THE USE OF THE MOVIE "THE GOOD DOCTOR" AS TEACHING MEDIA IN ESP

Silva Aulia

English Education Program FKIP Galuh University, Ciamis, Indonesia
shizuka.katsushika@gmail.com

Etika Rachmawati

English Education Program FKIP Galuh University, Ciamis, Indonesia
etika.rachmawati@gmail.com

Wawan Tarwana

English Education Program FKIP Galuh University, Ciamis, Indonesia
wtarwana@gmail.com

Abstract: This study aims to determine the vocabulary needed by medical students and students' perceptions of the film "The Good Doctor" as a teaching media for English vocabulary for medical students. This research which uses a qualitative case study design is conducted in a Vocational School in Tasikmalaya. To collect data, the researcher combines the data obtained from thirty-one participants consisting of one English teacher and thirty medical students using semi-structured interviews and an open questionnaire. The results of semi-structured interviews shows that the English vocabulary needed by medical students contains a collection of English vocabulary-specific terms for drugs, diseases, medical equipment, etc. Meanwhile, the results of the open-ended questionnaire based on students' perceptions indicate that medical vocabulary is important because learning English vocabulary can increase students' knowledge. Mainly, special vocabulary and learning English medical vocabulary is useful for their careers. Finally, the researcher provides suggestions on how to increase the needs of vocational students, especially the English vocabulary needed by medical students. The education of this research is to allow the teachers to use films for teaching media in ESP classes.

Keywords: ESP, perception, teaching media, The Good Doctor, vocabulary need.

INTRODUCTION

ESP is a subcategory of English as a second or foreign language. It usually refers to teaching English to those who are already working regarding the specific vocabulary and skills they need. English should be given to adopting certain language skills using actual situations, in a way that allows them to use English in their future profession, or to understand English discourse related to their area of specialization.

Brown (2016, p.213) explains that ESP is the role language course of programmed teaching to integrate the content and aims of the course framed by the detailed needs of a certain group of learners. Similarly, Basturkmen (2014) states that in ESP, "language is studied not for its own sake or for the sake of gaining a universal education, but to soften the way to entry or greater linguistic

efficiency in academic, expertly or workplace".

Language is a basic requirement that students need to master, including those who study in vocational school focusing on English for Medical. English for Medical is one of the branches contained in ESP. Based on Doykova (2019), English for Medical Purposes as a branch of the ESP is offered to students of Medicine, Dentistry, Pharmacy, and health-related programs to develop communication skills and language competencies for academic study, communication and research. Specifically, Medical terminology is a word system used to elaborate on particular medical aspects and diseases based on standard root words, prefixes, and suffixes. Thus, English material must be appropriate to the needs of students, whether it is used to read the medical theory or practice theory in the field or to prepare students for the world of work

In the modern era, language is not only used in communication with other people but used in film too. When people watch the film, they can learn literature, morals, education, regarding, and other values implied. The film can also be used as a teaching medium. Kusumawati (2019) states that movie not only enables the teacher to understand variety and reality in the classroom but also to discuss about movie content that enables students to engage their background knowledge and experiences in the discussion. Thammineni (2016) in his study says that the use of movies in the English classroom is beneficial in many ways.

"The Good Doctor" is an American medical drama on television series. The film of Sony Pictures Television and ABC Studios collaborated with production companies Shore Z Production, 3AD, and Entermedia. This film tells of Dr. Shaun Murphy (Freddie Highmore), a young surgeon with autism and savant syndrome, continues to practice his remarkable medical talents in the surgical unit of St. Bonaventure. As his friendship deepens, Shaun works harder than ever before when he commits to dating, while navigating his surroundings and relationships to give facts to his colleagues that his talent as a surgeon will help lives.

Several previous studies have been conducted on the related issue. Apostolovski (2019) reports on developing an ESP teaching material which is suitable for a particular ESP course. Hayugraha et al., (2019) have deepening in this movie ("The Good Doctor") but this research only discusses the speech acts contained in the film. There is also another study conducted by Kusumawati, (2019) which investigates the use of subtitles in vocabulary importance. However, this study just emphasizes the impact of English movies with subtitles on content analysis of English movies and vocabulary comprehension. Unlike those previous studies aformmenntioned, this study was designed to answer the following research question: 1) "What are the vocabularies needed by medical students?" and 2) "How the student perceives the film "The Good Doctor" as a relevant source to improve their vocabulary mastery?"

METHOD

This study is a qualitative case study because it intends to explore and understand the meaning individual or group assigned to a social or human problem (Creswell, 2014). The participants were designated through the purposive sampling technique. Thirty students of grade three in one private vocational school in Tasikmalaya have taken part in this research. The data of the study was collected through following methods, namely: an open-ended questionnaire and a semi-structured interview.

