

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion. The findings are designed to answer the research questions regarding to the Students' voices on the implementation of English for Specific purpose teaching learning in d3 – dental nurse of poltekkes kemenkes Banjarmasin

A. Findings

In findings, the researcher presents data that has been collected from the results of interviews with participants. The data will be displayed in the form of descriptive to explain how to students' voices of implement their English learning for specific purposes.

The interview was conducted with students in semester five of the D3 - Dental Nurse, Poltekkes Kemenkes Banjarmasin. There are 19 students who have answered several questions from the researcher, with this the required data has been collected and the researcher has obtained more detailed information about student voices in the implementation of English learning for certain research purposes.

To find out students' voices about the Implementation of English for a specific purpose, researcher have interviewed students in class A D3-

Dental Nursing, where 19 students answered and gave their various opinions and statements. Researcher have found their various voices about the application of learning English for specific purposes during their studies in class in the first semester of college. The following is a description of each question by the researcher and the results of the answers by students in D3-Dental Nurse Department.

1. Syllabus

First, the researcher discusses the syllabus used for learning English. However, the lecturer who was teaching at that time did not provide the syllabus file to the researcher. The following are questions related to ESP learning in their class.

Question about “Is learning English in the first semester very much towards D3 - Dental Nurse?” a number of 14 students stated that they agreed that their English learning in first semester was leaning towards D3 Dental Nurse. This is also supported by the opinion of the lecturer who was teaching at the time who said that “*Teaching for them is great. But actually we don’t differentiate with other majors because our English for specific purpose was a focusing on the health so it was the same with other majors*”. With this it can be concluded that learning English in the first semester does use ESP and

students feel that their English learning is very inclined towards their department.

Question about “Do students understand that learning English leads to the need for D3 - Dental Nurse?” a total of 13 students stated that they agreed that students' understanding of learning English led to their needs in the D3 major - Dental Nurse. This is also supported by the statement of one student who said *“Alhamdulillah Dan insya Allah saya mampu memahami mungkin awalnya sulit bagi saya namun dengan seiringnya waktu Dan terus belajar saya bisa memahaminya”*. With this it can be concluded that students agree that students learning English led to the need for D3 - Dental Nurse.

Question about “Are students able to understand ESP English learning for the D3 - Dental Nurse department?” a total of 13 students said that they were able to understand learning ESP English for their majors. This was also supported by the answers from students who said that *“iya saya mampu memahami pembelajaran bahasa inggris”*. With this it can be concluded that students are able to understand ESP learning in their department.

Question about “Do the Students majoring in D3- Dentistry require learning English in class?” a total of 14 students stated that they agreed that they as students majoring in D3 – Dental Nurse department needed to learn English in their class. This was also reinforced by the answer of one student who said that “*ya b ahasa inggris sangat membantu saya apalagi di zaman sekarang*”. With this, it can be concluded that D3 – Dental Nurse department students really need to learn English, especially to increase the soft skills of the students themselves.

2. Material

Second, the researcher discussed the material taught in class. The material can be seen in chapter 2. In this material point, apart from the results of the interview questions, there is experience from the researcher which can also support this study, namely, the researcher was part of the learning of dental nursing students when they had to do assignments in the form of practicing English speaking in English class. . Next is an explanation of related questions about materials.

Question about “Is the material given is related to the D3 - Dental Nurse major?” a number of 10 students said they

agreed that the material provided was related to their major. This was also reinforced by the statement of their lecturer who said that *“We created syllabus and lesson plan 16 meeting and then after that we designed the method that we were using. I also told all the tutors that they must communicate with students at least 50% by using English to help the students get used to in English environment. We always give our students evaluation every day and every 8 meetings so that they know their progress and we also know their progress”*. With this it can be concluded that the material they get is in accordance with their majors and students catch lessons easily, the learning methods carried out by lecturers also make it easier for the students and the lecturers to always be able to get progress in every meeting.

