

CHAPTER I

INTRODUCTION

1.1 Background

The point of view related to the consideration of mastering English nowadays brings advanced concept for each person in order to reach better education, employment, and career enhancement, particularly in this era of globalization. It has brought the mindset changes of English language education. Besides, the matching of language and content also broadens to gain specific knowledge to improve the skill working. Nursing, a familiar job within public health, recognize that globalization era brings some challenges for the learners not only for having integrated and professional skills but also for developing the communication skills to support the giving quality of services. All those aspects will be learned under the term of educational system as the process of teaching and learning.

Minocha et al. (2011) in Shaikh and Khoja (2011) stated that choice and demand are restructuring education, teaching, and learning, and affects them in ways that impact on everyone, including the teacher for instance beside the student. The teacher may not be the only expert during students' learning processes, but the teacher can still play key role in offering support in literacy skills and subject matter expertise, help the students navigate the breadth of content (cited from Drexler, 2010; Väljataga and Laanpere, 2010; Attwell, 2009 in Shaikh and Khoja, 2011). Therefore, they added, teacher roles become crucial and

they are changing rapidly than ever before and new competencies are required all at a faster pace.

It is also expected from 21st century teachers to collaborate with all sectors of the educational community in planning, managing, implementing, and evaluating programs (Shaikh and Khoja, 2011). Since teacher's main role here is transferring changes into educational system, hence, teacher needs to deal with these new changes effectively. These can be done by conducting valuable approach done by the teacher which enhances both language acquisition and academic success by using incorporation of content material into language classes (Cianflone and Coppolino, 2009). The needs to understand the requirements of other professions and willingness to adapt to these requirements make the different term to the roles of the foreign language teachers for specific purposes. Considering those phenomena, the English for Specific Purposes (ESP) teacher should also notice the important aspects in teaching English for specific purposes so that they can play their roles to help the students in the teaching and learning process optimally.

In nursing program, teaching of ESP will go in line with the concept stated by Robinson (1991) that as with most disciplines in human activity, ESP was a phenomenon grown out of a number of converging trends of which we will mention three most important parts. First, the expansion of demand for English to suit specific needs of a profession, in this case is as a nurse. It nowadays becomes public news that most of institution and work fields need their human resources able to have responsibility for their profession in this globalization era. They

should understand what to do and the reasons backward while being able to deliver the services using English. The teacher will have their roles to help student stand on this condition. The students also will make their teacher as model for them in many cases.

Secondly, the developments in the field of linguistics (attention shifted from defining formal language features to discovering the ways in which language is used in real communication, causing the need for the development of English courses for specific group of learners), for example the using of English in particular condition in real situation such as nurse in hospital. Here, the interaction between the teacher and student will influence the result of what real communication is. The teacher has roles not only for making themselves involved in the process of learning, but also how to guide the student to reach the goal of the teaching and learning process held.

The third is educational psychology (learner's needs and interests have an influence on their motivation and effectiveness of their learning). The teacher will help students, who know their subject better than the teachers do, develop the essential skills in understanding, using, and/or presenting authentic information in their profession (Bojović, 2008). Through this part, the teacher roles will be the main factor for the students. In class, students will see and determine how far the teacher will influence, motivate, and make themselves as good facilitators and model to cover all students' needs and interests. Good teachers with their good roles will give more impact to the output of the students particularly from their achievements.

For this case, lots of opinions from the students of nursing program noted that the teachers even sometimes do not recognize that they have several roles that could help students in covering their needs of ESP even some others have recognized that their teachers have conducted their roles well. Besides, the teachers do not fully consider that their roles will determine the learning process and make many different assumptions and views shown from the students' responses as the subject of the learning process. Therefore, this study is going to find out the teacher's roles in teaching ESP particularly for nursing program student and the students' responses for the roles.

1.2 Statement of the Problem

Related to the title of this thesis and the background of the study, two research questions are formulated as follows:

1. What role are the teachers playing in the teaching and learning process of ESP in a nursing program?
2. What responses do the students provide to the teacher's roles in the teaching and learning process of ESP in a nursing program?

1.3 The Objective

In accordance to the research questions, this study aims to:

1. Find out the teacher's roles in the teaching and learning process of English for specific purposes in a nursing program.

2. Find out the students responses for the teaching and learning process of ESP in a nursing program.

1.4 Theoretical Framework

The teacher and the student cannot be separated each other in the term of teaching and learning process beside other educational parts such as material, classroom, etc. Related to this, theory of teaching and learning grounded the process inside the classroom. Constructivism and behaviorism theories considered their importance in this concept. The behaviorist theories stated by Skinners noted that all share some version of stimulus-response mechanisms for learning (Demar, 2003). Besides, Brooks (1999) also noted some sets from descriptors of constructivist teaching behaviors provides a usable framework within which teachers can experiment with the new approach that presents teachers as mediators of students and environments, not simply as givers of information and manager of behaviors.