Regarding the interview, the researcher used a semi-structured interview for collected data to seek more about an issue as opinioned by the individual being asked, as suggested by Adhabi and Anozie (2017). The questions of the the-structure Interview consisting of thirteen questions quoted and modified from Lung & Liu, (2016). This interview was administered to three medical students consisting of an outstanding student, a middle achiever student, and a low achiever student based on the recommendation of an English teacher. An open-ended questionnaire was also used that allow respondents to answer with sentences, lists, and stories, giving deeper, and new insight (Farrel, 2016). The questions of the open-ended questionnaire section consisting of five questions adopted and modified from Hyman & Sierra, (2016). In analysing the data from interview and

open-ended questions, the writer uses the thematic analysis of Braun & Clarke (2006). This requires transcribing, reading the data, and following the coding stages. Next, the researcher grouped the codes into certain themes. Finally, after the theme is finished, the writer reports the results.

FINDINGS AND DISCUSSION

The first research question was answered by interview. In this study, the following question is raised "What is the vocabulary needed by medical students?" This interview is focused on finding out English vocabulary for medical students. Three students took part in this interview which consisted of three categories, namely, high, medium and low achievement categories. On the other hand, the second research question was answered by student interview and open-ended questionnaire. This research was started with the following question "How the student perceives the film "The Good Doctor" as a relevant source to improve their vocabulary mastery?" The results of those data are discussed in the following parts:

What are the vocabularies needed by medical students?

Based on the results of student interview, there are four codes, namely, the importance of English from the need for English vocabulary for medical students, the need for learning resources to increase students' medical vocabulary, English vocabulary needed for medical students and students' opinions on learning English vocabulary for medical students. All of students both from high middle, and low are required to answer the questions.

The first elaboration are coming from high student. In the first question, the researcher found that students find English vocabulary important in learning English, especially for medical students. The second question deals with music as a learning resource which can concluded that using music for learning English can help students learning English as an access to useful learning resources according to the material taught by the teacher. The third question is on the required English vocabulary for medical students which implied that the English taught must be in accordance to their needs, especially vocabulary. The last is students' opinion of learning English vocabulary and the difficulty of learning English vocabulary for medical is very different for each student; in this case, the student thinks English very useful for him and so far, he has not found any difficulties in English.

The next elaboration depicts the answer of middle student. Towards the first question, students agree that English vocabulary is important in learning English, especially for medical students. The second question concluded that videos, and films as learning resources that can be used to access to useful learning resources according to the material taught by the teacher. The third question concluded that the English taught must be to their needs, especially vocabulary. The last question concluded that learning English vocabulary can help students to understand English, by listening to and repeating difficult vocabulary, and games, students can train students' abilities in English vocabulary.

For the low student in the first question, the researcher found that students agree that English vocabulary is important in learning English. The second question concluded that the use of the internet for learning English can help students learning English as access to useful learning resources according to the material taught by the teacher. The third question concluded that the English taught must meet their needs, especially vocabulary. The last question concluded that the difficulty of learning English vocabulary for medical differs to each student; and the solution is to memorize at least daily vocabulary, often read and translate English books, and often watch English films/videos.

Based on data collected through semi-structured interviews, English vocabulary needed by vocational high school students which is relevant to their background are those that relates to diseases, medical equipment, and drugs. Due to its importance, the learning system in vocational high schools by using the internet provides students the opportunity to learn and increase their

knowledge of medical English vocabulary. By utilizing the internet or videos and music as learning resources, students can acquire English vocabulary and increase their motivation in learning English vocabulary.

How the student perceives the film "The Good Doctor" as a relevant source to improve their vocabulary mastery?"

The second research question was answered open-ended questionnaire. The questionnaire focused on finding out students' perceptions about the importance of English vocabulary for medical students. In this study, five questions were given to the students about their perception of the important English vocabulary for medical students.

Students are asked the first question. The researcher asked. "How important do you think English vocabulary in English subjects, especially for medical students?" In answering these questions, the researcher concluded that English vocabulary is very important, especially for vocational students, because English vocabulary is widely used in the medical world. The importance of English vocabulary for medical students is reinforced by three reasons for students' perceptions. The majority of students (17 students) view that English vocabulary can help students to learn new vocabulary. So, the students can get to know new terms, both general and specific terms in English. Then, 7 students viewed that English vocabulary was important because many of the equipment and terms used by medical students used English, 6 students explained that English vocabulary can help students improving their communication skills in English. This means that the more vocabulary students learn, the easier it will be for them to understand English.