Question about *“Are the English materials taught in class related and more specific to D3 - Dental Nurse department ?”* a total of 8 students stated they agreed while there were a number of 7 students said they were not sure that the material being taught in the class was related and more specific to the D3-Dental Nurse Department. However, this is further supported by the statement of the lecturer who said *“Yes, because it is based on the contract between EECC*

(effective English conversation course) and the campus that we provide ESP". With this it can be concluded that students and lecturers agree that learning English in their class is related and more specific to their department because the lecturers who teach use ESP.

Question about "Is learning from lecturers very fun and easy to understand?" a total of 16 students agreed that learning in class with lecturers was very fun and easy to understand. This was also reinforced by the answers from students who said "*Menurut saya pembelajaran bahasa inggris dikelas selama ini sangat mengasyikan Dan dari pembelajaran itu dapat memberikan banyak ilmu yang mungkin suatu saat dapat saya terapkan didunia kerja*". With this it can be concluded that learning in class is very fun and easily understood by students.

Question about "Is Learning English material can help me to practice communicating with patients?" a number of 9 students stated that they agreed that learning English material could help them communicate with patients. This is also supported by the answers of students who say that "*mungkin untuk saat ini saya ketika menjelaskan Kepada pasien masih menggunakan bahasa Indonesia bahasa inggris banyak*

dibagian media atau pengenalan tantang gigi dalam bahasa inggris. Dan selama ini juga saya baru ketemu dengan pasien Indonesia, semoga di lain waktu saya bisa bertemu pasien dari luar agar bisa mengimplementasikan bahasa inggris lebih jauh". With this it can be concluded that they still do not fully communicate with patients using English, but the vocabulary of dental tools and the language they learn is mostly in English so they still use English.

Question about "Is Learning English a difficult category for students?" a total of 12 students stated that they agreed that learning English was in the difficult category for students. This is also supported by the answers of students who say that "*Saya dapat menangkap sebagian pembelajaran bahasa Inggris tersebut, meskipun ada beberapa pembelajaran yang menurut saya sedikit susah*". With this, it can be concluded that learning English is indeed a difficult category for nursing students, but not all material in English is difficult for them, only some learning.

Question about "Is the assignment given by the lecturer difficult and students don't need it?" a number of 10 students did not agree with this, which means they thought on the contrary that the assignment from the lecturer was not difficult

and they still needed the task. This is also supported by the answers of students who say that “*Menyenangkan, ada banyak contoh yg diberikan dan setiap pembelajaran selesai akan ada tugas agar mahasiswa(i) nya lebih paham*”. With this it can be concluded that students do not mind the English assignment given by the lecturer.

3. The Skills of English

Third, there is a discussion about the skills of English. Here we will discuss some of the students' abilities when and after learning English. The following are questions related to English skills.

Question about “Is the vocabulary given related to the D3 - Dental Nurse department?” a number of 11 students stated that they agreed that the vocabulary learned in class was in accordance with their majors. This is also supported by answers from students who say that “*Ya, dikarenakan banyaknya alat alat yang menggunakan istilah bahasa inggris*”. With this it can be concluded that the vocabulary they learn is more needed because the medical equipment they use as nurses use English vocabulary, therefore the vocabulary they learn is according to their department and their needs.

Question about “Is the practice of reading and listening according to the habits of D3 students - Dental Nurse?” a total of 11 students agreed that the practice of reading and listening in class was in accordance with the habits of the students. This is also supported by the answers of students who say that “*Membaca jurnal internasional*”. With this it can be concluded that the habits of nursing students in looking for references also depend on English, which means that English is indeed their need, especially English which is more specific to the Dental Nurse department.

Question about “Is the English daily life that is taught can be used in doing field practice for D3 – Dental Nurse students?” a number of 11 students stated that they agreed that everyday English could help them when practicing. This is also supported by the answers of students who say that “*Kadang kadang di terapkan dalam praktek*”. With this it can be concluded that English is indeed used in their practice, especially in English courses where they practice speaking to check on their patients (in chapter II).

4. The Components of English

Fourth, is a question about the English language component. Below are the questions and answers.

