

## ABSTRACT

Handoyowati, V.W. 2010. *Teaching English to Nursing Academy Students*. Yogyakarta: English Language Studies, Graduate Program, Sanata Dharma University.

The study sought the answer of the question “What is the teacher’s lived experience in teaching English to nursing academy students like?” It aimed to describe and interpret the lived experience using qualitative method with the basic of hermeneutic phenomenological research. I conducted two times interview to one teacher and one time observation of the teaching process between the first and second interview. From the interview and observation I could describe the lived experience.

Then, I developed the themes. Finally, I interpreted the narrative using the themes to get the meaning of the lived experience. First, it was the background of the teacher; a non ESP teacher. This background became the challenge for the teacher to teach English to nursing academy students. Second, the teacher had the nature of willingness to learn and creativity to build up the knowledge and teaching techniques. The third was the teacher’s belief about the importance of English, the belief that teaching was learning, and the belief that language learning was practicing. So, giving many practices and providing opportunities to practice was considered appropriate.

Fourth, to conduct the teaching which was helping the students, the teacher played the role as the facilitator and motivator. Both roles were for providing the students with easiness, opportunities, and encouragement. Fifth, during the teaching the teacher might feel the joyful feeling. The teacher also had positive attitude in overcoming her stressful feeling to keep the class’ mood in positive way. Sixth, the experiences were also about the awareness of being responsive to give more practice and material. In the practice the teacher was aware to act like a friend to break the boundaries between the teacher and students. The awareness was also about the awareness of being observed which positively improved the teacher. Seventh, the experience were including the experience prior the teaching in nursing academy, experiences during the teaching which are shaping, and the experience of fighting the marginalization. Finally, all experiences lead to the expectation to the academy and to have self improvement.

The description and the interpretation became the informative source to understand better about the phenomenon of English teaching in nursing academy. Hopefully, the English teachers teaching in nursing academy can improve the way of their teaching and involve in the management of the English teaching. The teacher can learn from this study also as the reflection. Further research is suggested with similar participants with different topic or with similar topic and participants with different methods or with different participant.

*Keywords: lived experience, teacher, describe, themes, interpret*

## ABSTRAK

V. Widi Handoyowati. 2010. *Pengajaran Bahasa Inggris kepada Mahasiswa Akademi Keperawatan*. Yogyakarta: Kajian Bahasa Inggris, Program Pasca Sarjana, Universitas Sanata Dharma.

Penelitian ini menjawab masalah tentang pengalaman hidup apa yang dialami oleh guru dalam mengajar Bahasa Inggris kepada mahasiswa akademi keperawatan dan bertujuan mendeskripsikan dan menginterpretasikan pengalaman tersebut. Penelitian menggunakan metode kualitatif dengan dasar pendekatan fenomenologi hermeneutik. Wawancara dilakukan dua kali kepada satu guru dan observasi dilakukan satu kali di kelas guru tersebut antara wawancara pertama dan kedua. Hasil wawancara dan observasi dituliskan menjadi deskripsi pengalaman.

Kemudian tema dikembangkan dan naratif diinterpretasikan menggunakan tema-tema tersebut untuk mendapatkan arti penting pengalaman. Tema pertama adalah latar belakang guru yang bukan dari Bahasa Inggris untuk keperluan khusus. Hal itu bisa menjadi tantangan bagi guru. Kedua, guru memiliki keinginan belajar dan daya kreatifitas untuk mengembangkan pengetahuan dan teknik pengajaran. Ketiga, guru percaya bahwa Bahasa Inggris itu penting untuk dipelajari, mengajar itu juga belajar, dan belajar bahasa adalah dengan mempraktekkannya. Jadi guru memberikan banyak materi praktek dan kesempatan untuk mengalami belajar bahasa.

Keempat, guru punya dua peran, sebagai fasilitator dan motivator untuk memberikan kenyamanan, kemudahan belajar, kesempatan, dan dorongan belajar bagi mahasiswa. Kelima, guru mengalami perasaan senang dan juga tertekan. Namun, guru mempunyai sikap positif terhadap perasaan tertekan itu supaya kelas tetap bernuansa positif. Keenam tentang kesadaran guru akan menjadi responsif terhadap kebutuhan anak yaitu latihan dan menyesuaikan materi, pentingnya bersikap seperti teman untuk mengurangi batas antara guru dan murid, dan kesadaran bahwa si guru diperhatikan yang berdampak positif bagi guru tersebut. Ketujuh, kejadian yang dialami meliputi pengalaman sebelum mengajar di akademi keperawatan, pengalaman mengajar selama di akademi keperawatan yang membentuk guru menjadi seperti sekarang, dan pengalaman menghadapi keadaan termarjinalkan. Terakhir, semua pengalaman itu menumbuhkan harapan-harapan positif bagi akademi maupun bagi perkembangan guru tersebut.

Deskripsi dan interpretasi ini bisa menjadi sumber informatif untuk mengerti lebih dalam tentang fenomena pengajaran Bahasa Inggris di akademi keperawatan. Guru bisa belajar dari penelitian ini sebagai refleksi diri. Guru bahasa Inggris yang mengajar di akademi keperawatan diharapkan meningkatkan diri dan melibatkan diri lebih jauh dalam manajemen pengajaran. Penelitian lanjutan dianjurkan dengan partisipan sama dan topik berbeda, atau partisipan dan topik sama dengan metode berbeda, atau berbeda partisipan.

*Kata kunci: pengalaman hidup, guru, deskripsi, tema, interpretasi*