

# Development of Andragogy-Based ESP Training through Music Implementation for Rajawali Health Vocational School Alumni

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## ABSTRACT

The globalization of the healthcare sector has not only created cross-border employment opportunities but also highlighted the gap between graduates who are ready to compete and those limited by insufficient supporting competencies. One of the major challenges faced by vocational health school alumni is the mastery of *English for Specific Purposes* (ESP), particularly speaking and listening skills that are essential for clinical communication. In response to this issue, this study aims to develop a communicative and contextual ESP training model for alumni of Rajawali Vocational Health School by integrating andragogical principles and music as a learning medium.

This study employed a *Participatory Action Research* (PAR) approach conducted over a two-month period involving 17 alumni from the Nursing and Pharmacy programs. Through collaborative cycles of planning, action, observation, and reflection, participants were not merely positioned as training subjects but also as active partners in the development of the program. The findings revealed that the developed training model had a significant impact on improving participants' oral English competencies. Approximately 90% of participants demonstrated meaningful improvement, while 88% achieved the targeted minimum 20% increase in pronunciation and vocabulary assessments. Furthermore, 95% of participants showed high levels of participation and enthusiasm throughout the music-based learning activities.

These findings indicate that the integration of andragogical principles and music in ESP training is not only quantitatively effective but also capable of creating relevant, participatory, and sustainable learning experiences for health vocational alumni in responding to the demands of the global workforce.

## Informasi Artikel

### Kata Kunci:

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## ABSTRAK

Globalisasi sektor kesehatan tidak hanya membuka peluang kerja lintas negara, tetapi juga memperjelas kesenjangan antara lulusan yang siap bersaing dan mereka yang masih terkendala kompetensi pendukung. Salah satu tantangan utama yang dihadapi alumni SMK Kesehatan adalah penguasaan *English for Specific Purposes* (ESP), khususnya keterampilan berbicara dan mendengarkan yang berperan penting dalam komunikasi klinis. Berdasarkan permasalahan tersebut, penelitian ini bertujuan mengembangkan model pelatihan ESP yang komunikatif dan kontekstual bagi alumni SMK Kesehatan Rajawali melalui integrasi prinsip andragogi dan seni musik sebagai media pembelajaran.

Penelitian ini menggunakan pendekatan *Participatory Action Research* (PAR) yang dilaksanakan selama dua bulan dengan melibatkan 17 alumni dari program keahlian Keperawatan dan Farmasi. Melalui siklus kolaboratif yang meliputi tahap perencanaan, tindakan, observasi, dan refleksi, peserta tidak hanya berperan sebagai objek pelatihan, tetapi juga sebagai mitra aktif dalam pengembangan program. Hasil penelitian menunjukkan bahwa model pelatihan yang dikembangkan memberikan dampak signifikan terhadap peningkatan kompetensi bahasa Inggris lisan peserta. Sebanyak 90% peserta mengalami peningkatan kemampuan yang signifikan, sementara 88% peserta berhasil mencapai target peningkatan minimal 20% pada aspek pelafalan (*pronunciation*) dan penguasaan kosakata. Selain itu, 95% peserta menunjukkan tingkat partisipasi dan antusiasme yang tinggi selama proses pembelajaran berbasis musik berlangsung.

Temuan penelitian ini menunjukkan bahwa integrasi prinsip andragogi dan seni musik dalam pelatihan ESP tidak hanya efektif secara kuantitatif, tetapi juga mampu menciptakan pengalaman belajar yang relevan, partisipatif, dan berkelanjutan bagi alumni vokasi kesehatan dalam menghadapi tuntutan kerja global.

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## 1. Introduction

Vocational High Schools (*Sekolah Menengah Kejuruan / SMK*) play a strategic role in preparing human resources who are ready to enter the workforce. In the healthcare sector, this role has become increasingly significant due to the growing global demand for healthcare professionals. Countries such as Australia, the United States, and several European regions continue to provide employment opportunities for caregivers and healthcare assistants from various countries, including Indonesia. Nevertheless, these opportunities are not equally accessible to all graduates of vocational health schools.

Despite the recognition of Indonesian healthcare workers' technical competencies, a fundamental challenge frequently hinders their global workforce mobility: limited English language proficiency. In professional healthcare practice, English is no longer regarded merely as a general communication skill but rather as a specific and contextualized competency. Consequently, the need for *English for Specific Purposes* (ESP), particularly Nursing English, has become increasingly essential. Needs analyses in healthcare communication consistently demonstrate that speaking and listening skills are among the most critical competencies in clinical interactions with patients and multinational healthcare professional [1], [2].

