

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter presents: (1) findings, and (2) discussion,

4.1 Findings

The research findings of this study presented the difficulties in teaching ESP for midwifery students: a case study at STIKES Abdurahman Palembang. The data of this study were obtained from interview to the lecturers of English.

In depth interview was done by using Indonesian and Palembang language (local language) that aimed to make communication between researcher and participants easier and to minimize the possibility of misunderstanding. The researcher used an initial name for all the involving participants. They were the first participant (NB) and the second participant (RT). In this study, the researcher found some difficulties that were faced by English lecturers in teaching English for specific purposes. The difficulties were lectures were challenged (1) to improve student's competencies in midwifery due to lack of knowledge, (2) to manage the class, and (3) to teach ESP based on the curriculum set by the school.

From the result of this study, related to the difficulties faced by the lecturers of ESP, I categorized into some themes and code below.

Table 4.1 Themes and Codes of the difficulties in teaching ESP for midwifery student: a case study at STIKES Abdurahman Palembang

Themes	Codes
- Lecturers were challenged to improve student's competencies in midwifery due to lecturer's lack of knowledge of Midwifery	- Lecturers had less experience about teaching ESP. - Lecturers had problems during the process in teaching ESP due to

	lecturers' educational background
	- Lecturers were difficult to teach the specific materials related to Midwifery principle of knowledge.
- Lecturers were challenged to manage the classroom	- lecturers were challenged to encourage the students to be more active, confident and engaged in using English.
	- Lecturers had difficulty in teaching ESP due to lack of the time.
	- Lecturers were challenged to teach without sufficient facilities (laboratory, midwives props, etc) and online presentation during the pandemic.
Lecturers were challenged to teach ESP based on the curriculum set by the school.	- Lecturers were challenged to improve students ESP skills only on based curriculum set by the school
	- Lecturers were difficult to provide the teaching time due to the abundant ESP credit and the lesson plan

The themes and codes gained from the qualitative data as list in table 4.1 was described in order to know the lecturers' difficulties in teaching ESP for midwifery students at STIKES Abdurahman Palembang which were divided into three things; namely lectures were challenged (1) to improve student's competencies in midwifery due to lack of knowledge; (2) to monitor students'

language skills in applying classroom; and (3) to teach ESP based on the curriculum set by the school. The description was described as follows.

4.1.1. Lecturers were challenged to improve students' competencies in midwifery due to lecturer's lack of knowledge of midwifery.

Based on the data gained from the interview, the researcher found out the first difficulty to improve students understanding in ESP based on lecturer's knowledge of specific materials. This difficulty was affected by the lecturer's lack of knowledge as they had less experience in teaching ESP. As said by the interviewee, participant RT, *"well, I've been teaching ESP at STIKES for 3 - 4 years"* (personal communication, August 23, 2021) the other interviewee, participants NB also mentioned *"So as about my experiences, I think maybe I have less experience about teaching ESP, one year until three years for English Class, for teaching English for midwifery students."* (personal communication, September 1, 2021). Therefore, lecturers with an English education background do not have enough training about teaching ESP in midwifery, and this causes them not to sufficiently explore what was needed for midwifery student because teaching ESP material that really must be related to the scientific field of what students being taught.

The second factor caused the difficulty for lecturers was due to their personal education background that the lecturer who taught ESP was not only a lecturer who came from English education, it turned out that the policy from there was allowed lecturers that was not from a English education background. After the researcher interviewed the lecturers who did not come from the teacher's background, the researcher found that they were not very familiar with the ESP

teaching process and method. Therefore when they designed teaching materials they had difficulty in that regard. The lecturer who did not have English Education background tended to find it difficult to teaching ESP because they felt like they did not have adequate knowledge on the English Education field. As said by the interviewee, participant NB, *“actually, I’m a midwifery graduate from my campus, since I’m not an English tutor, I taught Special English for Midwifery. So as about my experiences, I think maybe I have little experience about teaching ESP, one year until three years for English class, for teaching English for midwifery students.”* She added, *“at first, I see it as a difficulty since I’m only having knowledge on midwifery, but I need to teach ESP, so I try to educate myself to be familiar with this field, English field so I can teach my students”* (personal communication, September 1, 2021). While the other lecturers who had English Education as their background, said that they need more preparation to teach ESP for midwifery content material, because they were not familiar with this field, As said by the interviewee, participant RT, *“and my educational background is English Teacher. Aside from this school, I’m also one of English course tutor, but teaching ESP for me, especially for midwifery students really give me so many experiences through the process so far”*. The lecturers’ personal education not only from their formal education but supported from non-formal education. Both participants agreed that the school didn’t have enough education seminar and training for the lecturers in term of ESP and midwifery content material. Thus, both of formal and non-formal education affected their knowledge in understanding both ESP and the midwifery principle of knowledge.

