentation :

1. Routine

2. Teacher shows pictures given in Module 10 and chooses some expressions related to the picture in page 75.

3. Teacher introduces some new vocabularies related to ROM checking.

4. Teacher introduces expressions of basic instructions Form in Task 1, Task 2 and Task 3 Useful Expressions

Practice :

5. Each student mentions one useful expressions about giving instructions to physical motion and gives substitution when necessary in Activity 1 Task 1.

6. Students in group work write sentences using the words in brackets inActivity 1 Task 2.

7. Students give the right expressions in Activity 1 Task 2.

8. Students translate into communicative English using the words given in Activity 1 Task 3.

9. Students complete the dialog with the words beneath in Activity 1 Task 5 Extra Activity.

10. Students listen to the cassette and study the conversation, and then practice it with the partners in Activity 2 Listening.

11. Students listen to the cassette to practice the pronunciation drill and repeat the words after the voice spoken in Activity 3.

Production :

12. One student acts as an instructor, the rest do physical exercise by following the instruction in Activity 4 Role Play Task 1.

13. Students make a complete conversation in Activity 4 Role Play Task 2.

14. Students work in group following instructor in doing physical motions in Activity 4 Role Play Task .

15. Students play the game in Activity 4 Task 4.

LESSON PLAN

ENGLISH FOR THE PROFESSIONAL NURSES 1

Topic : Patient's Positioning (Mobility 1)

Skills : Speaking – Listening – Writing

Material : Source Book 1, Module 11

Teaching Aids : Tape Recorder, Cassette

Time : 2 x 60 minutes

Objective : Students will be able to give instruction on patient's positioning

Language Function : Explaining intervention and giving instructions

Language Competency : Imperative form: Bare infinitive (example: *lie flat on your back) I just want to . . . ; I want you to . . . ; I need to . . . ; Let me + Verb 1; I will . . .; I need to help you change your position with face downwards; Let me help you roll yourself; I need to put this towel under your neck.*

Criteria of Success : Objectives achieved if 80% of the students are able to give instructions on patient's positioning.

Procedure

Presentation :

1. Routine

2. Teacher shows pictures given in Module 11 and chooses some expressions related to the picture in page 83.

3. Teacher introduces some new vocabularies related to patient's positioning.

4. Teacher introduces expressions of basic instructions for patient positioning in Task 1 and Task 2 Useful Expressions

Practice :

5. Each student mentions one useful expressions about giving instructions to physical motion and gives substitution when necessary in Activity 1 Task 1.

6. Students in group work write full sentences using the words in brackets inActivity 1 Task 2.

7. Students give the right expressions in Activity 1 Task 3.

8. Students complete the following medical intervention using the words available. Students change into the correct form when necessary in Activity 1 Task 4.

9. Students listen to the cassette and study the conversation, and then practice it with the partners in Activity 2 Listening.

10. Students listen to the cassette to practice the pronunciation drill and repeat the words after the voice spoken in Activity 3.

Production :

11. Students work in pair by asking their partners about positioning in bed in Activity 4 Role Play Task 1.
12. Students work in pair make a conversation and explain the procedure of positioning patient in Activity 4 Role Play Task 2.
13. Students work in pair write the instructions and act it inActivity 4 Role Play Task 3 and Task 4.

LESSON PLAN

ENGLISH FOR THE PROFESSIONAL NURSES 1

Topic   : Checking Vital Sign

Skills   : Speaking – Listening

Material   : Source Book 1, Module 12

Teaching Aids   : Tape Recorder, Cassette

Time   : 2 x 60 minutes

Objective   :Students will be able to communicate about implementation of checking vital signs

Students will be able to give some instructions during implementation of Checking Vital Signs

Language Function   : Explaining intervention and giving instructions

Language Competency   : *Would you* + Bare Infinitive; *Would you mind* + Verb-ing

Criteria of Success   : Objectives achieved if 80% of the students are able to Checking Vital Signs