Question about “Do students need more knowledge of English for D3-Dental Nurse?” a number of 13 students stated that they agreed that they needed more knowledge of English, especially in the world of nursing. This is also supported by the answers of students who say that *“Bila dipelajari lebih dalam, pembelajaran bahasa Inggris mungkin dapat membantu saya sebagai seorang perawat dikarenakan banyaknya alat alat yang menggunakan istilah bahasa Inggris”*. With this it can be concluded that knowledge of English is indeed needed by D3 students – Dental Nurse department.

Question about “Is Learn English useful for getting a job as a nurse?” a total of 16 students agreed that English would be useful for future students in getting a job as a nurse. This is also supported by the answers of students who say that *“Bila dipelajari lebih dalam, pembelajaran bahasa Inggris mungkin dapat membantu saya sebagai seorang perawat”*. With this it can be concluded that learning English is not only implemented by students while studying in class but also used as a provision for them to find work later, especially jobs that are in accordance with their fields.

Question about “Does Studying English for a nursing major help me to master English in getting a job?” a total of 11

students stated that they agreed that learning English for nursing majors could help them master English to find a job. This is also supported by the answers of students who say that “*ya bahasa inggris sangat membantu saya apalagi di zaman sekarang*”. With this it can be concluded that English is one of the most important soft skills for students, especially for their needs in finding a job after they graduate from college.

Question about “Does Learning English really help students to gain more knowledge about language, especially English for more specific purposes?” a total of 17 students agreed that English really helps students to gain more knowledge about languages, especially ESP. this is also supported by the answers of students who say that “ *mungkin dalam kehidupan sehari sehari bisa saya implementasikan untuk memahami bahasa media di ilmu keperawatan gigi*”. With this it can be concluded that ESP can make it easier for students in the health sector to be able to understand media in dental nursing, this shows that English plays an important role in their daily learning as dental nurse students.

The results of the research obtained by the researcher have all been summarized along with further information. 19 D3 students – Dental Nurse department have answered the

questionnaire and wrote down their answers. Next, the researcher will describe the discussion of the results of the research that has been done.

B. Discussion

Based on the findings explained by the researcher above, the researcher will discuss the Students' voice on implementation of English for Specific Purpose and Students' voices on the benefit of learning English for Specific Purpose, here are the discussions.

1. Students' voice in implementation of English for Specific Purpose

Based on the research results above, the researcher has presented them in an explanation. In the first point regarding student voices regarding the implementation of English for Specific Purposes, the researcher gave various statements to students and lecturers about their opinions regarding the implementation of ESP in their classes. Answers from students were in the form of answer statements from interviews, in accordance with what they had experienced when learning English in the first semester. Then, from the results that have been obtained it can be concluded that students and lecturers agree to implement the ESP system in English classes.

Based on the results of the answers of students and lecturers as stated in the finding points. Lecturers stated that learning in their class used ESP because this was stated in the teaching contract between the lecturer and the campus concerned. This is in accordance with the statement from Agustina (2014) ESP as an enterprise involving schooling, training, and practice and drawing on three key realisms of knowledge: language, pedagogy, and the professional field of interest of students/participants. Then, this is also felt by students whose ESP English learning is very related to their majors because English is the language of most of the health media that they use daily as dental nurse students.

2. Students' Voices on the Benefit of Learning English for Specific Purpose

Based on the research results above, the researcher has presented them in an explanation. In the first point about Student Voices about the Benefits of Learning English for Specific Purposes, the researcher asked students and lecturers various questions about their opinions about the benefits of learning ESP in their classes. The answers from the students were in the form of their opinions and statements based on their experiences in their English class which took place in the first semester. Then from the results that have been

obtained it can be concluded that students and lecturers agree to feel the benefits of this learning.

Based on the results of student and lecturer answers as stated in the findings points. Many students say that learning ESP English is very beneficial for them, especially in their skills in reading media and nursing tools that use English, then in speaking skills which they use to communicate with patients. This is in accordance with the statement from Agustina (2014) The goal of the ESP course is to provide learners with a basic level of English proficiency in order to prepare them for situations where the language will be used, such as target needs. it can be concluded that the ESP that was taught in their class in the first semester was very useful for the needs of students, in which they emphasized these needs in the form of the use of English which covers a lot of medical devices, the use of communicating with patients, and the use of soft skills for the their future.