The last difficulty was the lecturers were difficult to teach the specific materials related to Midwifery knowledge principle. As said by participants NB, *“The difficulties comes from specific materials related to Midwifery knowledge principle, some of the words, maybe not familiar, like the students feel difficult in words producing, they need to understand both the pronunciation and the meaning, and the words could be specific words to be used for checking up, diagnosing, and making action toward a patient. I think the difficulties to my student are to explain the difficult words to them and to introduce unfamiliar word”* (personal communication September 1, 2021). This can be challenging for the lecturers because they had to figure out the suitable method for teaching their students about the specific midwives material.

Based on the explanation above, the researcher could find out the challenge to improve students understanding of ESP due to lecturer’s lack of knowledge were lecturers had less experience in teaching ESP, lecturers faced problems during the process of teaching based on their personal experience. They must develop teaching materials first before teaching both lecturers in the field of English and English education their personal educational background and also lecturers were difficult to teach the specific materials related to Midwifery knowledge principle.

4.1.2. Lecturers were challenged to manage the classroom

The researcher found that during the applied classroom management, the monitoring student’s language skill become difficulties for the lecturers. Student’s language skills become lecturer’s consideration to know whether the lesson

succeed or failed. Lecturers were challenged to encourage the students more active, confident and engaged in using English. Some of students looked reluctant and less active to speak English so that lecturers were challenged to encourage the students more active, confident and engaged in using English. As said by interviewee, Participant RT, *“It is just because all the learning through online, some of the students tend to be more passive in speaking English because they are not confident enough”* (personal interview August 23, 2021). Thus, the teacher need gives motivation to the students in order to be spirit in following ESP class. So that, teacher could motive them by give them information’s that so many benefits of learning English ESP.

The second difficulty related to manage the class was lack of time allocation. It had become an important challenge for the lecturers especially an ESP Lecturers had difficulty in teaching ESP due to lack of the time. From the interviewee, Participants NB said, *“about the time in teaching ESP, I don’t think it is difficult for me, but as a Lecturer, we tell the students, how to adopt with this kind of pandemic situation, as they will work in medical field, they will communicate with medical doctor, patients or public in general, we should encourage them to be able to manage their time.”*

The result about the facilities at this school show that teaching ESP, the teacher said that school have good enough facilities but there is no laboratories to support learning ESP. In teaching process, the school did not provide various media as learning source and less teaching property. In fact, the school only provided teacher’s and students’ handbook as learning source. In brief, the teachers were challenged to use various media that was not provided by this

school. And caused the students did not fokus on the teaching and learning process. This difficulties related to teaching facilities would make the limit of students' practical learning activities. As said by the teacher, *"Yes, the facility provided is helping me enough, but because the online learning, some of facilities such as the use of laboratory rooms for practice isn't able to be used, but we know as midwifery students they really require to have practical skills to support their theoretical knowledge"* (personal communication, August 23, 2021).

Based on the interview, it can be seen, that there are several factors that affected and becoming difficulties for the lecturers. There are student's engagement and enthusasism in the class, the lack of time allocation throughout learning process, and regarding the school's learning facilities.

4.1.3. Lecturers were challenged to teach ESP challenges based on the curriculum set by the school.

From the interview, the researcher found that lecturers were difficult to provide the teaching ESP credit and the lesson plan because a lot of material what must be taught. Therefore, the teacher must complete the lesson according to the time determined by the school curriculum. Regarding the school policy and curricula, as said by the participant RT, *"because the curriculum has been designed by the school, we are as a lecturer here, only do our teaching preparation, like the materials sources, and the teaching equipment"* (personal communication, August 23, 2021).

The last challenge of teaching ESP based on the curriculum set by the school was time allocation. From the interview, the researcher also found the

government policy and curricula have become challenges in teaching ESP, because time allocation provided is limited but the material is more. Insufficient time provided is the challenge, about student's centered learning in Curriculum 2013. Sometimes, teacher delivery material to make them more active but they do not active. Participants NB said in the interview, as quoted

“Before we start the semester, my team and I, actually one of fellow lecturers, like we decided to decide the teaching schedule, I will teach the student before mid-semester test and another lecturer will teach students after mid-semester test, and we really think about what material that suit the students and our head office really wants us to not only contribute in making the lesson plan, but also give feedback.”

Since the work of teaching become the responsibilities of two lecturers, even when its actually start with one curriculum as it sources, the possibility of having different teaching method from the lecturers can caused the students understanding of the materials had different outcome. Thus, this becomes challenges for both lecturers to figure it out which one is the best method for improving students ESP skills.