Procedure

Presentation :

1. Routine

2. Teacher shows pictures given in Module 12 and chooses some expressions related to the picture in page 91.

3. Teacher introduces some new vocabularies related to vital signs

4. Teacher introduces expressions ofChecking Vital Signsand explain the procedures in Task 1 Useful Expressions

5. Teacher introduces expressions about giving instructions during the implementation in Task 2.

6. Teacher introduces expressions about Nurse responses in Task 3.

Practice :

7. Each student mentions one useful expression given with book closed in Activity 1 Task 1.

8. Students translate into communicative English inActivity 1 Task 2.

9. Students complete the conversation in Activity 1 Task 3.

10. Students listen to the cassette and study the conversation, and then practice it with the partners in Activity 2 Task 1 and Task 2 Listening.

11. Students listen to the cassette to practice the pronunciation drill and repeat the words after the voice spoken in Activity 3.

12. Students listen to the cassette and complete the text according to the listening resource in Activity 4 Additioning Listening Practice.

Production :

13. Students act out the instructions with their partners in Activity 5 Role Play Task 1.

14. Students work in pair make a conversation exchange and giving appropriate instructions to check patient's in Activity 5 Role Play Task 2.

LESSON PLAN

ENGLISH FOR THE PROFESSIONAL NURSES 1

Topic : Asking and Telling About A Measurement

Skills : Speaking – Listening – Writing

Material : Source Book 1, Module 13

Teaching Aids : Tape Recorder, Cassette

Time : 2 x 60 minutes

Objective : Students will be able to explain about a medical measurement

Language Function : Telling About A Measurement

Language Competency : *I need to . . . ; It is . . . degree centigrade. You weigh . . . kilo; It's . . . cm height.*

Criteria of Success : Objectives achieved if 80% of the students are able to tell about measurement

Procedure

Presentation :

1. Routine

2. Teacher shows pictures given in Module 13 and chooses some expressions related to the picture in page 99.

3. Teacher gives an explanation about types of thermometer according to pictures given in page 100 when necessary.

4. Teachergives an explanation about Fahrenheit and Centigrade (Celcius) Temperature when necessary.

5. Teacher explains the formula to convert Fahrenheit to Centigrade Temperature

6. Teacher explains the formula to convert Centigrade to Fahrenheit Temperature

Practice :

7. Students answer the questions in Task 1.

8. Students practice to convert the following temperatureand report on the result inActivity 1 Task 1.

9. Students practice to solve the problems in converting Centigrade to Fahrenheit and Fahrenheit to Centigrade in Activity 1 Task 2.

10. Students translate into communicative English in Activity 1 Task 3.

11. Students listen to the cassette and study the conversation, and then practice it with the partners in Activity 2 Listening.

12. Students listen to the cassette to practice the pronunciation drill and repeat the words after the voice spoken in Activity 3.

Production:

13. Students make and practice a conversation when measuring the height of the patient in Activity 4 Role Play Task 1.

14. Students make and practice a conversation when measuring the weight of the patient in Activity 4 Role Play Task 2.

15. Students make and practice a conversation when measuring the patient's temperature inActivity 4 Role Play Task 3.

LESSON PLAN

ENGLISH FOR THE PROFESSIONAL NURSES 1

Topic   : Reinforcing A Diet Program

Skills   : Speaking – Listening – Writing

Material   : Source Book 1, Module 14

Teaching Aids   : Tape Recorder, Cassette

Time   : 2 x 60 minutes

Objective   : Students will be able to explain a diet program

for the patient. Students will be able to give

suggestion or prohibition related to the food.

Language Function   : Explaining a diet program

Language Competency   : Modals (*will, would, should, can, may*). *You*

may consume . . . a little bit; You'd better

consume more calories/more fruits/more green

leafy vegetables; Can/May I order another

menu? May I have a menu list? Can I take the

dishes now? When can I start drinking?

