



## Students' Voice Toward English for Nutritionist and Dietitian

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### Abstract

This paper addressed the students' voice toward English for nutritionists and Dietitians. Its objective was to know the holistic experience of learning during ESP material given to them. This study used a diary circle combining the online diary method with face-to-face focus groups to generate dialogue. Data is analyzed narratively in the form of descriptive data in nature. The researcher did believe students faced some problems in learning English, furthermore, they were not English major students. They got English, especially as additional competence to support their main role as health workers. The poor internet connection while teaching the learning process. Furthermore, the results of this study showed that 85.2% of students were excited in English Class, 72.2% were focused, 60% participated, 68.7% were interested, 53.9% liked group discussion a lot, 40.9% gave intentions to listening skills, 43.5% liked poster as one of the assignments, 50.4% were asked their friend to have discussion, 73.9% said that English class was easy but still they need help, and 64.3% students were very happy. This study led to the emotional dimensions of the learning method and of course, can be applied in the teaching approach.

**Keywords:** *Diary Circle; ESP; Nutritionist and Dietitian*

### INTRODUCTION

In this rapidly changing era especially in technology, courses in foreign languages for specialist purposes are becoming popular. Nutritionist and dietitian is one of the public services which give them a chance to have public contact. In giving the best services, of course, having good communication both in *Bahasa Indonesia* and English is a must. Furthermore, English as Lingua Franca makes it one of the requirements for nutritionists and dietitians enables to communicate better with patients around the globe. Then, learning and using English in daily communication led them to have varied experiences.

Nowadays, Indonesian nutritionists and dietitians not only contribute to domestic demand but are also needed in the global market. Having good English discourse can increase their performance while giving public service. In enhancing better services, they need to have communication skills. English mastery becomes one of the requirements for them from they were students, till they are professionals. Moreover, there is a lot of literature written in English. As we know, the most popular to help students write their papers, they read journals written in English. Since there was still very little research that discussed students' perspectives toward ESP materials. Some

just focus on teaching media, improving skills, or some technologies to help their anxiety in particular English skills.

English teacher in Indonesia believes the existence and the use of English in Indonesia are always developed. It is proved by the curriculum. English can be found in the curriculum even in higher education. In this case, nutritionist and dietitian curriculum. There are two (2) focuses on English Teaching applied in college, especially for Vocational College like *Poltekkes Kemenkes Pontianak*. The first is English for Academic Purposes (EAP), and the second one is English for Specific Purposes (ESP). This study reveals the student's voice especially in English for Academic Purposes (EAP) related to the nutritionist and dietitian curriculum. This study focused on the students' voice towards English for Nutritionist and Dietitian Textbook. To investigate students' voices, the study was limited to the students; understanding and feeling. The participants were nutrition and dietetics students who learned English in the first semester. The question that arises in this study is about student's perspective toward English for Nutritionist and Dietitian. This research purpose is to build pedagogic practices, especially in teaching ESP. The design of an English is critical to teaching English (Hasnawan, 2021). It becomes critical because it provides specific information for instance abilities, competence, and knowledge that students have to attain. They want to achieve these, to enhance their abilities in every skills. Therefore, as lecture, we have to help them to reach it.

English for Specific Purposes becomes fundamental for every scholar who would like to enhance their professionalism in their field. This approach assumes that the language teaching will be adjusted to the specific linguistics and communicative needs of the particular learners with special attention (Donesch-Jezo, Ewa, 2012). Having a good English Language could increase self-confidence. It could be a problem since English is not a second language in Indonesia. Therefore, there are still a lot of students or workers who have not mastered English. With English becoming the *lingua franca* of international communication in all spheres, there arose a need for developing methods of teaching the English language that would meet modern demands (Антоненко, Наталія. (2020). No one could hide from the rapid change in the educational world. But one has to make his/her self gain betterment in educational experience.

In Indonesia, there are two types of English taught in schools and universities. The first is English for Academic Purposes (EAP) and the second is English for Occupational Purposes (EOP). Today, E. (2018) says that ESP discusses two branches (1) English for Academic Purposes (EAP) and (2) English for Occupational Purposes (EOP). Those met the requirements of the ESP concept in Indonesia. Whether in primary, secondary, or tertiary school, students have academic English. However in higher education, English for Occupational Purposes (EOP) is more useful to be taught. Hence ESP is determined by the specific learning needs of the language learner. Pleşca, Galina. (2016).

