

Learning English Vocabulary in Nursing Context for Nursing Students

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Abstract. The background of this research is to find out how to learn and apply English vocabulary in the nursing class. This study aims to find out the right way to teach English vocabulary to nursing students at a private university in Banjarmasin. This type of research uses qualitative research methods with case studies. The research instrument used interviews. The research subjects were 4th semester nursing students at a private university in Banjarmasin. Nursing students learn English by taking turns reading, presenting in English. The problems encountered during learning activities in class are sometimes not understanding when the lecturer explains, because each lecturer has a different accent, and some say that they don't learn English from the basics, so it's rather difficult to understand. The way to solve the problems found is to listen to English songs more often and watch movies with English subtitles to find out new vocabs, and also don't forget to often speak English with friends. The application of vocabulary in nursing classes students apply their English to communicate with patients and communicate with fellow nurses, actually the application is richer to friends and plans to patients, but this patient has not been implemented yet, the plan is implemented in 7th semester.

Keywords: English Vocabulary, English for Specific Purposes, English for Nursing

1. Introduction

In the world, English plays a variety of functions in fields like science, commerce, politics, tourism, and more. English is used as a first, second, or foreign language in almost all nations. As a result, from Junior High School (SMP) to Senior High School (SMA) or Vocational High School (SMK), English is taught as one of the required subjects. Moreover, in the field of work, English is very much needed to support us in getting jobs in Indonesia and abroad. In fact, not all of job seeker master English well. They have difficulty in English one of the factors in mastering English vocabulary in the field of work, one of which is vocabulary. Vocabulary is a student's ability store or memorize vocabulary in English (Murti & Antoro, 2019).

Indonesian vocabulary is completely different from English in terms of form, sound, and spelling, which includes the word entails and, as a result, the word applies (Octaviana, Nadia, & Murtiningsih, 2023; Zakiah, Nadia, & Murtiningsih, 2023). Additionally, speaking a word has a

somewhat different formula from writing. English pronunciation rules different from Bahasa Indonesia pronunciation rules, how letters are understood will depend on the situation. Students would learn how to select the words that have the right connotations and how to avoid ambiguity while using terms that indicate a certain context (Al Febi, Al Farhan, Sutopo, & Mukhlisin, 2023; Maulana et al., 2023). As a result, people, especially students, who learn the English language frequently report having trouble picking up vocabulary (Patricia, 2021). Thus, the researcher's goal in doing this study is to examine the obstacles that students face and how they affect their ability to learn vocabulary. The majority of the pupils have trouble pronouncing words, writing, and spelling. The many grammatical forms of words, known as inflections, were one of the reasons why children had trouble learning vocabulary. Additionally, the student's clear difficulties in determining the words' suitable meanings as well as their uncertainty in using the word correctly confirmed the context.

Vocabulary can be defined as a set of alphabets arranged in a dictionary consisting of one word that has meaning, or more than one word or what is called a collection of words (phrases) that have their own meaning. Students need to learn vocabulary well (Listiani, et al., 2021). To participate in the four language skills when learning English as a second language, one needs a large enough vocabulary. Several theories have been proposed to show the relevance of English vocabulary in second language acquisition (Wulansari et al., 2023). English vocabulary is classified into active vocabulary and passive vocabulary based on how it is used in language skills (Manurung, 2021). Active vocabulary consists of words that the speaker can comprehend, pronounce correctly, and use in writing and speaking with appropriate construction, as opposed to passive vocabulary, which consists of words that the speaker can recognize and comprehend in context but cannot pronounce correctly (Dakhi & Fitria, 2019). In active vocabulary, we know the exact meaning of the word, how to use the word in the correct context, its spelling and pronunciation, etc. However, in passive vocabulary, we may recognize a word and understand its meaning, but we are not completely familiar with the word. Students use active vocabulary in communication, but students do not use passive vocabulary in communication.

