CHAPTER I
INTRODUCTION

A. Background of Problem

English proficiency is one of the requirements for the success in the college and higher education study. Almost all reference books in various knowledge disciplines do not stand apart from English. The effect is to create a whole new mass of people wanting to learn English, not for the pleasure or prestige of knowing the language, but because English is the key to the international currencies or technology and commerce. The general effect of all this development is to exert pressure on the language teaching profession to deliver the required goods.

Real success in English teaching and learning is when the learners can actually communicate in English inside and outside the classroom (Davies & Pearse, 2000:99). The starting point for all language teaching should be an understanding of how people learn. Regarding this fact, a good practice in teaching and learning English has big influence in the ability of English.

An English course that takes an innovative and possibly controversial approach to the teaching of English needs a few words of introduction and explanation. First, it is no secret that the teaching of English in Indonesia has not been a great success, although there have been outstanding exceptions. However, the number of Indonesian students who experience year of language teaching is extremely high. The number who complete this experience and who are able to use English in any meaningful way remains relatively small.
As English becomes the accepted international language of technology and commerce, it creates a new generation of learners who want to know specifically what they are learning. For instance, businessman and women who want to sell their products, mechanics who have to read instruction manuals, doctors and nurses who need to keep up with development in their field and a whole range of students whose course of study includes textbook and journals only available in English.

As accordance with the statements above, the demanding of healthcare professionals, especially nurses, who are able to communicate using English, is increasing in years by other countries. Yet, these demands cannot be fulfilled since only few healthcare professionals who are competent on their field and well-communicate in English. Most of them do not suit with the available criteria.

In fulfilling the demands of other country of healthcare professionals, Indonesian healthcare institution then held English for medical study. The teaching English for healthcare professionals has only fulfilled minimum goals after years of teaching English. In 2008, demanding from Japan yang reaches 1,000 nurses, and it can be fulfilled only 208 nurses. It does not include the demanding from other countries in Asia Pacific, Middle East, and United States. (Tribun Batam, January 23rd 2009)

As cited form Pikiran Rakyat newsletter, February 21st 2009, about 10,000 nurses are still required, in 2009, by Jordania, Syria, Kuwait, Japan, Seoul, Australia, Canada and New Zealand. Indonesia has just fulfilled 208 nurses from 1,000 quotas from Japan. It means there are about 792 nurses still required.
Chairman of BNP2TKI (Indonesian Manpower Placement and Protection National Board), Moh Jumhur Hidayat explains that it is because of low quality of the manpower, especially in language competent.

Based on the problem above the writer curious with the question what wrong with the teaching learning process is. Since the responsibility of success in teaching almost depends on teachers, the writer formulates his research entitled “THE PORTRAIT OF TEACHING ENGLISH FOR NURSING IN NURSING ACADEMY” (A Case Study of English Teacher at Aisyiyah Nursing Academy Bandung).

This paper is intended to observe, find out and analyze how the process of teaching English for nursing in nursing academy is. The research also investigates the problems and solutions faced by teacher during teaching process. This research is also focused on obtaining some information about the frequency use of language methods in classroom activities.

B. Research Question

Based on the explanation above, what the writer tries to search for in this research can be interpreted into several questions as follow:

1. How is the process of learning English for nursing in nursing academy?

2. What are the difficulties faced by teacher when they teach English in nursing academy?

3. What are the teacher’s efforts to overcome the difficulties?
C. Aims and Significance of Research

Regarding the problem above, the aims of research are:

1. To know the process of learning English for nursing in nursing academy.

2. To reveal the difficulties faced by teachers in teaching English for nursing in nursing academy.

3. To reveal the teacher efforts to overcome the difficulties.

In line with the purpose above, the research will be significant as follow:

1. To provide nursing academy with information related to teaching English for nursing.

2. Teacher has consideration to choose some methods to teach English for nursing as an effort to overcome the difficulties.

It is expected that after this research has been conducted, the recommendation can be drawn to other nursing academy to provide English as local content or compulsory subject to face the globalization in as good manner as possible. With existence of this information, it is expected that the process of teaching and learning English in our country can be developed.

D. Rationale

One of the main goals in teaching and learning English is to be able to communicate. Canale (1983, in Fernández and Sanz, 1997, p.19) defines communication as ‘the exchange and negotiation of information between at least two individuals, via the use of verbal and non-verbal signs, relying on oral and written/visual modes as well as on productive and exegetic processes’.
In line with that statement, it is important for all language teachers to know several methodologies that can be used in teaching learning language. Besides, the teacher should master the materials. In addition to this, they should be able to choose an appropriate approach, method and develop the techniques of teaching in order to be able to teach English effectively so that the students will be more active and more interested in learning the language.

This effort must be considered well by English teachers in Indonesia, especially by English for Specific Subject (ESP) teachers. In line with this, the following diagram shows that research would analyze how the process of teaching English for nursing is, related to the implementation of teaching English at Aisyiyah Nursing Academy – Bandung.