Students are given a second question. The researcher asked, "Based on your perception, will learning English vocabulary be beneficial for your career?" In answering this question, the researcher concluded that learning English vocabulary will help students in their careers. This is supported by two student perceptions at which the majority of students (18 students) think that learning English vocabulary will automatically help students in their careers; (9 students) think that learning English in their careers can be used to apply for jobs, especially this plays an important role for those who want to work abroad, and for 3 students argued that learning English vocabulary, apart from helping students in their careers, can also help their communication skills. By studying English vocabulary, students are expected to have broad knowledge, especially to compete with others in the workplace. Besides that, in addition to educating English vocabulary, it is very necessary in the world of work, especially in the medical world, because many terms and medical equipment use English.

Furthermore, the researcher asked the students "What is your goal in learning English vocabulary, especially for medical students?" The majority of students (19 students) stated that English vocabulary can help students in developing their insight, as well as to know and add new vocabulary, especially vocabulary for medical students. Meanwhile, 9 students stated that learning English vocabulary aims to train students' English skills in communicating so that they are fluent in English. The minority of students (2 students) stated that learning English vocabulary will help students to learn both medical terms and equipment.

The next question was "In your opinion, what are the benefits of learning English vocabulary, especially for medical students?" The researcher concludes that there is a relationship between questions number three and number four indicating that the majority of students (14 students) stated that English vocabulary can help students in developing their knowledge, as well as to know and add new vocabulary, especially vocabulary for medical students. Seven students stated that the benefits of learning English vocabulary is to help students in getting knowledge of terms and about medical devices. Other responses (6 students) argued that the benefits of learning English vocabulary are of course to communicate and understand English texts. The minority (3 students) is in line with question number two in that the benefits and relevance of English are in line with career. The last question that the writer asked the students was "Learning English vocabulary for medical can improve your knowledge of English?" In answering the question, from

the answers based on students' perceptions, all students thought that learning English vocabulary could improve student knowledge of English either for language skills, communication or to gain knowledge that is more useful for their careers.

Based on students' perceptions, all students agree that English vocabulary is important for medical students. By learning English vocabulary for medical, it can help students to increase knowledge and insight about certain English vocabulary. Also, learning English vocabulary can develop their ability in speaking, listening, reading, and writing skills of students.

What does the findings imply?

Finally, the researcher describes the research implication which include several points of overall data analysis and is associated with theories based on the findings.

The first is the importance of English vocabulary for medical students which is relevance to Tudor (2018, p.172) and Coexhead (2013, p.12). They say that English vocabulary is a necessary foundation for students where English vocabulary is taught in their field and the basis for their future careers.

Second, the use of the internet and videos as a need for learning resources other than books relevant to the theory from Fleck et al., (2014, p.23) who say that YouTube can help attract students' attention to learning. That is, to stimulate students in learning, the use of video as a learning resource is very effective. This is also in line with the theory of Al-Khasawneh (2012, p.2) stating that the lack of vocabulary will lose students' motivation and confidence in learning. The learning needs of students are important because the needs of students in learning can help student achievement. This is in line with the theory of Tseng & Min-Chen (2014, p.26) which states that needs analysis can assist teachers, school administrators, and students in developing learning materials, especially for Vocational School students.

The third is about the English vocabulary needed by medical students with the relevant theory from Doykova, (2019). English for Medical Purposes as a branch of the ESP is offered to students of Medicine, Dentistry, Pharmacy, and health-related programs to develop communication skills and language competence for academic study, communication, and research. The results of this study are different from the research of Kusumawati (2019) because the results of the previous study presented the relevance of subtitles in ESP learning and vocabulary development, in sub-skills and topics for engineering students.

The fourth, learning English vocabulary for medical students is relevant to the theory from Coexhead (2013) which states that ESP vocabulary is the vocabulary used in a particular context, which can include different terms, and includes specific purposes. This means that the English vocabulary taught to medical students is a vocabulary that is appropriate to the student's needs so that students know specific medical terms.

The fifth, vocabulary for medical is important for ESP and future carrier students. English vocabulary for medical can help students' careers because there is an engagement between the first and second questions related to the previously mentioned theory of Tudor, (2018, p.172). As far as it was concerned, learning English vocabulary in ESP is a new science for students.

Sixth, vocabulary could help them master English better. In addition, English vocabulary, in particular, special vocabulary can help them in their career, especially in the communication, and improve students' language skills such as speaking, reading, listening, and writing and then, getting to know a lot of vocabulary, especially special vocabulary for medical students. This findings are related to previous research conducted by Apostolovski (2019), Hayugraha et al., (2019), and Kusumawati, (2019) who focuses on the development of vocational students about vocabulary related to medicine in films as an ESP learning medium where many medical vocabularies can increase student knowledge and also attract students' interest.