Criteria of Success   : Objectives achieved if 80% of the students are able to explain a diet program for the patient and give suggestion or prohibition related to the food.

Procedure

Presentation :

1. Routine

2. Teacher shows pictures given in Module 14 and chooses some expressions related to the picture in page 109.

3. Teacher introduces some vocabularies related to taste.

4. Teacher introduces some vocabularies related to vegetables and fruits.

5. Teacher introduces some vocabularies related to food and drink

6. Teacher introduces useful expressions about assessment, explaining a diet, telling doctor's diagnose, recommending a diet, prohibition, rationale (if the patient asks).

7. Teacher introduces useful expressions about patient's expressions and other expressions available.

Practice :

8. Students listen to the cassette to practice the pronunciation drill and repeat the words related to taste after the voice spoken in List 1.

9. Students listen to the cassette to practice the pronunciation drill and repeat the words related to taste after the voice spoken in List 2.

10. Students listen to the cassette to practice the pronunciation drill and repeat the words related to taste after the voice spoken in List 3.

11. Students practice expressions about assessment, explaining a diet, telling doctor's diagnose, recommending a diet, prohibition, rationale (if the patient asks) I Task Useful Expressions.

12. Students mention one expression list given with book closed in Activity 1 Task 2.

13. Students practice the taste game to mention one kind of food or drink and describe what the taste is like in Activity 1 Task 3.

14. Students translate into communicative English in Activity 1 Task 3.

15. Students listen to the cassette and study the conversation, and then practice it with the partners in Activity 2 Listening.

16. Students listen to the cassette to practice the pronunciation drill and repeat the words after the voice spoken in Activity 3.

Production :

17. Students make and practice a conversation between a Nurse and patient in case a doctor ordered the nurse to explain a diet program to the patient during treatment in Activity 4 Role Play Task 1, Task 2 and Task 3.

LESSON PLAN

ENGLISH FOR THE PROFESSIONAL NURSES 1

Topic : Explaining Medication

Skills : Speaking – Listening – Writing

Material : Source Book 1, Module 15

Teaching Aids : Tape Recorder, Cassette

Time : 2 x 60 minutes

Objective :Students will be able to explain about medication as ordered by the doctor. Students will be able to explain label instructions about medication dosage.

Students will be able to encourage patient medication

Language Function : Explaining medication

Language Competency :

1. *Take this (+Noun)/(+to reduce/to relieve)*

2. *Please, take this . . . (one tablet per day/one tablet three times a day, every 8 hours*

Syrup one spoonful . . . (three times a day).

To reduce . . . (your temperature)

To relieve . . . + (physical problem)

> *Your pain*
>
> *Your running nose*
>
> *Your cold, etc*

3. *Here are some tablets/pills (which) you are to take . . . (one) of every . . . (eight) hours.*

Criteria of Success : Objectives achieved if 80% of the students are able to give instructions to patient how to take the medication according to the prescription

Procedure : P PP

Presentation :

1. Routine

2. Teacher asks students to look at the medical label (Paramex, Boderex, cough syrup, etc).

3. Teacher explains types of medications. (Nursing Note 1 pp. 117).

4. Teacher explains some medical terminology. (Nursing Note 1 pp. 118) & Vocabulary

5. Teacher introduces expressions usually used in explaining medication. (p. 119)

6. Teacher gives model when explaining medication.

Practice :

7. Students practice to mention one expression listed on useful expression.

8. Students practice in pairs to give instructions on medication based on a label prepared.

9. Students translate the expression inActivity 1 Task 3.

10. Students practice to explain medication using the expression in Activity 1 Task 4.

11. Students listen to the cassette and study the conversation. In pair using the same expression.

12. Students practice pronunciation drill

Production :