While researchers realize that the world needs the energy of medical personnel. Demand for manpower like some countries that are more interested in Indonesian medical personnel. It is better if the government or university reinforces the requirements "must be good in English" for medical workers to provide the right added value championed. As Chilingaryan, Kamo. (2014) says English for Specific Purposes (ESP), is devoted to the sphere of teaching English Language including Business English, Technical English, Scientific English, English for medical professionals, English for waiters, and many others.

Dealing with students' voice is the best treatment or approach that every teacher or lecturer need to do. By doing this, students will feel cared for. Because lecturers provide teaching by prioritizing feelings, or comfort of students in receiving learning. As we know every student's character is different, and maybe the lecturer tends to impose teaching methods that are old or often used. So that this impedes renewal in teaching. Boredom might arise in the lesson. So, the objectives of the lesson cannot be fulfilled. Though the use of digital assets enhances the student's learning experience and offers new opportunities for administration, there are no uniform standards for the use of digital media in teaching and student services. Brink, Henning & Packmohr, Sven & Vogelsang, Kristin. (2020). Therefore, lecturers need to conduct a review of teaching techniques, approaches, and teaching strategies, especially in teaching English so that this can be absorbed easily by students.

Writing a diary is a conventional way which still accepted until now. Because of this method could give the best experience for the self-reflection of the writer. Nind, Melanie & Holmes, Michelle & Insenga, Michela & Lewthwaite, Sarah & Sutton, Cordelia. (2019) says that Traditionally diary methods shed light on experience for self-reflection or for interrogation by researchers. This study aims to know each perspective of students toward English nutritionists and dietitians. To avoid bias, the research could not ask every single participant the same question directly. The students' answers must natural as possible. So, the researcher asked them to write and share their feeling in the diary. The diary they are going to make is shared in the blog, it could be photos, audio, video, or writing. A diary circle method was devised to meet the aims: (1) to access insider perspectives on a range of methods of learning journeys over an extended period, and (ii) to explore the holistic nature of learning in diverse contexts. (Nind, Melanie & Holmes, Michelle & Insenga, Michela & Lewthwaite, Sarah & Sutton, Cordelia, 2019).

When students feel comfortable with the privacy restrictions that lecturers provide in exploring their feelings, the resulting data is more natural so that it can more easily attract interpretations. The diary can be unstructured, providing no specific format, allowing participants to describe their experience in the way they find best (or easiest) (Baxter, Kathy & Courage, Catherine & Caine, Kelly, 2015). Having a clear and natural reflection from students could help lecturers in making new approaches or fixing broken strategies in teaching. Researchers believe that Diaries have long been seen as tools for reflection in learning languages, and learning about teaching (Engin, Marion & Assistant, Ed., 2011) at the end of this study it is easy to conclude students' voices to give a better teaching-learning experience in English. Moreover, with a huge number of students, Diary studies are one way to collect in situ, longitudinal data over a large sample. (Baxter, Kathy & Courage, Catherine & Caine, Kelly., 2015).

## **RESEARCH METHOD**

The research design of this study is qualitative method. Especially descriptive study, by applying a diary circle combined with face-to-face teaching activity. Those things are going to be applied to get rich data. Qualitative study uses different methods of collecting information and focus groups. A small number of people is interviewed in depth or focus groups are conducted. A descriptive study in this case aims to describe data and characteristics of the population and phenomenon being studied. The researchers triangulate the data by conducting non-participant observations and interviews and collecting a variety of documents and records. It leads to better interpretation at the end of this study.

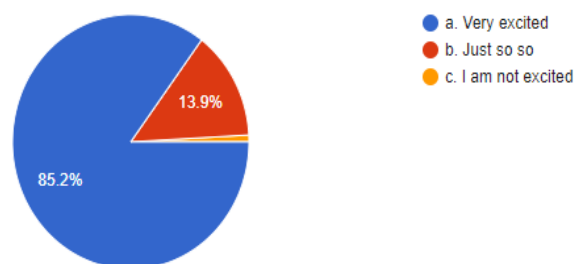
Research procedures that will be conducted in this study are setting the time, place, and research tools; coding the research subject as the ethic in doing research; survey and interview; and transcript of the data results and interpretation. The participants in this study are 1<sup>st</sup> Semester students of the Nutrition and Dietetics Study Program who took English in their courses in the academic year 2020/2021. The diary circle, survey questions, and interviews are the instruments.

