

---

## STUDENTS' COMPREHENSION IN ENGLISH MEDICAL TERMINOLOGY AT KHAIRUN UNIVERSITY

Mutia Harun<sup>1)</sup>, Taib Latif<sup>2)</sup>, Roswita M Aboe<sup>3)</sup>, Fitria Wulan Sari<sup>4)</sup>

<sup>1,2,3,4)</sup> English Language Education Study Program of Khairun University, Indonesia

Email: mutia.harun2023@gmail.com

### ABSTRACT

This study aims to determine the understanding of medical students about English medical terminology. This study used descriptive quantitative method. There were 21 medical students at Khairun Ternate University who were involved in this research. By using purposive sampling technique. . Data was collected by using a test and questioner via google form. Of the 21 students, only 4 students got good grades, the other 17 were very low. The results of this study indicate the average value of students is 49.7 in the poor category.

**Keywords:** *Analysis, ESP. English for medical. English medical terminology*

### INTRODUCTION

In today's era of intense competition, it is undeniable, the importance of English as an international language that is needed to support work and communication. English has become a language that must be mastered by everyone; this also applies to students who are not English students such as doctors, nurses, midwives, and health workers who must master English as an international language. This is because there are many medical terms, medical equipment in English, and how to operate using English. That is one proof of the importance of mastering English.

English for a specific purpose (ESP) relates to the teaching and learning of English as a foreign language or a second language where the main objective of the learner is to use English in a particular area. According to Belcher (2009), ESP is now expanded to include other branches such as English for academic purposes (EAP), English for vocational purposes (EVP), English for work purposes (EOP), English for business purposes (EBP), English for medical purposes (EMP), English for legal purposes (ELP), and English for socio-cultural purposes (ESCP). Not only because of its status as a world language but because it has become a life support for a better life. In this case, the role of English is needed both in mastering communication technology and in interacting directly. As a means of global communication, students both must actively master English orally and in writing.

English in the medical field has terms that are more difficult than General English because there are many medical terms, medical equipment in English, and how to operate using English. This is one proof of the importance of mastering English. In addition, the variety and meaning of English terms in the nursing or medical field are very complex and general and require special understanding because they are related to applications in the world of work. English in the medical field is very complex and general and requires a thorough understanding special. In medical science, many terms are used and are often known as medical language or health terms as well as medical terminology.

Medical terminology is the language of the health profession that is used as a means of communication between those who are directly/indirectly involved in the field of health services. Medical terminology is the science of medical terminology or medical terms (Nuryati, 2011). Medical terminology is the science of medical terminology (medical terms) which is a means of communication between those who are directly/indirectly in the field of care/medical/health care, the goal is uniformity so that the written terms can be understood between health workers. Health

terminology is the language of the health professions that is used as a means of communication between those who are directly/indirectly involved in the field of health services.

Starting the discussion about English for Specific Purposes. (Laurence Anthony 2018;1) says (ESP) is a language teaching approach that targets the current and/or future academic or occupational needs of students, focuses on the languages, genres, and skills needed to meet these needs, and assists students in meeting them. Needs with general or discipline-specific teaching materials and methods. In addition, ESP focuses on when, where, and why learners need the language in either a study or a workplace context.

Therefore, the special benefits of using technology in ESP teaching consists of providing interactive and communicative activities related to the student's profession, major, or specific goals, respecting the socio-cultural dimensions of language and certain content, giving students adequate specific input related to student needs that can encourage their language production. , equip students with the strategies they need to learn languages for specific purposes, facilitate the integration of task-based instruction in ESP instruction, use authentic learning materials related to students' specific needs and content areas, provide access to international academic discourse communities, promote critical thinking and cognitive abilities in ESP students, encourage collaborative and group learning, make it possible to learn language skills more easily, create a learning environment centered on students and special needs, adapt teaching to students' learning styles and preferences and affective aspects of learning in g, and provide tools appropriate for providing feedback and assessing students' language knowledge and knowledge of specific content (Dashtestani; 2015).

According to Laurence Anthony (2018; 10-11) English for Specific Purposes (ESP) is a language teaching approach that is targeted to meet the academic or work needs of current and/or future students, focusing on the language, genre, and skills needed to meet the needs of students. Needs through the use of general teaching materials and methods and/or specific disciplines. English for Specific Purposes (ESP) is a language teaching approach that targets the current and/or future academic or occupational needs of students, focuses on the language, genres and skills needed to meet these needs, and assists students in meeting those needs. Needs with general teaching materials and methods and/or specific disciplines. knowledge of using English for real communication. (Tratnik 2008).