Mastery of vocabulary in English language skills is an important part of teaching English in the aspect of foreign language communication (Anggraini & Al Farhan, 2023). Beside that by having good vocabulary, it can support the ability to communicate in English. Mastery communication in English is also as one of requirement at work. It will help the job seeker to get a job and even to have conversation practice at work. Dealing with the need of English at work, there is ESP. It gives English specific purpose at certain job. Learning English for specific purpose or ESP is very important to support our ability in the specific of work (Yulianty & Al Farhan, 2023). Having the ability to master English can be an added value for someone to be able to compete and will make it easier to get job opportunities, scholarships, and in international relationships (Thariq et al., 2021).

ESP is a method of teaching languages that seeks to match the needs of specific students. In actuality, this implies that a large portion of an ESP teacher's job is focused on developing suitable curricula for distinct learner groups (Baumgardner, 1988; Murtiningsih & Amelia, 2023). ESP is an

English approach that has different approaches, perceptions, designs, materials, evaluations and goals to learn English for specific. The fields of science and profession are for example English for law, medicine, mechanical engineering, economics, or maritime and so on field. ESP material refers to the needs, lack and want of students. In nursing English is a need to use. There are some English expressions nursing equipment that are often used in daily activities (Nadia, Yansyah, & Rafidiyah, 2021; Pebriano et al., 2023).

Being the first to interact with patients in hospitals and serving as a liaison between patients and specialized caregivers, nurses are undeniably the doctors' eyes and ears. Sometimes they have to advise patients, describe a procedure, or just talk to patients and doctors, not only that, some instructions on medicine and how to use medical devices also use English, not forgetting also to mention the time always use AM/PM. Being the first to interact with patients in hospitals and serving as a liaison between patients and specialized caregivers, nurses are undeniably the doctors' eyes and ears. Sometimes they have to advise patients, describe a procedure, or just talk to patients and doctors.

In previous research that researcher found told that One of the subcategories of English for Specific Purposes is English for Nursing. In order to achieve a specific learning aim, the instructor must select a particular strategy for this kind of English lesson. The ultimate objective of learning this form of English is to provide students with competencies that are appropriate for their future careers, one of which is English proficiency. This is inextricably linked to the teacher's decision regarding the best teaching strategy. Numerous research on the use of particular teaching approaches have been conducted. The students' reactions to the use of task-based language instruction in English for Nursing classes are still mostly unknown. The present work provided light on this issue to close this gap. This qualitative research aimed to explore students' perception of this teaching method (Kailani & Murtiningsih, 2019).

In other previous research states that the English courses at universities serve a variety of purposes, including teaching students' skills and assisting them in finding employment after graduation. Considering that English is a global language. English proficiency is crucial for students because, as academics, they require more knowledge to survive the globalization era. There are significant elements in English. They are elements of English's language and skills (Andriani & Sriwahyuningsih, 2020).

English Vocabulary Learning

One of the most important components of learning a foreign language as well as one's own tongue is developing one's vocabulary (Nurfauziah et al., 2023; Riskina et al., 2023). Teachers in ELT give attention to a word's function, pronunciation, and core meaning as they teach vocabulary from a different angle (Rao, 2018). Therefore, the importance of learning foreign language vocabulary in general.

Language learning strategies, which are a subclass of learning strategies in general, include vocabulary learning procedures. If "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations,"

is the definition of language learning techniques, then. The techniques use to acquire new words, store them in long-term memory, recall them for understanding, and apply them in language production are known as vocabulary learning strategies (Fauziah, Pebriano, & Murtiningsih, 2023; Jurkovic, 2006).

The development of academic language competency, which enables students to process the substance of academic discourse, is a key component of vocabulary learning procedures at the tertiary level (Chaudhary & Anjum, 2022). Students with poor academic language skills would find it difficult to complete even the most fundamental course requirements, such reading necessary readings and presenting, developing, and defending their arguments in writing. Academic language is specialized speech and writing used in academic settings to promote communication and critical thought about subject matter. As a result, in order for students to successfully complete their assignments, they must possess effective learning tactics for vocabulary (Sandi et al., 2023). When vocabulary acquisition tools are used wisely, learners can become more autonomous and independent, which may have a positive impact on their academic learning.