In short, the right teaching media is needed to help students' achievement in learning. Learning through film media with "The Good Doctor" as an example can be used as one of the learning media. Especially for medical students, the need for English vocabulary in English is very

important. The reason is that it can help students to develop their language skills such as speaking, reading, writing, and listening, especially in communicating, making careers, and empowering vocabulary knowledge, both general vocabulary and specific vocabulary.

CONCLUSION
This research is focused on identifying the needs of English vocabulary needed by medical students with learning media through the film "The Good Doctor". This study aims to determine the vocabulary needed by medical students and students' perceptions of the film "The Good Doctor" as a teaching media for English vocabulary for medical students. The results of semi-structured interviews showed that the English vocabulary needed by medical students contained a collection of English vocabulary-specific terms for drugs, diseases, medical equipment, etc. Meanwhile, the results of the open-ended questionnaire based on students' perceptions indicate that medical vocabulary is important because learning English vocabulary can increase students' knowledge, especially special vocabulary. Furthermore, learning English medical vocabulary is useful for their careers. Finally, the researcher provides suggestions on how to increase the needs of vocational students, especially the English vocabulary needed by medical students.

The researcher concludes that medical students majoring in vocational high schools think that English vocabulary is important for them. This study found that the English vocabulary needed by medical students is vocabulary related to drugs, diseases, body anatomy, and medical equipment. The film "The Good Doctor" can be used as a teaching medium for medical students. Finally, the researcher provides suggestions on how to increase the needs of vocational students, especially the English vocabulary needed by medical students.

REFERENCES
Apostolovski, M.M. (2019). Developing teaching materials for ESP courses: The last option many ESP teachers resort to. *SEEU Review 14*(1):160-177. DOI:10.2478/seeur-2019-0009

Adhabi, E. A. R., & Anozie, C. B. L. (2017). Literature review for the type of interview in qualitative research. *International Journal of Education*, *9*(3), 86. https://doi.org/10.5296/ije.v9i3.11483

Al-Khasawneh. (2012). Vocabulary learning strategies: A case of Jordan University of Science and Technology. *English for Specific Purposes World, 12(32), pp. 1-15*, 2

Basturkmen, H. (2014). *Ideas and options in English for Specific Purposes.* doi:10.4324/9781410617040

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Brown. (2016). *Introducing need analysis and English Specific Purpose.* New York: Routledge.

Creswell. (2014). *Research design: Qualitative, quantitative, and mixed methods. approaches: fourth edition.* Thousand Oaks, CA: Sage Publications.

Coexhead, A. (2013). Vocabulary and ESP. *In B.Paltridge & S. Starfield (Eds). The Handbook of English for Specific Purpose.* West Sussex: John Wiley & Sons, Inc.

Doykova, I. (2019). Exploring student expectations and perceptions in English for Medical Purposes (Emp). *Conference Proceedings*, 89–94. https://journals.mu-varna.bg/index.php/conf/article/view/5781

Farrel, S. (2016, May 22). *Open-ended vs close-ended questions in user research.* Dipetik May 22, 2016, dari Nielsen Norman Group: www.nngroup.com

Fleck, B. K. B., Beckman, L. M., Sterns, J. L., & Hussey, H. D. (2014). YouTube in the classroom: Helpful tips and student perceptions. *The Journal of Effective Teaching*, *14*(3), 21–37.

Hayugraha, A., Nababan, & Marmanto, S. (2019). Speech acts found in the movie "The Good Doctor." *International Journal of Multicultural and Multireligious Understanding*, *6*(5), 840–848. https://pdfs.semanticscholar.org/8368/a48c1aa9ddf92fb48a3b8261bf1670de85c6.pdf

Hyman, M. R., & Sierra, J. J. (2016). *Open- versus closed-ended survey questions. September*

2015.

Kusumawati, E. (2019). The effect of watching English movies with subtitles on ESP students' content and vocabulary comprehension. A study conducted at an Indonesia polytechnic Engineering. *Science, Engineering, Education, and Development Studies (SEEDS): Conference Series*, *2*(2), 139–150. https://doi.org/10.20961/seeds.v2i2.27514

Thammineni, H. B. (2016). Movies supplement English classroom to be effective in improving students' listening and speaking skills- A review. *International Journal on Studies in English Language and Literature*, *4*(6), 35–37. https://doi.org/10.20431/2347-3134.0406005

Tseng, Min-chen. (2014). Language need analysis for Taiwanese Arts students: What do young artists need to know? *Taiwan: Journal of Arts, Science & Commerce, 5(1), pp. 1-36*, 26 &27.

Tudor O. (2018). Vocabulary acquisition in ESP. Perspectives, strategies, and resources. *Studi si certerari filologice. Seria Lambi Straine Aplicate* , 172.