13. Students work in pairs, practice to give instruction on medication using guided case available in Activity 4.

14. Students practice in pair, in front of the classusing real label, to give instruction on medication.

LESSON PLAN

ENGLISH FOR THE PROFESSIONAL NURSES 1

Topic : Crutch – Walking

Skills : Speaking – Listening – Writing

Material : Source Book 1, Module 16

Teaching Aids : Tape Recorder, Cassette, a pair of crutches, a

bed

Time : 2 x 60 minutes

Objective : Students will be able to give instructions to crutch – walking teaching

Language Function : Giving Instruction

Language Competency : *Move your right/left crutch forward. Move both crutches forward. Move your right/left leg forward. It's time to practice crutch walking; I will assist you and help you walk with crutches; I need to fit these crutches with your body; Move your right crutch forward.*

Criteria of Success   : Objectives achieved if 80% of the students are able to give instructions when teaching crutch – walking to the patient.

Procedure : P PP

Presentation :

1. Routine

2. Teacher asks students to look at the picture in Module 6, and asks how to use the crutches.

3. Teacher introduces expressions usually used in teaching the crutch – walking.

4. Teacher asks students to practice Substitution Drill with the available expressions.

5. Teacher asks students to follow or to act out the basic instructions to crutch – walking.

6. Teacher gives model to walk with crutches.

Practice :

7. Students practice in pairs to give instructions with real crutches.

8. Students translate the instruction inActivity 1 Task 1 and Task 2.

9. Students listen to the cassette and to repeat the expressions.

10. Students practice to give instruction with several type of crutch – walking (Activity 4)

Production :

11. Students work in pairs, practice to give instruction to walk with crutch – walking.

12. Students practice in pair, in front of the class using real crutches, giving instruction to crutch – walking, using their own language.

INTERVIEW

Day / Date : May 23rd, 30th, and 6th 2017

Time : 3rd to 4th Lesson

Place : 1B class

Interviewee : Endang Sulistyorini, S.Pd. M.Pd as English Teacher

1. Sudahkah dosen mengecek keefektifan materi?

2. Apakah dosen sebelum mengajar sudah menapat pelatihan khusus untuk mengajar kelas ESP?

3. Adakah spesialis yang sudah mengecek keefektifan kegiatan belajar mengajar yang diterapkan dosen ketika mengajar?

4. Berdasarkan isi tema dan topik pembelajaran, sudahkah pembelajaran ESP yang dosen terapkan sudah berdasarkan ketentuan ESP?

5. Apakah pembelajaran berpusat pada aktivitas yang didalamnya banyak membahas tentang kosa-kata, syntax, percakapan dan semantic?

6. Seperti apakah metode yang digunakan dosen?

7. Seperti apa evaluasi yang digunakan dosen?

8. Media apa saja yang dosen gunakan ketika mengajar?

INTERVIEW

Day / Date   : May 23rd, 30th, and 6th 2017

Time   : 3rd to 4th Lesson

Place   : 1B class

Interviewee   : Endang Sulistyorini, S.Pd. M.Pd as English Teacher

Researcher   :*"Selamat pagi! Maaf ibu mengganggu waktunya sebentar. Saya ingin mengadakan interview sebentar tentang proses pembelajaran ESP untuk jurusan keperawatan disini."*

Lecturer   : *"Pagi, silahkan mbak."*

Reasearcher   : *"Sudah berapa lama ibu menjadi dosen disini?."*

Lecturer   : *"Sejak tahun 2010 mbak."*

Reasearcher   : *Sudahkah anda mengecek keefektifan materi?*

Lecturer   : *Sudah mbak, sebelum pertemuan pertama diawal semester saya mengecek keefektifan textbook dengan lapangan, walaupun textbook yang digunakan untuk pemeblajaran disini sudah diterbitkan oleh ahli. Akan tetapi kondisi disetiap tempat itu berbeda.Jadi saya mengecek textbook dahulu.Dan ternyata ada yang saya kira kurang sesuai jadi saya menambahkan grammar dan hanya mengambil*

pembelajaran dari textbook hanya beberapa.Tidak semua saya ambil.