Appropriate process to hold ESP is not only determined by materials, facilities, or the students, but the most important is the teacher in a teaching and learning process. Coppolino (2009) noted that the teachers should be provided with the necessary knowledge and tools to deal with their own students' specializations and needs. Therefore, they should consider that their roles will be significant to fit those requirements. However, the teacher still does not have consideration that they have important roles for making an advanced developing

teaching and learning process particularly in teaching ESP to help the students reach the goals of the learning process.

Considering ESP, Bojovic (2008) states that it is actually generally known that ESP is different from the English Language Teaching (ELT) and ESP also contribute details in each of the methodology and teaching approaches in order to meet the needs of the learners. Dudley-Evans and St John (1998) modified definition of ESP are divided into absolute and variable characteristics through content-based. For this case, the teacher has to continue to develop the role for instance convergence between study or research, teaching, and learning in advance.

Bojović (2008) also noted some features of teacher roles which should be done to promote the success of teaching ESP, including the role as facilitator, provider, collaborator, and evaluator. They also have to be able in getting or exchanging information in the field. Here then the teacher's roles should be gained and considered more and mentioned more because actually ESP has three main demands which is one of them is need analysis of the learners (Belcher, 2011).

The present study observed various samples of ESP teacher in order to know the roles of the teacher through the process in teaching and learning for it. The purpose in this study is going to know about the teacher's roles in teaching ESP particularly in nursing program and determine the major role from it also students' responses provided. It is done due to the development of teacher's role

is one of important parts in teaching ESP to later reach the goal for a success teaching and learning process.

1.5 The Significance of the Study

Relate to the research findings, the significances of the study are as follow:

1.5.1 The Theoretical Significance

The result of this study can describe the teacher's roles in the teaching and learning process of ESP to nursing program students which can be used by teachers as the development of their roles in teaching and learning process in ESP program (in this case: nursing). The students will be able to understand their response towards the teacher's roles will have impact to their learning process. For the researcher, this study will give a brief description that the teacher plays several roles in teaching ESP for nursing student which can give impact to the teaching and learning process within.

1.5.2 The Practical Significance

The teacher's role in teaching English for specific purposes of nursing program student can be a role model of the application for teachers which can be considered to their roles in teaching and learning process in a classroom. Besides, the students will know how to respond to the teacher's roles in the daily teaching and learning process toward their behavior. From this, the researcher will be able to note the teacher's roles in teaching which give effect to the students' learning process.

1.6 Assumptions

This study is conducted on the basis of the following assumptions. First, professional ESP teachers should be aware of their importance roles, deal and, develop those roles within themselves. The teachers' being for the student in the teaching and learning process should provide main purpose of teaching skills is to enable students to fit the goal of the teaching and learning process. The teacher as a leader in the process will affect and give influence to the student's behavior through some roles they play in the class.

Second, the teacher's roles will help student with their expectation, satisfaction, and achievement. Those needs will be transformed into daily behavior or response for their learning process. By understanding and having comprehensibility of those basic important roles, I believe that teacher could develop and deal with the need of ESP, especially in nursing program student.

Finally, considering framework of teaching ESP in the classroom context, the teacher of ESP, who knows the subject better than the students do, develop the essential skills in understanding, using, and/or presenting information in their profession. Therefore, the teacher's roles are measurable and researchable to be point of the study.

1.7 The Scope and Limitation

The topic of the study is limited about finding out the teacher's roles in teaching English for specific purposes for nursing program student and the students' responses related to the roles done by the teachers in class.

The sample consists of students in nursing program. Study participants were selected based on the sample criteria of the research. The study will include both of the verbal and nonverbal performance of the teacher's roles in conducting the teaching process in ESP classroom context only.

1.8 Definition of Key Terms

To avoid misunderstanding, some key terms for this study are as follow:

1. *Role* is one's function, what person or thing is appointed or expected to do (Concise Oxford Dictionary, 1982 in Beltrán 2001). An expansive and variegated body of analyses examining the linkages between the social organization, culture and performances that humans give while engaged in interaction (Martin–Wilson, 2005 in Beres, 2011).
2. *Teaching and Learning Process* are that learning refers to what is done by students, while teaching refers to what is done by teachers as learning leader (Tatang, 2009).
3. *English for Specific Purpose* is language teaching designed to meet specified needs of the learner; related in content to particular disciplines, occupation and activities; centered on the language appropriate to those activities (Dudley-Evans and St John, 1998).