



English Self-concept: The portrait of English Speaking performance of Indonesian Nursing Students

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Abstract: Recognizing the target level of teaching competency is crucial; matching the level of proficiency of students with teaching style will make the learning goal evident. As noted in mandatory competency in learning goals, nursing curriculum demands communication competency, and English has become a worldwide requirement for cross-national language, which will play a role as a supplementary skill for nursing students to graduate. The purpose of this study was to examine how Indonesian nursing students portrayed their English self-concept in relation to their English speaking competence. The sample size is 93 nursing students, and the study methodology is a relationship with convenience or accidental sampling procedures. Marsh, Parker, and Smith (1992) created the Self-description assessment II scale that was used to gather data. According to bivariate study, English self-concept is unrelated to English speaking performance. The r-correlation was larger than 0.05, suggesting that no meaningful relationship exists between the two variables. The average English self-concept score is 82.50, but the average speaking English performance score is 2.44. More cues are needed for EFL students to improve their speaking by managing their English self-concept as a means to create a speaking English environment; this situation should be generated at all educational levels.

Keywords: English Self-Concept; Speaking; English For Nursing

Introduction

The usual concerns of students in class include being silent when the teacher asks a question or even merely checking their comprehension, being individualistic when they have to work as a team, no answer, being extremely bashful, and many other issues. These issues are widespread in English as a Foreign Language classes, particularly in Indonesia. We may presume that literacy does not correlate with proficiency in learning a foreign language (Halm, 2024; Ibrahim, 2022; Shrestha, 2024; Wazqar, 2023).

Individual variations can influence a learner's success in achieving their learning result in second language acquisition. This occurs among ESP students as well. Individual variations in language ability, learning style, motivation, anxiety, personality, learner beliefs, and learning tactics, according to Rod Ellis: 2007.

One of the demands of learning outcome in nursing curriculum is communicative competence, as well as their jargon as public server, thus their speaking performance is the

indicator of caring as well. Study in ESP is rarely conducted because it concerns a specification of notion in the field of instructional communication; some study evolves the expert to be together in a collaboration to conduct the study (Jiang, 2021; Menon, 2022; Sawad, 2022).

Knowing the target of teaching level proficiency is very essential, matching the level of students' proficiency and teaching strategy will make the goal of learning seen. After meeting two classes motivation gaps, then teacher think how do they implement their strategy for each student difference. In case, low-motivated kids will have a silent time, bashful characteristics, and nervousness when they do not know what to say or do. (Fitriati & Mar'atun, 2016) investigated these psychological issues and discovered that: Many students feared making errors in English because they worried if they couldn't communicate their ideas effectively and might be teased by their classmates. Secondly, they were hesitant to speak English due to their self-consciousness about their pronunciation. They felt embarrassed when their friends found their mispronunciations humorous. Other factor is due to often lacked the motivation to continue (Palaleo, 2018; Pozzar, 2019; Saunders, 2016; Williams, 2015).

Self-concept, psychological trigger, which is supporting students in gaining more confidence relates to the speaking performance. Many strategies that is able to skilled up the level of speaking mastery such as Role-play, Demonstration, Presentation, etc. The notion in the context of a role-playing activity aimed at improving English speaking skills. (Milchatun et al., 2015) employed Role Play Methods to increase students' own self-concept in three cycles of Classroom Action Research (CAR). Students who regularly practiced this technique in English speaking activities demonstrated increased confidence, creativity, and problem-solving skills. They have a willingness to share their ideas freely in class discussions and teamwork, and their attention to detail during speaking activities was commendable. One of the techniques that is sometimes utilized in alternative projects is the role play approach. This research is similar to the researcher's research in that we both employ the Role Play approach to measure speaking performance. The point that differs from Milchatun's

The research of English self-concept is rarely undertaken in the context of second language acquisition; it is exciting to understand personal learning concepts; students will find the best way to learn English by investigating what elements influence their English self-concept. It gets intriguing since teachers are expected to comprehend the learning objective before implementing any teaching interventions. Students who imply physical, psychological, academic, family aspects have better English-Speaking proficiency. The researcher is directed the study about the relationship between English self-concept and English Speaking Performance in are of Nursing college.