4.2 Discussion

This part aims to describe thoroughly the result of the research related to previous research. The research data were found after being analyzed using thematic analysis. Data containing about the difficulties in teaching ESP for midwifery at STIKES Abdurahman Palembang. It includes (a) to improve students' skill due to lack of knowledge (b) to manage the classroom, and (c) to teach based on the curriculum set by the school. Therefore, the explanation of

several difficulties will be provided below to see more information about the difficulties.

The first difficulty was lecturers were challenged to improve students' skill due to lecturer's lack of knowledge. It was affected from several factors. First factor was lecturers' less experience in teaching ESP. The result of the finding showed that the lecturers had less than five years teaching experience so it became challenge for them in teaching ESP. Asra, Amar, and Ananda (2018) said that lack of training, teaching experience and principal leadership skills will affect teacher's understanding of the curriculum and teaching's performance. The second factors was due to lecturers' educational background. When it came to teach the specific materials related to the midwifery principle of knowledge, they need to acquire the knowledge at the same time transfer it to the students. The fact that the lecturer may come from a non-English Department as their educational background, they found it as difficulties when teaching ESP. Kusumaningputri (2010) said that the implementation of ESP in higher education is essentially an effort the challenge of the demands of the working world, she added that ESP naturally experiences teaching difficulties because teaching ESP in universities may very well be a new experience for the non-English graduate.

Many young lecturers do not understand the character of ESP courses which is different from English in general. The concept of ESP itself should be explained by the lecturers before the lesson so the student won't be misunderstand between EGP and ESP. It is supported by Ahmed (2014), who said that an ESP teacher's role is a complex and responsible one than teaching General English. A professional ESP lecturer must be able to switch from one professional field to

another without being obliged to spend months on getting started. Nur'aeni (2016) also said that the role of lecturers in ESP classrooms is not easy. Apart from being General English teachers, they also needed to act as a negotiator between the subject matter knowledge they already possessed and the targeted situation needs.

The second difficulty was lecturers were challenged to manage the classroom. For the lecturer–student's engagement during the learning process represented from three factors which were lecturers need to encourage students to be more active, confident, and engaged in using English, secondly, lecturers had difficulty in teaching due to lack of the teaching time, and lastly, lecturers were challenged to teach without sufficient facilities. The lecturers realized that student's engagement really mattered, so they tried to consider student's engagement in teaching and learning process. King (2014) said that consistent interaction with students at the individual and group levels help set academic expectation among the students and made them feel involved. ESP Lecturer needs to be anticipated to the student's misbehavior during the teaching process. The lecturer needs to know students' learning motivation by approaching their students and giving the motivation if the students are demotivating in learning ESP. In other words, the teaching ESP process will not be effective if the students are not motivated to learn.

The findings was in agreement with previous research by Kusbanyiova (2006) who found that the importance of motivation in ESP learning and she argues that the success of ESP learning “does not depending on student's cognitive ability alone but also influenced by the student's motivation. The

lecturers should be motivated as well, so they can give the positive energy during the teaching and learning process, it is supported by the study from Djaileb (2018) said that the first prescription for effective teaching is motivation being aware that a teacher should like what he is doing and motivated in teaching medical English. As mentioned before, the time allocation and school learning facilities also effected, I found problem related to the insufficient facilities issues which is due to online learning, students won't be able to study directly and using the schools facilities such as laboratory room and midwives' property. Ajibola (2010) states that ensuring the availability of sufficient textbooks, computers, listening devices, hands-on tools, and other teaching instruments is a challenging assignment. The lecturers said teaching from home instead of teaching at school has given different experience and challenged for them.

The last difficulty that experienced by the lecturers at STIKES Abdurahman connected to lecturers were challenge to improve student's skill only on curriculum that has been designed by the school. The fact that school has set their school policy of curricula. The lecturer tended to follow the school rules that has been designed. The lecturer said they were supported and given a chance to give their feedback toward the curriculum development, but some of the activities wouldn't be able to do because of the current situation such as pandemics and online learning. In line with that, research conducted by Aydin & Damgaci (2017) said that the goals of curriculum and instruction should be clear, as should the aims of the topic presented in school textbooks. These goals should be appropriate to accommodate rapidly changing trends in the current pandemic and online learning. Lecturer also found it difficult to provide the teaching time

due to ESP credit and the lesson plan. The lecturer needed to set their teaching schedule following the ESP credit at STIKES. They also needed to deliver their lesson plan that fits the designed curriculum with the limited time. Research by Can (2009) showed that the lecturers are mostly complaints about the intense content of the curriculum programs, this had two outcomes, first the contents of the program are very detailed and intense, so lecturers don't have flexibility to regulate and circumstance in the class. Secondly, the lecturers feel they are obligated to follow the programs through the end of year and leave any uncovered subject which included in curriculum. Lynch (2008) said that when it is learned or taught as a second language, the English language requires a long time and simultaneously adequate resources and materials to create an English classroom which can facilitate teaching-learning process.