

Analysis of English Learning Activities for Medical Students

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Abstract

English for Specific Purposes is needed by people who work in specific fields such as medicine, military, business, and other fields. This research aims to analyze the ESP learning method applied by a lecturer at Hafsataty Zainul Hasan University. This research method is based on a descriptive method concerning a qualitative approach. This research is proposed to focus on teaching English to medical students. The result of this research is that most students have difficulty understanding English learning due to the lack of supporting media and non-innovative learning. Therefore, in teaching English, the lecturer not only tends to the material in the module but also recommends that students watch YouTube channels relevant to the material being taught or use applications such as Quizizz, which support the learning process. The ESP lecturers stated that ESP learning for students (medical students) is quite well developed but requires a little auxiliary media to make it easier for students to understand English or ESP lessons. As in the current era, a teacher must apply innovative and creative learning methods so students do not experience monotonous learning. Students often feel bored and are not interested in the learning system, which tends to be monotonous. Therefore, lecturers use technology as a teaching medium to support teaching and learning.

Submitted:
Aug 3rd, 2024

Accepted:
Sept 2nd. 2024

Revised:
Nov 24th, 2024

Published:
Dec 31st, 2024

Keywords: *ESP, Need Analysis, English for Medical Purpose*

INTRODUCTION

English is one of the compulsory subjects in their respective fields. In this case, there are English terms used for unique purposes in studying a particular field known as English for Specific Purposes (ESP) (Jauhariyah et al., 2023) English for Specific Purposes (ESP) is an approach to learning English that is based on students' needs to achieve specific learning goals or on expertise. (Fadlia et al., 2020). In line with Sari & Wirza, (2021) English for Specific Purposes is needed by people who work in specific fields such as medicine, military, business, and other fields. ESP should not be regarded as a discrete division of ELT (English Language Teaching) but simply an area (with blurred boundaries) whose courses are usually more focused on their aims and make use of a narrower range of topics (Marcu, 2020). ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners. (Sufiyandi, Muhammad Fadhli, 2020).

ESP is closely related to needs analysis, which is necessary so that the learning design implemented for students is relevant to student needs so that, in the future, it can help students academically and professionally. (Yulientinah et al., 2020) Needs analysis is a process of activities that seek information carefully about the needs of language learners so that, when followed up, it can improve teaching. (Haryono et al., 2020). Through ESP, students are taught the language and their field of knowledge. This means they get two things simultaneously: English language skills and knowledge relevant to their field. (Elismawati et al., 2020).

ESP teachers should ensure that their online classes run effectively, for example, by making sure that their lessons are well delivered and students are actively participating during the class (Iswati, 2021). A significant part of a teacher's job is gathering and analyzing information to ensure that our teaching can be effective and efficient. (Anthony, 2018). Fitria, (2020) Stated that in ESP, a teacher does not only mean being a language provider but also a need analyst. Since the teacher is not the primary knower of the career content of the discipline, he/she has to understand his/her learners' needs to understand their knowledge of the content. Matin, (2023) In his research, he found that English teachers in the vocational field are expected to have adequate and sufficient practical experience to transfer skills to students through the use of appropriate teaching methods.

The ESP teacher/course developer needs to find out what the language-based objectives of the students are in the target occupation or academic discipline and ensure that the content of the ESP course works toward them. (Suramto et al., 2021). This circumstance motivates the students to learn about the materials, although some students feel that English is difficult. (Tri Kristianti & Seputro Yp, 2023). Many English teachers are asked to instruct English in work- or career-related settings. This method is frequently the most motivating and successful when English students are adults with a shared professional interest in learning the language. (Sukmawati et al., 2023).

Based on Islam, (2023) In her research, she stated that ESP programs and materials should be designed and developed so that ESP improves the English competence of students or individual groups specifically studying English. Mauludin, (2021) The teacher's research aims to determine the students' perceptions of the most and the least motivating teaching strategies in ESP classes. ESP class focuses on using English as a communication medium in a specific discipline of study or profession. They should understand students' expectations and needs to support them in getting a job, as most students aim to enter the workforce after graduation. Guidance tailored to students' needs can also help them in job placement. (Tri Nurhasanah & Eri Kurniawan, 2023).