Methodology

This was a quantitative correlation study. The researcher described the study methods used to conduct the investigation in addition to mentioning the hypothesis that was looked into. The correlation study was used in this non-experimental study's design to assess the connection between English speaking performance and self-concept.

A purposive sampling technique was used to choose 93 nursing students from Karya Husada University of Semarang as the study's samples. The students were in their fourth semester. Since the lecture theme those semester was communication, the researcher found that there was a speaking problem that affected the students' speaking achievement. During the researcher's initial investigation and observation, this fact was found. The information was gathered by questionnaires; the researcher employed the Self-description questionnaire II scale created by Marsh, Parker, and Smith (1992) for the primary issue of English self-concept.

The curriculum for the course focused on developing effective communication skills within medical settings. Specific topics covered included hospital orientation, patient admission, appointment scheduling, pharmacy interactions, handover procedures, SBAR communication, medical procedures, patient and family visits, and discharge planning. To facilitate learning, students were divided into five-person groups and assigned roles to simulate real-world scenarios. A total of twenty groups were selected from two participating classes. The test was given in front of the researcher and teacher examiners, and footage of the test was used as evaluation documentation. The speaking score guideline was adopted from by H. Douglas Brown and approved in 2003. This criterion had been considered.

Result and Discussion

The researcher ran homogeneity and normality tests to ascertain the distribution data outcome before correlating the data. A speaking test was administered after the questionnaire was completed. To achieve the score, the researcher gave a speaking exam. Kolmogorov-Smirnov was used in the normalcy test because the data was numerical. The English self-concept data was found to be normally distributed (p value > 0.05) based on the results of the normality test.

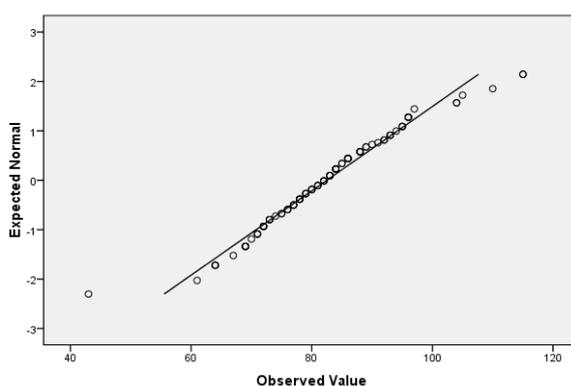


Figure 1. The Normality data of English self-concept

The English self-concept analysis mean is 82.50, the minimum value is 43.00, and the maximum value is 115.00. The mean increased to 2.44 in the English-speaking variable, with a minimum score of 1.00 and a high score of 4.00.

Table 1. Univariate Analysis of English self-concept and English Speaking performance (n=93)

Variable	Mean \pm SD	Min	Max
English self-concept	82.50 \pm 1.17	43.00	115.00
Speaking Performance	2.44 \pm 0.72	1.00	4.00

Table 2. The correlation analysis of English self-concept and English speaking performance (n=93)

Variable	f	Mean	SD	r-correlation
English self-concept	93	82.50	1.17	0.18
English Speaking Performance	93	2.44	0.72	

Bivariate study revealed that there is no correlation between English speaking performance and English self-concept. There is no significant correlation between the two variables, as indicated by the r-correlation of greater than 0.05. English speaking performance is 2.44, and the average score for English self-concept is 82.50.

Discussion

The connection between English self-concept and English speaking performance is $0.18 > 0.05$. This suggests that there was a weak link between this variable and English Speaking Performance. This element may have been impacted by the respondents' past practices. The majority of them had graduated from scientific school and had no decent language habits. For daily conversation, the respondents choose Javanese or Bahasa. As a result, improving the internalization of English self-concept was a challenge. Also, the academic environment was unsupportive. Respondents only attended English Class once a week for two hours and fifty minutes, leaving little opportunity for practice in class. The non-English class also hampered students' development; most professors utilized Indonesia for their text slide.