Hence this research focus on students' voice toward the English for Nutritionist and Dietitian, the researcher will apply content analysis based on Diary Circle made by students. The data also supported by the results of interviews and observations. Furthermore, participants could make diary entries including images, audio, or video into a blogging platform. Then the focus group focused on key methods of learning what was learned and how, what had worked well and what had been challenging.

## RESULT AND DISCUSSION

There were 115 respondents in this study. Which divided into *D3 Gizi* (35.7%) as many as 41 students, and the other one was *Sater Gizi* (64.3%) as many as 74 students. Because this study program consisted of heterogeny students then there were 106 females (92.2%), and 9 males (7.8%) who engaged in this study. The researchers tried to break down every single question to get the figure about students' voice toward English Language lecture and also the interpretations. The first question was, “*How excited are you about going to your English class?*”, as many as 98 students (85.2%) said “*very excited*” and the other 16 students (13.9%) said “*just so so*”.

115 responses

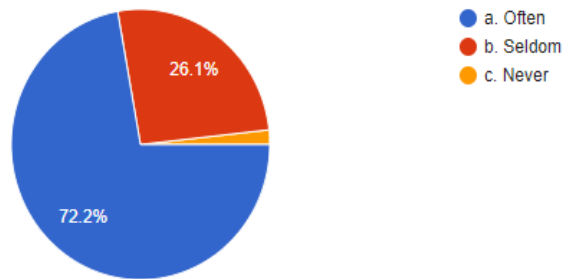


Picture 1. Response to the 1<sup>st</sup> Question

From this chart, the researcher assumed that the English Class can draw students' attention. Because what researcher believes was the understanding how to lengthen student attention span, while simultaneously maintaining student focus, is a valuable skill for today's teacher (Gerschler, 2012). In the end, the researcher can draw the holistic students' perspective toward this class; they were excited.

The second question arose in this study was, “*How often do you get so focused on activities in your English class that you lose track of time?*”. This question leads to know students focus while teaching learning process is given. The concept of attention is categorized in a variety of manners, education psychologists often concentrate on two types of attention: focused and sustained (Gerschler, 2012).

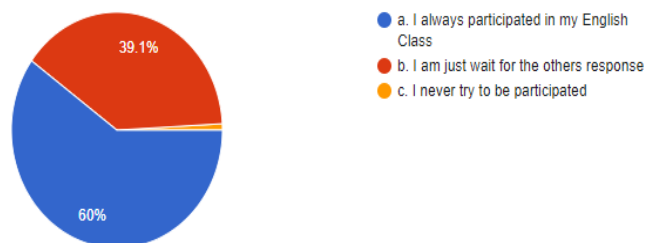
115 responses



Picture 2. Response to the 2<sup>nd</sup> Question

From this study, students' attention in term of focus was great. The data showed that there were 83 people gave their best focus in English class, the other 30 people choose "seldom". Classroom is a built-in environment where formal learning process takes place; an important context where both students and instructor come into contact to share information in their quest for knowledge (Abdullah, Yusof, Bakar, Noor, Mahbob, & Haizan, 2012). This statement leads to the other survey question, "In your English class, how eager are you participate?". This 3<sup>rd</sup> question also gave the best feedback. As many as 69 students said that, "I always participated in my English class" and the other 45 people said that, "I am just wait for other response".

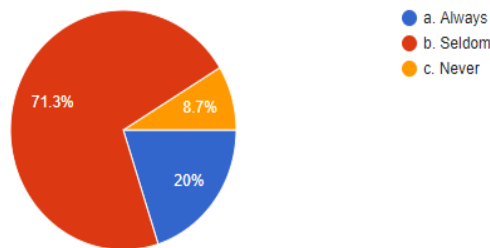
115 responses



Picture 3. Response to the 3<sup>rd</sup> Question

This study was succeeded to draw the nature of students' learning. With the huge number of participated students in the class, it can help the lecturer to manage the class into the very best condition. If student's self-efficacy is high, it will enhance their confident level to become more active and speak more in the classroom (Abdullah, Yusof, Bakar, Noor, Mahbob, & Haizan, 2012). The next question was about students' behavior in discussing English topic outside the classroom. It was, "When you are not in campus, how often do you talk about ideas from your classes?". As many as 23 students chose, "always" but the huge number chose "seldom".