Learning English is an important asset for vocational students to meet the challenges of their professions. The role of lecturers is undoubtedly vital to help students acquire relevant and adequate English skills. English lecturers who teach vocational students (English for Specific Purposes) must develop professional syllabi and teaching materials effectively in the learners' real world. As experienced by one of the lecturers of vocational students at Hafshawaty University, Probolinggo uses other alternatives to improve students' English skills, such as YouTube and applications such as Quizizz. Several principle points need to be understood when developing internet-based learning media. (Anggraeni & Sari, 2022) Including accuracy and learning objectives, support for the content of learning materials, ease of obtaining media, teacher skills in using media, availability of time to use it, and how to adjust students' thinking so that the meaning can be understood. From some previous research on English for Specific Purposes, the researcher conducted deep analyses of English learning activities, especially for medical students at Hafshawaty Zainul Hasan University.

METHOD

The aim of this research was to analyze the ESP learning method applied by a lecturer at Hafshawaty Zainul Hasan University, where, before learning, he prepares material that is relevant and easy. This research method is based on a descriptive method with reference to a qualitative approach. This research was proposed to focus on teaching English to medical students. This research was conducted at Hafshawaty Zainul Hasan University, Probolinggo. This campus was chosen because it has completed and guaranteed facilities.

Data Collection Method

1. Qualitative interviews aim to understand individuals' experiences, views, and perspectives regarding the phenomenon under study. Interviews can be structured, semi-structured, or unstructured, depending on the level of the predetermined framework (Ardiansyah et al., 2023). The researcher obtained research data by interviewing one of the lecturers teaching English courses at Hafshawaty University (UNHASA). The interview included 10 questions about learning activities, methods, media, and innovations for English For Specific Purposes learning.

2. Documentation needs support data from the lectures, such as the lesson plan consisting of the learning activities, syllabus, teaching material, and other documents needed for this research. The researcher attached a guidance book used by the lecturers during teaching and learning.

Data Analysis Technique

1. Data Display

The result of collecting data from the analysis will be presented systematically for each pattern, category, focus, and theme to enhance comprehension and address the research problem. Employing data displays aids researchers in visualizing the complete picture or specific aspects of the research findings. In qualitative research, data presentation takes various forms, including concise descriptions, charts, interrelations among categories, flowcharts, and other formats.

2. Conclusion Drawing or Verification

Concluding and verifying findings represent qualitative researchers' final steps in the analysis process. The researcher derived conclusions and verification from observations and questionnaires in this study. The results were based on analyzing students' work and their statements about perceptions, and the researcher concluded after presenting and analyzing the data.

RESULT

In this study, the researcher analyzed English learning activities for medical students, which were carried out at Hafshawaty Zainul Hasan University. The researcher interviewed one of the lecturers who related to English for Specific Purposes of learning, including activities, methods, innovations, and learning media used after the interview session. The first question was about to what extent you, as the teacher (ESP), have sufficient information about the subject matter, and the lecturer said

As a teacher, I have much to understand about the subject matter to be delivered to students, so preparing material for students is an important step to ensure effectiveness and quality. Usually, I provide relevant material in the lesson apart from books. I also look for video articles or other sources and ensure accurate material.

The interview conducted with one of the lecturers at UNHASA revealed that English learning activities in the Health study program at this college have some unique characteristics. Most students feel that the material taught is relevant to their professional needs in Health. The lecturer revealed that the learning materials improved their English language skills using several applications.

The lecture said

The module is devoted to our health students, and it includes subject variations such as vocabulary, conversation, grammar, and reading. The available English module has been designed specifically for health students, especially those in nursing and midwifery. In addition, there is a general English vocabulary for daily activities and a vocabulary method for learning.

The lecturer argued that ESP learning at Hafshawaty University (UNHASA) uses methods that can facilitate students' learning of English. Of course, the lecturer also uses learning media to help students understand learning easily and without monotony.

We recommend that students go to the library, watch an English YouTube channel, and use an English improvement app independently anywhere, like the Quizizz app for pronunciation or Spichwe for conversation.