Reasearcher : *Apakah anda sebelum mengajar sudah menapat pelatihan khusus untuk mengajar kelas ESP?*

Lecturer : *Tidak mbak saya tidak mendapatkan pelatihan khusus sebelum mengajar disini, saya mempelajari textbook mereka sendiri.*

Reasearcher : *Adakah spesialis yang sudah mengecek keefektifan kegiatan belajar mengajar yang diterapkan dosen ketika mengajar?*

Lecturer : *Belum ada mbak, hanya RPS dan lesson plan saya dicek oleh direktur.*

Reasearcher :*Berdasarkan isi tema dan topik pembelajaran, sudahkah pembelajaran ESP yang dosen terapkan sudah berdasarkan ketentuan ESP?*

Lecturer : *Saya kira sudah mbak, mereka menggunakan materi khusus juga.*

Reasearcher :*Apakah pembelajaran berpusat pada aktivitas yang didalamnya banyak membahas tentang kosa-kata, syntax, percakapan dan semantic?*

Lecturer : *Kalau kosa-kata dan percakapan memang iya, ya tentang kosa-kata bahasa medis dan contoh percakapan tentang perawat dengan*

pasien tentang kegiatan dirumah sakit. Kalau untuk semantic dan syntax saya kira tidak mbak.

Reasearcher : *Seperti apakah metode yang digunakan dosen?*

Lecturer : *saya menggunakan role play, diskusi, dan Grammar Translation Method (GTM) mbak.*

Reasearcher : *Seperti apa evaluasi yang digunakan dosen?*

Lecturer : *evaluasi disetiap skill saya acukan jika mereka mampu berbicara dengan baik dengan lawan untuk speaking skill, mampu membaca dengan pronunciation dengan benar. Untuk listening skill saya gabungkan bersama speaking skill.dan untuk writing saya gabungkan dengan reading skill.*

Reasearcher : *Media apa saja yang dosen gunakan ketika mengajar?*

Lecturer : *Saya menggunakan LCD, textbook, dan peraga yang saya bawa dari lab.*

Reasearcher : *saya kira cukup sekian interviewnya ya ibu, terima kasih untuk informasinya.*

Lecturer : *iya mbak sama-sama, semoga bermanfaat ya.*

OBSERVATION GUIDELINE

Day / Date   :May 23rd, 30th, and 6th 2017

Time   : 3rd to 4th Lesson

Place   :1B class

Interviewee   : Endang Sulistyorini, S.Pd. M.Pd as English Teacher

No.	Statement	Answere		Explanation
		Yes	No	
1.	Peran Dosen a. Sudahkah dosen berperan sebagai konsultan di kegiatan belajar mengajar dikelas? b. Sudahkah dosen sebagai penentu materi dan model proses pembelajaran? c. Sebagai praktikan ESP, sudahkah dosen mengecek ketepatan materi sesuai lapangan? d. Sudahkah dosen mengobservasi keefektifan kegiatan belajar mengajar dikelas? e. Berdasarkan isi, tema, dan topic			

	pembelajaran ESP yang dosen terapkan sudah berdasarkan ketentuan ESP?			
2.	Proses Pembelajaran d. Apakah pembelajaran ESP di kelas menggunakan materi yang berbeda? e. Apakah pembelajaran ESP dikelas menggunakan simulasi yang berbeda? f. Metode apa yang saja yang digunakan dosen ketika mengajar dikelas? g. Seperti apa evaluasi yang digunakan dosen?			
3.	Apakah dosen ketika mengajar dikelas konsisten mengajarkan materi ESP saja?			
4.	Apakah dosen memotivasi siswanya selama pembelajaran berlangsung?			