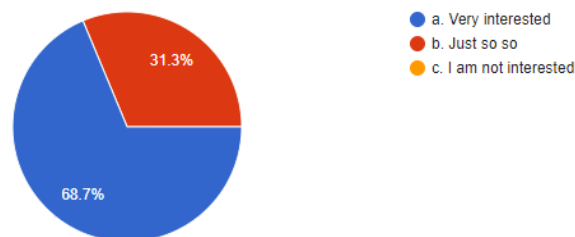
115 responses



Picture 4. Response to 4<sup>th</sup> Question

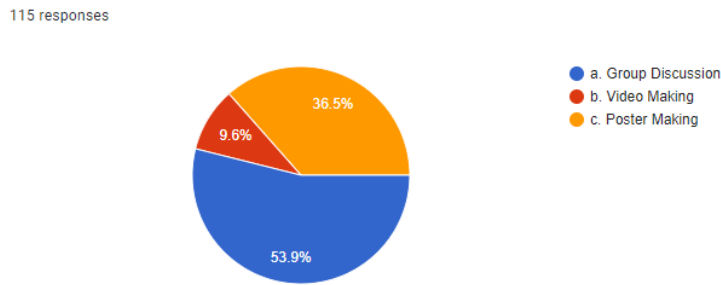
In the fifth question, the researcher tried to elaborate student's engagement in the classroom using, "Overall, how interested are you in your English class?". Positive traits give a motivational effect on students to actively participate in classroom (Mustapha, Rahman, & Yunus, 2010). The study showed there were 79 students who are interested in with English class.

115 responses



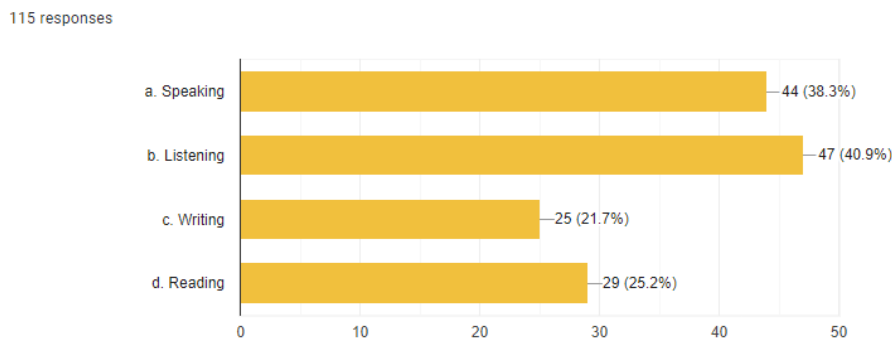
Picture 5. Response to 5<sup>th</sup> Question

In the English Language class, students dealt with four skills; reading, listening, speaking and writing. Therefore, lecturer and students have to work together to create good atmosphere in teaching learning students. Teaching approach and strategies have to renew to avoid the flatness. Thus, there were several class activities in term of assignments are offered to students. They were group discussion, video and poster making. Each assignments have the uniqueness to students. But most of students loved Group Discussion (53.9%) because it created the interactions among them. Moreover, in the group discussion, students were free to share their ideas, and they have enough time to build their opinion. The 2<sup>nd</sup> loveable assignment was Poster Making (36.5%). This assignment is being loved because it helped students to have the other soft skill especially in editing and making an aesthetic note. There was various application could support this assignment. Student's product (poster) will share and publish in social media, this act will promote English class and the institution as general to the society.



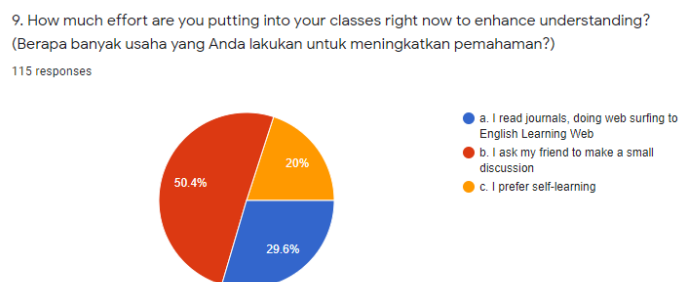
Picture 6. Response to 6<sup>th</sup> Question

Moreover, related to the four skills in English Class, this study tried to explore which skill become the most desirable among students. The questions arose was, “Which aspects of class have you found least engaging?”. The most desirable skill was listening (47 students 40.9%). The complete data can be shown in the chart below.