(Milchatun et al., 2015) also conducted research about personal self-concept; through the implementation of role-playing techniques, the instructor fostered a classroom environment that encouraged students to express their ideas freely, participate actively in discussions and collaborations, and develop enhanced creativity and confidence in their speaking abilities. This concept is also done by the researcher, role play being the technique in teaching speaking. These class situations relate to the finding of the researcher where students more enjoy doing their activity in speaking. Even, this is in a speaking test, students feel free and can improve their idea to act.

English self-concept and English-speaking performance are closely interconnected. However, the correlation between these two constructs is relatively weak, likely due to the limited use of English as a primary language among the study participants. In Indonesia, English is predominantly employed for educational purposes rather than as a habitual mode of communication. As a result, when they converse in Javanese or Bahasa, they run the risk of losing their internalization of language awareness. The impediment to developing an English self-concept stem from both personal as well as social variables. While universities are typically academic environments dedicated to the pursuit of knowledge in various fields, including sciences, languages, and social sciences, this study

revealed a lack of English language usage in transactional and interpersonal interactions among agents within the institution. Students have a tendency to forgetting. Individual differences plays the role to determine EFL students' progress, higher self-concept has a greater influence on learners speaking skills than personality, with introverts' self-concepts outweighing extroverts, means that higher self-concept in students significantly affects their English-speaking performance, with introverts having better scores than extroverts. This is proved that personality doesn't take further influence in speaking English (Angraeni et al., 2023)

Another study found that personality of the student's link to the English-speaking ability. The English self-concept has a significant impact on learning English language skills, including speaking. With a more global understanding of English language proficiency, students can meet specific needs such as reading comprehension, writing, and speaking, and they will consistently do better in tasks involving spoken English. When compared to male students, female students typically have a higher self-concept in terms of understanding, reasoning, and speaking (Dadulla & Potane, 2022). Self-concept is not the only determinant factor in English speaking performance outcome. Research findings indicate a strong, positive correlation between self-concept, self-imagination, and self-efficacy and English Language Learning Outcomes (ELLO) in blended learning environments. Self-efficacy, in particular, serves as a mediator, amplifying the positive impact of self-concept and self-imagination on ELLO (Chen et al., 2022)

Students and teachers must hand together to shape students' self-concept, in context of L2 students, they use English because of the grade and social expectation (Kangasvieri & Leontjev, 2021) while in EFL students they only use English for a grade reason only, that is influenced by unsupportive social environment in frame of culture because they speak in their L1. The monotonous learning strategy applied in the language class; thus the students get an academic burnout in English Class. a study held in investigating the effect of students' burnout and their self-concept of nursing students, burnout as a predictor of student's self-concept (Alghtany et al., 2024). The primary motivations for nursing students to learn English included the following: accessing foreign literature, authoring medical or nursing academic articles and reports, and participating in international medical or nursing conferences. While medical dialogues, speeches, and everyday conversations are essential components of English language proficiency, they alone are insufficient for meeting the demands of the healthcare profession. (Lu et al., 2023)

Conclusion

The study revealed a weak, non-significant correlation ($p = 0.18 > 0.05$) between English self-concept and English-Speaking Performance. This could be attributed to several factors, including respondents' prior language habits, limited English language exposure, and an unsupportive academic environment. The respondents, primarily graduates of science schools, had limited English language practice and often preferred using Javanese or Indonesian in their daily lives. Moreover, the academic setting, with infrequent English classes and the prevalence of Indonesian in non-English courses, further hindered English language development. The lack of English language requirements for college agents, particularly during designated English days, further underscores the limited emphasis on

English language proficiency in the academic context. While this study focused on the correlation between variables, further research is needed to investigate the causal relationships and potential influences of these factors on English language learning outcomes

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