OBSERVATION RESULT

Day / Date   :May 23rd, 30th, and 6th 2017

Time   : 3rd to 4th Lesson

Place   :1B class

Interviewee   : Endang Sulistyorini, S.Pd. M.Pd as English Teacher

No	Statement	Answere		Explanation
		Yes	No	
1.	*Peran Dosen*			
	a. Sudahkah dosen berperan sebagai konsultan di kegiatan belajar mengajar dikelas?	√		*Memfasilitasi mahasiswa untuk membuat essay, bagaimana berkomunikasi dengan pasien, dll. Menambahkan materi lain dan tidka menggunakan semua isi materi di textbook. model; role play, discussion*
		√		
	b. Sudahkah dosen sebagai penentu materi dan model proses pembelajaran?			
		√		

	c. *Sebagai praktikan ESP, sudahkah dosen mengecek ketepatan materi sesuai lapangan?*		√	*dan GTM.* *Dosen tidak menggukana semua isi di textbook.*
	d. *Sudahkah dosen mengobservasi keefektifan kegiatan belajar mengajar dikelas?*		√	*Sebagian siswa terlihat tidak tertarik dengan pembelajaran.*
	e. *Berdasarkan isi, tema, dan topic pembelajaran ESP yang dosen terapkan sudah berdasarkan ketentuan ESP?*			*Isi dan tema sudah sesuai. Akan tetapi metode yang digunakan sama dengan di pembelajaran General English.*
2.	*Proses Pembelajaran*			
	a. *Apakah pembelajaran ESP di kelas menggunakan materi yang berbeda?*	√	√	*Menggunakan medical textbook.*

		√		
	b. *Apakah pembelajaran ESP dikelas menggunakan simulasi yang berbeda?*	√		*Role play, diskusi, dan GTM*
	c. *Metode apa yang saja yang digunakan dosen ketika mengajar dikelas?*	√		*Jika siswa sudah menggapai skill yang di terapkan*
	d. *Seperti apa evaluasi yang digunakan dosen?*			
3.	*Apakah dosen ketika mengajar dikelas konsisten mengajarkan materi ESP saja?*		√	*Ada penambahan mater grammar*
4.	*Apakah dosen memotivasi siswanya selama pembelajaran berlangsung?*	√		*Dosen memotivasi siswa untuk lebih giat belajar. Karena pembelajaran bahasa inggris akan berguna di lingkungan medis. Seperti nama-nama ruang, obat-obatan, dll.*

OBSERVATION FIELDNOTE

Day 1

Day / Date   :Tuesday, 23rd May 2017

Time   : 3rd to 4th Lesson

Place   :1B class

Interviewee   : Endang Sulistyorini, S.Pd. M.Pd as English Teacher

Description Sheet

Pre activity   : The class was begun with the greeting from Mrs. Endang, the lecturer English subject of IB class. Then they pray together by saying Basmallah before they started the lesson. The lecturer checked the attendance too and there were two students who absents in that day.

Core Activity   : That day, the students would be given an explanation by the lecturer about Pronouns (Grammar). These materials are the addition material from the lecturer. The lecturer begins to explain the material consisted of the purpose of the study pronoun. The lecturer uses a LCD to explain the material. Because it was a grammar, the lecturer uses a same simulation such as General English (GE). The lecturer only explains the

content of pronoun one-by-one. Then the lecturer asks to the student to do a task which has printed by the lecturer.

Closing Activity   :After finishing the task, the lecturer discusses the answer of the task with the student. There was no ESP simulation because of the material is grammar

OBSERVATION FIELDNOTE

Day 2

Day / Date   :Tuesday, May 30th 2017

Time   : 3rd to 4th Lesson

Place   :1B class

Interviewee   : Endang Sulistyorini, S.Pd. M.Pd as English Teacher

Description Sheet

Pre activity   : The class was begun with the greeting from Mrs. Endang, the lecturer English subject of IB class. Then they pray together by saying Basmallah before they started the lesson. The lecturer checked the attendance too and there were two students who absents in that day.