English for Nursing

Each department or study program in tertiary institutions will have lessons English for Specific Purpose (ESP), which is a required subject at the College of Higher Education. This course has a range of 2-3 credits and is taken across one to three consecutive semesters for a total of 4-6 credits. The University's ESP policy varies depending on the faculty enrolled (Septiana, 2018). The introduction of ESP programs in higher education primarily aims to address one set of problems, namely the needs of the working world.

First English for Specific Purpose classes provide two advantages for students and teachers. Students learn to utilize English directly in the context of their disciplines for both academic and non-academic purposes after receiving ESP while they are enrolled in academic courses related to their areas of interest. Reading, listening, writing, and speaking about topics related to the content or subject of their scientific profession are examples of academic interests. Non-academic interests are those that are outside of their fields of study, such as talking, reading, listening, and writing about subjects that are necessary for daily living. Talking with professors and friends, for instance, or writing brief reviews or listening to English news are just a few examples.

The second advantage is for the preparation of the workforce. English proficiency is a necessity to get a job. Many job interviews include English-language introductions or Test of English as a Foreign Language (TOEFL) requirements. This occurs as a result of how businesses become ready to compete more effectively on a worldwide scale, particularly in the current free trade age. English cannot be released during interview sessions or while performing tasks at the organization. Examples include the work of customer service representatives, nurses, marketers, bank tellers, programmers, journalists, lawyers, and other professionals.

Nursing study program is one of the majors that studies English for a specific purpose to support the work to be carried out. Since it is linked to patient outcomes, communication between nurses and patients is a crucial strategy. Depending on how it is done, communication can either help or

hurt the patient's outcome. Surgical mistake is strongly predicted by communication and teamwork issues in the healthcare industry (Wiegmann et al., 2007). Therefore, it is important to learn English vocabulary for the nursing profession because it will be very useful when entering the world of work.

Nursing information includes patient demographics, progress notes, assessment information, and care plans, as well as components of nursing services (such as personnel and equipment). Care plan data in particular are a wealth of knowledge that might enhance our comprehension of the nursing care given to patients. Patient problems, desired objectives, and planned and carried out nursing actions are all included in the care plan information, which illustrates nurses' clinical reasoning.

Nurses are trained professionals who provide care for patients who are ill or disabled. They are an essential component of healthcare professionals who, thanks to their education, are skilled at providing for the needs of those who are ill or injured. (Naylor & Kurtzman, 2010). Professional nurses are prepared to care for patients and their families because they have the necessary training, focus, knowledge, and skills. The majority of studies on students' speech requirements, specifically speaking demands, were undertaken in nursing. This is a significant contribution that could serve as a guide for similarly important nursing research.

Of the many previous studies that exist, not many have investigated similar topics in the context of nursing students. Therefore, the researcher took the title Learning Vocabulary in Nursing Context for Nursing Students for my thesis because there is not much research on vocabulary in bilingual nursing study program. The research questions are 1) How do nursing students learn vocabulary in nursing class? and 2) How do nursing students apply vocabulary in nursing for their class?

2. Method

The approach used in this research a qualitative approach in the form of a case study by examining other studies regarding vocabulary learning for nursing students. The method used in this study is qualitative. It requires an understanding of the problems that exist in this study. Because it excels at studying complicated subjects in-depth, case study research is thought to be more suitable for qualitative research (Prasad Bhatta, 2018).

The research location took at one of the private campuses in Banjarmasin. The researcher choosed this research location because this campus has nursing study program and it is well known university and it has some students to study there. In this study, there are six nursing students who would become participants to add data and confirm the data to be obtained. The criteria for students selected to be interviewed were students who had the highest average score in English in the bilingual class.

This study used interview instruments. In this research, semi structured interview was used. There were some questions in the list to guidance the researcher in interviewing the lecturers. Some students who are selected to conduct the interview answered some of the questions that have been made by the researcher. This instrument is used to find out to what extent students can apply

vocabulary learning to their activities, not only to students, interviews are also conducted with teaching lecturers to find out the strategies and objectives of teaching vocabulary to bilingual nursing students.

