

THESIS

**THE TEACHER'S ROLES
IN TEACHING ENGLISH FOR SPECIFIC PURPOSES
TO NURSING PROGRAM STUDENTS**



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2014

ACKNOWLEDGEMENT

First of all, I would like to thank God, for everything given to me so far, including health, time, knowledge, and what I could not mention it all here. This thesis, as a partial fulfillment to get the Certificate of Master Degree, will never finish without His mercy.

I would like to express my deepest gratitude and greatest respect to all the people mentioned below for everything they have done for supporting and encouraging me to complete my study as well as the thesis:

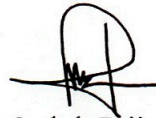
1. Dr. V. Luluk Prijambodo, M.Pd, as the thesis advisor, for all the support given to me during my study completion in Widya Mandala Catholic University Surabaya and all his guidance, comments, and suggestions to help me accomplish this thesis;
2. Prof. Anita Lie, D. Ed. and Prof. Dr. A. Ngadiman, as thesis board examiners, for their valuable time to examine this thesis and a long with their valuable knowledge, guidance, and suggestions;
3. All of the lecturers, staff, and friends in Widya Mandala Catholic University Surabaya for the supports given to me during my study in graduate school of English Education Department;
4. The Dean and staffs of the Faculty of Nursing Airlangga University Surabaya and Stikes Surabaya as the places to conduct this study;
5. Ahmad Junaidi, S.E., M.Pd, Nuzul Q., S.Kep., Ns., M.Ng, and Yulis S.D., S.Kep., Ns., M.Ng as the subjects of this study;
6. Annisa W., Naim K., Rifka F., Gatra S., and Rafika R. as the subjects of representatives of the whole students in this study; and
7. My beloved parents, sisters, grandmother, and best friends who always love, care, support, and pray for me all the time;
8. All of the people whose names are not mentioned here for their generous supports and prayer given to me.

The Writer

APPROVAL SHEET

(I)

This thesis entitled “The Teacher’s Roles in Teaching English for Specific Purposes to Nursing Program Students” prepared and submitted by Nurul Arifah/ 8212712016 has been approved and examined by the Thesis Board of Examiners on Thursday, March 27, 2014.



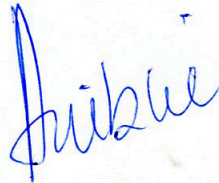
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(II)

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Prof. Anita Lie, D. Ed.

Chair



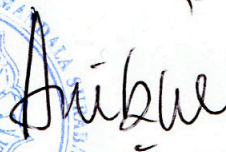
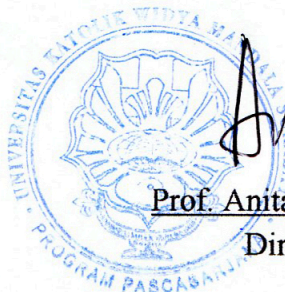
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STATEMENT OF AUTHENTICITY

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. That all cited works were quoted in accordance with the ethical code of academic writing.

Surabaya, March 24, 2014



Nurul Arifah
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ABSTRACT

Arifah, Nurul. 2014. *The Teacher's Roles in Teaching English for Specific Purposes to Nursing Program Students*. Widya Mandala Surabaya University: Graduate School of English Education Department

The consideration of mastering English nowadays brings advanced concept in order to reach better education and career in globalization era and the mindset changes of English language education, particularly in nursing as a familiar job within public health. Related to that phenomenon, English for Specific Purposes (ESP) teacher should also notice that in teaching ESP they have to play their roles to help students in the teaching and learning process. Considering the importance of the teacher's roles in teaching ESP, this study aimed at finding out the teacher's roles in the teaching and learning process of ESP to nursing program students. Besides, this study also aimed at finding out the students responses toward the roles in the teaching and learning process of ESP to nursing program students.

This study is a qualitative case study (approach) which focused primarily on understanding in depth the teacher's roles in the teaching and learning process of ESP to nursing program students. The data to answer 'the roles played by the teacher in the teaching of ESP' were both verbal and nonverbal performance when the teachers were playing their roles in classroom while the data to answer 'the students' response towards the teacher's roles' were from the students' responses when the teachers were playing their roles in the classroom include their spoken words and attitudes shown. For the both research questions, the data collection and analysis procedures were done using classroom observations (using audio visual recording, observation sheet, and fields note), questionnaire and interview (for both the teacher and students).

This study found that the kinds of roles played by the research subjects were as the lecturer, clinical or practical teacher, role model, facilitator, mentor, assessor, curriculum assessor, resource developer, and study guide producer. This study also found that the students' responses towards the teacher's roles were that they liked when the teacher could do their roles well in the class. The students also could be able to understand their response towards the teacher's roles that would have impact to their learning process, thus they became active and enthusiastic.

While each of the nine from eleven roles played has been described separately, in reality they are often interconnected and closely related one to another. The teacher's roles in the teaching and learning process of ESP to nursing program students could be used by teachers as the development of their roles in teaching and learning process in ESP and for the students to have positive responses towards the roles. Indeed a teacher may take on simultaneously several roles, however, a professional ESP teacher (in this case: nursing) should be aware of their important roles, deal, and develop those roles within themselves as those will affect and give positive influence to the students in the class and vice versa.

Keywords: *Teacher's Roles, Teaching ESP, Nursing Students*

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