Picture 7. Response to 7<sup>th</sup> Question

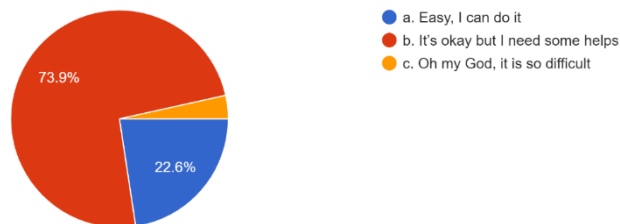
The next question was specific to the project or assignments, “what project/assignments/activities do you find most engaging in this class?”. There several projects offered in English class; PPT, Video and Poster. From this study, the most engaging project was Poster (43.5% as many as 44 people). In order to enhance students’ understanding, they did some efforts. Most of them (50.4%) 58 students chose, “I ask my friend to make a small discussion”. It meant that they were happy to make small group discussion to talk about English topic. The others (29.6%) as many as 34 students prefer read journal, doing web surfing to English learning Web, and the rest (20%), 23 students prefer doing self-learning.



Picture 8. Response to 8<sup>th</sup> Question

In the next questions, researcher tried to elaborate the students feeling about the class condition, based on this, researcher can give the best thing to them in case they need some help or not. There were three (3) specific options; a. *Easy, I can do it* (22.6%); b. *It's okay but I need some helps* (73.9%); and the last was c. *Oh my God, it is so difficult* (3,5%). From this detailed, there were 73.9% (85 students) who felt the class was enjoy but they still need some help in particular topic.

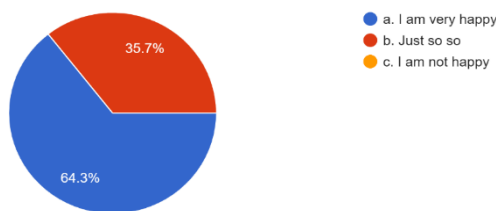
10. How difficult or easy is it for you to try hard on your course right now? (Seberapa sulit atau mudah bagi Anda untuk berusaha keras dalam kuliah anda sekarang?)  
115 responses



Picture 9. Response to 10<sup>th</sup> question

Again, English was not a second language for Indonesian learners, but it was foreign language. It became an obstacle for each student to use it in the class context. Especially in Speaking class or in the discussion time. There were a lot of efforts to hook students' attention and make them confident to practice their English. While researcher also applied Code Mixing and Switching in teaching learning in order to help them happy with their English. The further information will be shown in this chart.

11. How happy are you with the amount of time you spend speaking with your lecturer? (Seberapa senang Anda dengan jumlah waktu yan...k bicara dengan dosen Anda pada perkuliahan?)  
115 responses



Picture 10. Response to 11<sup>th</sup> question

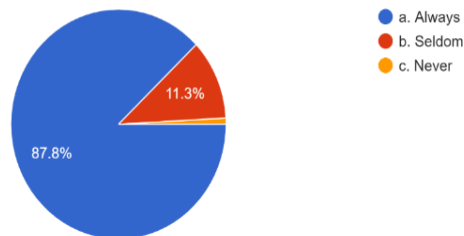
This chart spoke about there were 74 students (64.3%) who happy in English Language Class. They were engaged and motivated to enhance their skills. Therefore, this question also confirmed that the existence of English Language teaching in *Poltekkes Kemenkes Pontianak* especially in the Nutrition Department runs smoothly.

Distance learning had particular attention in it. Every student faces obstacles which different from one another. This lecture applied distance learning during the COVID-19 pandemic, and to cover the obstacles that arose during it, the researcher tried to floor the students' skills by using some technology which related. The question that arose in this research was, "*How difficult or easy is it to use the distance learning technology (computer, tablet, video calls, learning applications, etc.)?*". Surprisingly, there were 65.2% (75 students) felt uncomfortable with distance learning because they did not