Most students find it difficult to understand English learning without media or innovative learning. Therefore, in learning English or English for Specific Purposes, he not only tends to the material in the module but also recommends students watch YouTube channels relevant to the material being taught or use applications such as Quizizz that support the learning process.

In activities, mainly when explained in class as the correct pronunciation to students, they will be invited to practice conversation in pairs, not only in class but for the public.

Some activities to support the teaching and learning process are applied by lecturers, such as practicing conversations in front of the public to improve students' speaking skills and confidence. It correlated with the lecturer's aim for English Specific Purposes, especially for nurses and midwives' students. As the lecturer said below

Our special purpose here is to ensure that prospective nurses and midwives can communicate in English in daily activities. Work should be for the development of most of them, who can be said to be in the understanding stage. Some students speak English actively, but only a small part.

Medical students should consider implementing more practical and relevant English learning activities into their curriculum. For example, students could discuss a medical topic, participate in a role-playing exercise, or watch and analyze a medical presentation. These activities can help students develop their English skills in a context directly applicable to their future careers.

DISCUSSION

This research showed that the English for Specific Purposes (ESP) program is based on the medical students' need for medical students. Regarding learning materials, the lecturer used learning media from several different books. Apart from books, he also used articles or other sources that are relevant to students. I not only focused on the grammar theory contained in the module but also practiced dialogues, paid attention to the correct pronunciation in English, and encouraged students to improve their skills by watching YouTube channels or using applications such as Quizizz and others to meet students' needs in learning. It related to (Islam Birchok, 2024) found that the material taught exceeded their ability level and could not be easily understood. It needs another source of material rather than from the textbook, such as from YouTube, a website, or others. In this learning model, four elements must be present in ESP material; first is input, which contains text, dialogue, recording, or the form of communicative material based on that need that has been analyzed beforehand (Jeanette, 2022 cited in Islam, 2023). The specific goal of this learning was to ensure that future nurses and midwives can communicate in English in their daily lives and work. Data showed consistent improvements in English language proficiency, especially in health contexts, following participation in the ESP program (Badu et al., 2020). As we know, the role of English in medical education is crucial for effective communication and collaboration among healthcare professionals. Medical students must develop their English skills to keep up with medical research and advancements. Therefore, a lecturer should not focus on only one learning method, as it can lead to a lack of relevance and engagement among students.

For teaching and learning activities to be successful, lecturers must master and understand various skills that can support the effectiveness and efficiency of student learning activities. (Suprapta, 2020). His teaching not only includes the use of books, but the lecturer also provides English learning

materials from other sources, such as several articles, videos, and modules that contain variations of vocabulary and grammar courses; the lecturer also advises students to visit the library and use several applications that support learning, such as watching videos on YouTube or the application (quizizz) in order to optimize skills and ensure that Hafshawaty University students who are prospective nurses and midwives can practice and can communicate using English and apply it in their daily activities. Students tend to be more active in learning when using various assistive media, as mentioned because they can immediately practice and practice with other friends on the material they have studied using these assistive media. (Syafiq & Octaviana, 2023).

These results support the importance of developing ESP programs tailored to the needs of health students. By focusing on medical terms, clinical communicative situations, and appropriate language use in professional contexts, ESP programs can prepare healthcare students to communicate effectively in complex clinical environments. (Etfita & Wahyuni, 2020).

CONCLUSION

One of the ESP lecturers at Hafshawaty Zainul Hasan University stated that ESP learning for students (medical students) is quite well developed but requires a little auxiliary media to make it easier for students to understand English or ESP lessons. As in the current era, a teacher must apply innovative and creative learning methods so students do not experience monotonous learning. Students often feel bored and are not interested in the learning system, which tends to be monotonous. The lecturer should understand and prepare relevant material in learning apart from books; he should also use video articles or other accurate sources. Not only that, he does not only give grammatical theories (contained in the module) to students but also practices dialogue, pays attention to correct pronunciation in English, and encourages his students to improve their skills.

Therefore, ESP lecturers use learning aids such as watching YouTube channels or using applications relevant to the material being taught. This motivates students to improve their English skills and meets their needs to become nurses or midwives in the future according to their respective professions.

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