![Diagram](https://via.placeholder.com/150)

**Figure 1.1. THE PROCEDURE OF RESEARCH**
E. Steps of Research

1. Source of Data

a. Primary Data

The primary data are taken from the English teacher of Aisyiyah Nursing Academy Bandung and related teachers. The writer uses purposive sampling to know about the deep understanding of implementation in teaching English for nursing. There are two teachers of English in the academy. Since the study investigated the problem faced by teachers, it is important to involve the two teachers of English. It is to get the whole problem of teaching English faced by teachers and to compare the results from two teachers. The sampling technique is further elaborated in chapter III.

b. Secondary Data

The secondary data gets from some books and websites so that the researcher can get some theoretical background to support writing the paper.

2. Determining Research Method and Techniques for Collecting Data

a. Determining research method

The method uses in this research is case study research. It is a type of qualitative investigation, which deals with a phenomenon. The purpose of this method is to describe the process of teaching. The phenomenon – series of events in the classroom and their possible outcomes – is depicted and conceptualized by the researcher (Gall et al, 2003:439).
b. Technique of Collecting Data

The researcher uses certain techniques for collecting data. Those are observation, interview, and questionnaire. Brief descriptions are given as follows.

1. Observation

Observation is a kind of technique, which is done by undertaking carefully supervision and recording systematically (Arikunto, 2006:229). This technique is to collect data by observing field study directly. The observation is also to find the data concerning variable that consists of note, transcript, book, meeting note, agenda, etc. The matters will be observed are the points related to:

a. The process of teaching and learning English for nursing in nursing academy.

b. The evaluation held by the teacher of English in one period (in a month; at the end of the month) to find out the students’ progress in learning. The writer asks the teacher of English to give the result of the evaluation as the students’ achievement.

The study is conducted for a month to evaluate, in order to be able to evaluate the result of teaching-learning process in an evaluation period-included observation in the indoor and outdoor.

2. Interviews

According to Arikunto (2006: 227) interview is regarded as a process of asking questions to two or more respondents in face to face
situation. Practically, questions are prepared in advance and they are directed to get certain desirable information that will be studied. The interview will be given to the teachers of English at Aisyiyah Nursing Academy -Bandung. The purpose of the interview is to get objective information about the process of teaching English for nursing in nursing academy and the problem faced by teachers during teaching learning process in the classroom.

3. Questionnaire

According to Yin (1994:64), questionnaire is specific questions that the investigator must keep in mind during data collection. It is part of recommended sections in the use of case-study as part of a carefully designed research project. Then in “(http://en.wikipedia.org/wiki/Questionnaire.html)”

“Questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. In this study, questionnaires are given to English teachers.”

In this case, questionnaires are given to English teacher. The purpose is to get clear information about the difficulties faced by teacher and their efforts to overcome the difficulties. It is also used as comparing data to the results of interview.

3. Analyzing Data

To analyze the data writer uses some techniques (Moleong, 1989). Thus, this research conducts the steps as follows:
a. Collecting whole data based on the research problems. It is done by observing and engaging in English teaching activities at Aisyiyah Nursing Academy –Bandung, interviewing the teachers of English and giving questionnaires.

b. Analyzing the whole data that have been attained from the Aisyiyah Nursing Academy Bandung.

c. Determining validity with using the following criteria:

- Surveying, it is done by surveying the whole activities Aisyiyah Nursing Academy -Bandung.
- Triangulating, it is done to know the original data by comparing the writer’s data with others and measuring observation data, interview data and questionnaire.
- Supplying reference by using written materials as reference for testing when analyzing and interpreting data.

d. Categorizing units based on rationale.

e. Making core summaries, process, and statements from Aisyiyah Nursing Academy -Bandung.

4. Deciding Location and Sample of Research

This research is conducted at Aisyiyah Nursing Academy Bandung. The writer chooses the research site at Aisyiyah Nursing Academy Bandung since it is related to the problem occurred recently. The researcher investigates the process of teaching English for nursing and its difficulties The sample of the research are the teachers of second and forth semester of Aisyiyah Nursing Academy Bandung.
F. Clarification of Terms

To avoid misunderstanding in reading this paper, the writer gives some clarifications as follows:

- **Portrait** is describing process of learning teaching in the classroom at Aisyiyah Nursing Academy Bandung that evolves interaction between teacher–student and student–student.

- **English for specific purposes** (ESP) is a sphere of teaching English language including technical English, scientific English, English for medical professionals, English for waiters, and English for tourism. It is an approach to language learning, which is based on learner need.

- **English for nursing** is a branch of ESP that only focus on nursing work field. It is placed in English for medical purposes.

- **Nurse** is a healthcare professional who, in collaboration with other members of a health care team, is responsible for: treatment, safety, and recovery of acutely or chronically ill individuals; health promotion and maintenance within families, communities and populations; and, treatment of life-threatening emergencies in a wide range of health care settings.

- **Nursing academy** is a type of educational institution providing education and training to become a fully-qualified nurse.