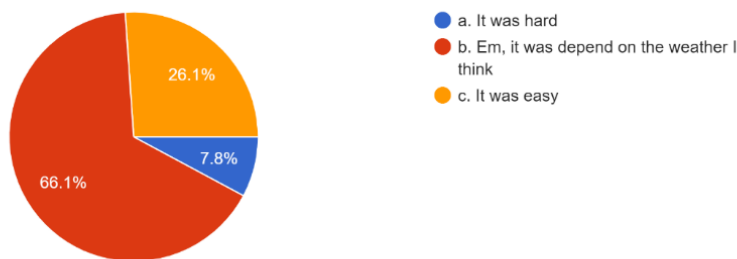
have particular technology to help them in learning. In a further interview, while the class was open, some students said that there were some problems, for instance, the poor internet connection, unsupported devices, and having no gadgets (handphone, laptop, or others) so they had to borrow from their parents or siblings. Moreover, from different economic backgrounds, some students have no idea how to buy some internet packages. Those lectures need some help. To overcome this, the researcher record herself, or a specific topic. The recordings will be uploaded to YouTube and then the students can learn repeatedly. It also helped students with a poor internet connection, so while the teaching and learning process run obstructed, they can watch the recording at another time. The other method was applied- asynchronous and blended learning also help students with this background.

13. When you have online coursework, how often do you have to the technology (laptop, tablet, computer, etc.) you need? (ketika kuliah online, s...pendukung seperti laptop, tablet, computer, dll ?)  
115 responses



Picture 12. Response to 13<sup>th</sup> question

14. How difficult or easy is it for you to connect to the internet to access your coursework? (Seberapa sulit atau mudah bagi Anda untuk terh...ke internet untuk mengakses tugas kuliah anda?)  
115 responses

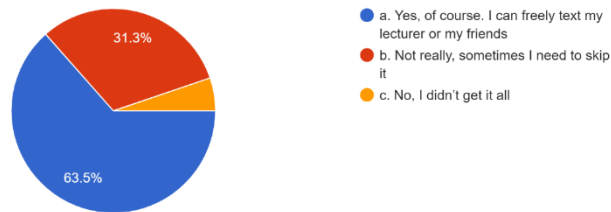


Picture 13. Response to 14<sup>th</sup> question

To make sure the course run in its rail. The researcher tried to elaborate whether she has to give the best help to her students anytime and anywhere. So, the upcoming question was, “*Are you getting all the help you need with your coursework right now?*”.

15. Are you getting all the help you need with your coursework right now? (Apakah Anda mendapatkan semua bantuan yang Anda butuhkan dengan kuliah anda sekarang?)

115 responses

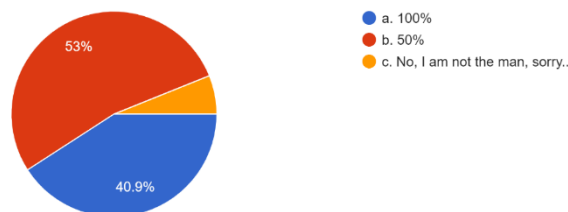


Picture 14. Response to the 15<sup>th</sup> question

From this chart, students were free to text their lecturer and also their friends. They were very open and helpful. There were 63.5% (73 students) who felt the class was enjoyable and they always got back up. The last question was asked about their motivation for being an outstanding student on campus. There were 40 students (40.9%) who felt they could win the game, but still, many of them felt fifty-fifty if related to their skills.

16. How sure are you that you can do well in campus right now? (Seberapa yakin kamu bisa berprestasi di kampus saat ini?)

115 responses



Picture 15. Response to 16<sup>th</sup> question

Furthermore, this research success in figuring students' best performance in English Language Teaching in *Poltekkes Kemenkes Pontianak* especially in Nutrition Department. From this research, we do believe that the lecturing made the students' need.

## CONCLUSION

To conclude this research, the researcher would like to inform you that the existence of English Language Education in *Poltekkes Kemenkes Pontianak* must be supported because this is highly important in making graduates who are professional and qualified in the future. The graduates will have good skills in a particular field and also have good English to support them in work life. Moreover, the lesson plan which relies on the curriculum of the Nutrition Department has made the student's need. Because of that, there is nothing to change, but develop. The teaching approach and method also meet the students needs, they are suitable in applying to students with no English background or non-English Major students.

As a suggestion, it would be better if in the future the researcher conducted research in analyzing the anxiety and motivation of students or designing an English for Nutritionist and Dietitian Curriculum (in case of developing a curriculum).

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