The steps that were carried out in data analysis are as follows: 1) Data Condensation, in this case the writer collects data about English vocabulary learning strategies for nursing students by conducting interviews in nursing classes. 2) Data Display, in this study using notes and narrative text from the results of the data that has been obtained in the previous stage about English vocabulary learning strategies for nursing students. 3) Drawing and Verifying Conclusions, drawing conclusions is the last step of data collection which should follow data reduction, and data display before (Miles, Huberman, & Saldana, 2014).

3. Result and Discussion

Learning vocabulary in bilingual class of nursing study program

Related to the use of English for daily activities in nursing class, there are some who say that English is very important for their daily activities because every writing report and nursing is required to use English. Student A said:

“It's definitely useful, the answers are almost the same because our report has to be in English, according to me it's important, because usually when we're on duty, the report and the askeb are in full English, it's useful because we use official information and our reports use English.”

Vocabulary and psychomotor abilities are two important things in learning English (Kusumaningrum, et al., 2020). Regarding student involvement in English for nursing, students mentioned during interviews that they were involved in several learning activities such as taking turns reading texts and taking quizzes.

Regarding the obstacles that occur when learning vocabulary for nursing there are several obstacles they encounter in this learning, some of them say that sometimes they don't understand when the lecturer explains because each lecturer has a different accent, and there are also those who say they don't learn English from basic so it's a bit difficult to understand.

“The problem is grammar and pronunciation, and one more problem is listening, because there are different accents. the problem is not bad for me because basically I can't speak English at all but with friends and now it's easier to access English anywhere so it's quite helpful, but the problem is more to do with listening because the accent of the person speaking really really affects it.”

Regarding the solutions used to overcome obstacles that occur when learning English, all respondents stated that the most appropriate solution was to often listen to English songs and watch

movies with English subtitles to find out new vocab vocabs, and also don't forget to often speak in English. English fellow friends.

“For myself, the solution is usually watching movies with English subtitles, and listening to English songs, and sometimes when watching movies or dramas, the dubbing is still in English, not changed.”

Related to the most learning media effective all students stated that the most effective learning media used were games because apart from being fun games were not boring activities, apart from games there were also respondents who mentioned video media was also effective because apart from being able to see we could also hear firsthand how to pronounce English correctly what it's like.

"Usually the media that is used usually uses audio video with ppt and paper and usually there are quizzes too, the most effective media according to Ulun is video because from video books you can listen and you can see how it is pronounced too, usually games because if games are usually included quickly Vocab it goes to the brain, games are fun because they make the atmosphere less boring.”

When asked how lecturers teach Vocabulary for Nursing, most of the respondents said that so far the lecturers explained that they must use a mix of languages, namely Indonesian and English so that students can also understand, but some lecturers also use full English.

“Some explain it is easy to understand, some are difficult to understand, what is easy to understand is that if you explain it in English, then explain it again in Indonesian, but there are also lecturers who explain in full English, it is quite difficult to understand especially for we don't have basics, if there is a questions and answers session we usually have to use English but if you can't, you can use Indonesian to mix it up like that.”

Applying vocabulary in bilingual class of nursing study program

In the next sub-topic, researcher was interview participants controlling anxiety when they want to present at the International Conference. Even from one participant there was a statement that he managed to control his anxiety when he was about to start the presentation and that stated that he when he started the presentation did not feel anxious anymore. This makes researchers interested in discussing participants who are very anxious to participants who are not even anxious at all.

Related to the application of vocab in the nursing class, namely the patient's friend during learning and the use of material.

“If we teach him to communicate with patients and communicate with fellow nurses, actually the application is richer to friends and plans to patients, but this patient has not been implemented yet, the plan is implemented in semester 7.”

There were different answers from other students, she stated:

“The application of vocabulary in class is only when studying and even then not too often because the lecturers can also help too, for example in class it's usually just right for lessons, because we rarely speak English among friends, for regular courses it depends on the lecturer too the ppt is in full English so it depends on the lecturer, actually it's more like talking with lecturers who teach English or nursing English but sometimes they also use a little English to their friends.”