Core Activity   : That day, the students would be given an explanation by the lecturer about Explaining Medication in unit 19 of medical textbook from EPN consultant. The lecturer begun with explained the materials which consisted of the purpose of prescription, studying the common abbreviations list for prescription, common a conversation list for prescription and information related to identity, how to avoid the mistakes on prescribing to patient, explain how the way to read a

prescription well. The materials were designed to teach the student how to gather the student's comprehensive information about prescription. Reading a prescription which is would deliver to the patient is the nurse's duties when they worked in the hospital. As the lecturer said that one of the nurse's duties is to take care of patient in hospital, include giving a medicine to the patient. The nurse should be able to translate a medicine prescription from the doctor carefully. After the students understand about the purpose of the study, the lecturer explained the symbol of codes from prescription and how to translate and read the prescription. In deep chapter in prescription are:

h. An abbreviation commonly used by the doctor when they prescribe medicine.

i. Explain medication as ordered by the doctor.

j. Explain instruction labels on medicine dosage.

k. Encourage patient's medication.

l. The different ways of giving medication to the patient. Such as how the way give a medication by inhalation, medication by inunctions, rectal medication, medication by injection, sublingual medication.

m. The place you can find a medicine.

n. Conversation related explaining a prescription label to the patient.

The lecturer explained the material using Grammar Translation Method (GTM). The lecturer translates the vocabulary one by one to make the students more understand what the vocabulary mean. The lecturer added translating the abbreviation means. The lecturer also give a example how the way to pronounce the abbreviation commonly used in prescriptions well. Then, the students repeat after the lecturer read the abbreviations. The abbreviation such as "b.i.d" means twice a day. The patient should drink the medicine twice a day. "r.i.d" means three times a day. The patient should drink the medicine three times a day. "p.o" means the medicine should drink through the mouth, not over infusion etc. Sometimes, the prescription vocabulary includes a *Latin* vocabulary except the name of medicine. Such as "Mitte" means "give (the totaling capsules that give to the patient). While to know about the name of medicine form *Latin* language, the student has already understand. They study about the name of medicine in other subject. The subject which is gives a material about the name of medicine is Pharmacy subject.

Closing Activity   :After those all explanation, the lecturer explain about conversation about explaining a prescription label to the patient. The lecturer guide to pronounce the vocabulary in conversation related prescription first, then the lecturer translates the meaning of the vocabulary. When the students understand about the conversation, the lecturer asks to student to make another conversation by using their own idea in group pairs. Then, the students present their work in front of the class.

OBSERVATION FIELDNOTE

Day 3

Day / Date   :Tuesday, June 6th 2017

Time   : 3rd to 4th Lesson

Place   :1B class

Interviewee   : Endang Sulistyorini, S.Pd. M.Pd as English Teacher

Description Sheet

Pre activity   : The class begins with the greeting from Mrs. Endang. Then they prayed by saying *basmallah* together to start the class. All of the students of 1B class prepare the book while the lecturer checked the attendance of the students. In that day, there are one student who absent. After check the attendance the lecturer ask to the students to open their handout in page 116 about "Walking Aid"

Core Activity   : The lesson begins with the instruction of the lecturer to translate the vocabulary first. Then, after the student finish to translate, the lecturer and the student discuss that vocabulary together. The lecturer guides the students to read the vocabulary. This reading activity is to drill pronunciation practice.

Closing Activity : Finally, the lesson closed by evaluation and conclusion from the lecturer. The lecturer gives suggestion to the students. The lecturer gives advice to the students to increase their vocabulary in order to raising their comprehension in English subject. The lecturer said:

"Actually, if you face any new material, when your vocabularies are rich enough it will easier to you to comprehend anything"

The lecturer gives a conclusion in the end of the lesson about Walking Aid. The lecturer explains the important of this material. The important of this material is to practice the student to face the real situation in their future occupation. The class was ended by saying *hamdallah* together. The lecturer asks to the students to prepare next materials. The student should comprehend and translating the vocabulary.