The emphasis in ESP is on how ESP teaching develops appropriate procedures for learners whose primary goal is to learn English for purposes other than simply learning the language system. Those goals may be educational, or they may be professional, and ESP seeks to justify how well it prepares learners to meet the goals required of them. ESP seems to shy away from developing a complex theory based on learning theory preferring to look at its success in terms of learning outcomes, and the quality of teaching materials (Barbara 2008;3).

Based on the background of the researcher, it can be seen that the use of medical terminology in the field of medicine is still very minimal. According to Levin (2006), doctors often use special terms that are not well understood by their patients. However, even the names of common illnesses (such as arthritis, diabetes and heartburn) often mean something different to a patient than to a doctor and are influenced by education, culture and language. Translators have difficulty with medical translation, and Disease names.

## RESEARCH METHOD

The aims of this study was to determine students' understanding of medical English terminology. To achieve the objectives of this study and to facilitate the researcher in analyzing the data, in this study the researcher used a quantitative descriptive method.

According to Hardani et al (2020;255-256) quantitative research produces more measurable information. This is because there is data that is used as a basis to produce more measurable information. The type of quantitative research used is descriptive quantitative. Descriptive quantitative is a type of research used to analyze data by describing or describing the data that has been collected as it is.

The research was conducted at Faculty of Medicine, University of Khairun Ternate, for this reason, researchers want to know the needs of medical students in learning English, especially medical terminology. Place of research: Faculty of Medicine, University of Khairun Ternate. Jln. Gambesi Kingdom. Subjects of this research is fourth semester students of the Faculty of Medicine, majoring in medical science department. They consist of twenty one students.

### RESULT AND DISCUSSION

**Table 1. Classification of students' total scores**

No	Categories	Total of respondents
1.	Excellent	0
2.	Very Good	1
3.	Good	3
4.	Poor	17
<b>Total</b>		<b>21</b>

Based on the classification above, the lowest student score is 24 and the highest score is 76. Of the 21 students, there is 1 student whose learning outcomes are in the very good category, 3 students are good and the remaining 17 students are in the very good category poor category.

After the test results above, a questionnaire was given to the respondents, what was the reason they did not understand medical terminology. The following is an example of students' explanations about their lack of understanding of English medical terminology which was filled in the questionnaire via Google Form.

**Table 2. Respondent's questionnaire results**

Question	Respondent's answer
What's the reason you don't understand medical English terminology?	<ol style="list-style-type: none"> <li>1. less reading</li> <li>2. Many anatomical positions with different medical terms (in Indonesian/English)</li> <li>3. Because of the lack of reading and finding out about it</li> <li>4. Lack of reading literacy, maybe feel it's not too urgent to learn</li> <li>5. Lack of information about medical English terminology</li> </ol>

## CONCLUSION

Based on the results of research that has been carried out using tests, it can be seen that the overall average test score of students is 49.7%. Of 21 students, none of them achieved an excellent score, and the lowest score of students was 24. Therefore, medical students' understanding of medical English terminology is still very poor. The data obtained show that their English proficiency in medical English terminology is still at a poor level. the causes of students not understanding terminology well are lack of reading, Many anatomical positions with different medical terms (in Indonesian/English), lack of reading and finding out about them, Lack of reading literacy, may feel not too urgent to learn and other similar reasons as in the data above.

## REFERENCES

- A. Tratnik (2008). *Key Issues in Testing English for Specific Purposes*. SDUTSJ 4(1).
- Anthony, L. (2018). *Introducing English for Specific Purposes*. Abingdon: UK. Routledge Press
- Barbara J.C (2008). *ESP, An Evaluation of Available Textbooks: 'Medical Terminology*. Tonekabon Iran.
- Dashtestani R (2015). *The Use Of Technology In English For Specific Purposes (Esp) Instruction: A Literature Review*. The Journal Of Teaching English For Specific And Academic Purpose 3(3).
- Hardani, dkk (2020) *Metode Penelitian Kualitatif & Kuantitatif*. Yogyakarta: CV.Pustaka Ilmu Grup.
- Kang, S. J. (2004). *A Korean medical doctor's experiences in learning and use of English in the United States: Individual and environmental affective factors*. Paper presented at the Sixteenth Annual Conference in Ethnography.
- Kurfurst, P. (2004). *English as a lingua franca of medicine. The International Conference on English Is Not Enough: Language Learning in Europe*. Olomouc, Czech Republic.
- M.E. Levin (2006). *Different use of medical terminology and culture-specific models of disease affecting communication between Xhosaspeaking patients and English-speaking doctors at a South African paediatric teaching hospital*. 96(10).
- Nuryati. 2011. *Terminologi Medis Pengenalan Istilah Medis*. Quantum SinergisMedia : Bandung.
- Richard, Jack C, and Richard Schmidt. (2010). *Dictionary of Language Teaching & Applied Linguistics*. London: Pearson Education Limited