5. DISCUSSION

This section interprets the significance of the research findings by examining their correlation with previous studies and the theoretical framework with the aim of answering research questions. Therefore, this section describes about learning vocabulary in nursing class and Applying vocabulary in nursing for their class.

Based on the data presented above, obtained through interviews, explains how to learn English vocabulary in class including the application of this vocabulary in fellowship classes. According to the results of the interviews that have been conducted, English vocabulary is very important to learn to facilitate daily activities as nursing students, their involvement in teaching and learning activities is also very necessary. Effective learning media is also important to support student understanding.

Learning vocabulary in nursing is very useful because it can support their future job is also useful when they write reports, read health journals from abroad and when doing hospital service because they are required to be able to speak in English.

For the first research question, learning vocabulary in nursing class according to Kumar (2020) The collection of words that a person, class, or profession uses is known as their vocabulary. The cultural, grammatical, lexical, and phonological facets of teaching English vocabulary are all important to language learning. The largest vocabulary of any language is found in English. Vocabulary knowledge is frequently seen as an essential skill for second-language learners. One cannot effectively communicate in a second language if they have a small vocabulary. Language and cognition are two different things, but they are closely related because they influence each other (Murthado, et al., 2021).

Vocabulary learning still presents some challenges for some kids. It is because English vocabulary differs from Indonesian vocabulary in terms of word usage, pronunciation, and spelling. Researchers have found that learning vocabulary can be challenging for a number of reasons, including meaning, appropriate use, pronunciation, spelling, and connotation. (Lutfiyah et al., 2022).

Nursing study program is one of the majors that studies English for a specific purpose to support the work to be carried out. Patients and their families today need to explain the patients condition with medical professionals like nurses and doctors in order to understand their health or sickness. Since it is linked to patient outcomes, communication between nurses and patients is a crucial

strategy. Depending on how it is done, communication can either help or hurt the patient's outcome. From other research said that students realized about the urgency of learning English and even to some extent, English has been considered as the most important lesson to master. It can be deciphered that almost all students agree that English nursing had benefit for their future career (Murtiningsih & Kailani, 2019).

The application of vocabulary in nursing classes must more often try to communicate to others because in semester 7 nursing students will implement it to patients, In addition, the application of vocabulary is also used to read instructions for tools and medicines, most of which are in English.

The nursing students need to learn English because they want to increase their English competency, especially nursing English. They want to communicate their nursing as their background in English fluently. The students are not only developed their communication skill but also their nursing skill. They act out their future reality job by having nursing simulation. They have some practices to apply their nursing skill based on nursing standard operation procedure in their nursing simulation. So by knowing the need and reason why the learner study the language is important to apply it into some tasks which relates to the student real life tasking, and it is given by having Nursing English Class as ESP.

The application of vocabulary learning strategies with discretion when vocabulary acquisition tools are used wisely, learners can become more autonomous and independent, which may have a positive impact on their academic learning. They also claim that nursing standard operation procedure should be applied in their oral communication when they do English nursing simulation. By having some nursing simulation, the students do not only understand well about the implementation of nursing standard operation procedure in some nursing cases but it also gives more practicing in their English oral communication skill.

4. Conclusion

From the results of the research that I have done, there are several important things about learning vocabulary and applying vocabulary in nursing classes: 1) Nursing students learn English by taking turns reading, presenting in English. The problems encountered during learning activities in class are sometimes not understanding when the lecturer explains, because each lecturer has a different accent, and some say that they don't learn English from the basics, so it's rather difficult to understand. The way to solve the problems found is to listen to English songs more often and watch movies with English subtitles to find out new vocabs, and also don't forget to often speak English with friends. 2) The application of vocabulary in nursing classes students apply their English to communicate with patients and communicate with fellow nurses, actually the application is richer to friends and plans to patients, but this patient has not been implemented yet, the plan is implemented in 7th semester.

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