However, empirical conditions indicate that many vocational health school alumni still experience difficulties in these areas. Limited medical vocabulary, inaccurate pronunciation, and low self-confidence in oral communication remain recurring issues. These conditions suggest that conventional English language instruction has not fully addressed the needs of adult learners who possess practical orientations and prior learning experiences.

According to [3], adult learners tend to learn more effectively when instructional materials are directly relevant to their professional needs and when they are actively involved in the learning process.

Based on these considerations, ESP training for vocational health school alumni should be designed in accordance with adult learning characteristics. The principles of andragogy emphasize that adults learn optimally when learning activities are participatory, problem-centered, and connected to real-life work situations [3], [4]. In this study, these principles are integrated with the implementation of music as a learning medium. Music is employed not merely as a methodological variation but as a pedagogical tool capable of creating a relaxed learning atmosphere, improving vocabulary retention, and facilitating pronunciation and intonation practice through repetitive exposure. Previous studies have demonstrated that music-assisted language learning can significantly enhance learners' motivation, listening comprehension, pronunciation, and speaking fluency [5], [6].

To ensure that the developed training model remains contextual and sustainable, this study employs a *Participatory Action Research* (PAR) approach. Through PAR, the program development process is conducted collaboratively between researchers and participants, enabling the resulting training model to be not only academically effective but also practically applicable and sustainable within the context of Rajawali Vocational Health School. PAR is widely recognized as an effective approach for educational development because it promotes participant involvement, reflective practice, and continuous program improvement [7].

Based on the foregoing discussion, this study aims to analyze the effectiveness of an

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andragogy-based ESP training model through the implementation of music, developed using PAR cycles, in improving the oral communication competencies of Rajawali Vocational Health School alumni.

## 2. METHODS

This study employed a qualitative approach within the framework of *Participatory Action Research* (PAR). The selection of PAR was based on its orientation toward participant empowerment and program sustainability, in which researchers and participants collaborate in an equal partnership to identify and address shared problems collectively.

The study was conducted at Rajawali Vocational Health School over a two-month period. The participants consisted of 17 alumni who graduated between 2021 and 2023 from the Nursing and Pharmacy programs. Within the PAR framework, the alumni were not positioned merely as research objects but also as active subjects and collaborative partners throughout each stage of the research cycle, in accordance with the principles of andragogy.

The research implementation followed an action-reflection cycle conducted from the first to the eighth week. During the planning stage, program orientation and a pre-test were administered to identify participants' initial English proficiency levels. The action stage was carried out from the second to the seventh week through the implementation of andragogy- and music-based training activities. These activities included song introduction sessions, listening and singing exercises, vocabulary and language structure analysis, music-based speaking practices, and a *performance week* as an applied demonstration of participants' acquired skills.

The evaluation and reflection stage was conducted during the eighth week through post-tests, pronunciation and vocabulary

assessments, and reflective discussions with participants to formulate recommendations for future program development.

## 3. RESULTS AND DISCUSSION

The implementation of the *English for Specific Purposes* (ESP) training program integrating andragogical principles and music-based learning demonstrated highly significant outcomes. Data collected throughout the two-month research period using the *Participatory Action Research* (PAR) cycle revealed substantial improvements in the competencies of Rajawali Vocational Health School alumni, both quantitatively and qualitatively.

Quantitatively, the effectiveness of the developed model was reflected in the improvement of participants' oral English proficiency scores. The comparison between pre-test and post-test results indicated that 90% of participants (15 out of 17 alumni) achieved score improvements exceeding the predetermined minimum success criterion of 15 points. Furthermore, the program also demonstrated positive outcomes in technical language competencies. Approximately 88% of participants successfully achieved the targeted minimum improvement of 20% in pronunciation and medical vocabulary assessments. These findings indicate that the integration of contextual learning strategies and music-based activities contributed positively to the enhancement of participants' communicative competence. This result is consistent with previous ESP studies emphasizing that language instruction becomes more effective when learning materials are closely aligned with learners' professional contexts and communicative needs [1], [2].

Recent studies also reinforce the effectiveness of music-assisted language learning in improving oral communication competencies

among adult learners. Sun, Yang, and Liang (2024) [8] highlighted that music-based instruction significantly contributes to vocabulary acquisition, pronunciation accuracy, listening comprehension, learner motivation, and speaking fluency through repetitive and emotionally engaging language exposure. Similarly, Varnosfaderani, Shahnazari, and Dabaghi (2021) [9] reported that musical exposure positively influences second-language speaking complexity, fluency, and pronunciation accuracy. In the context of the present study, repetitive listening and singing practices enabled participants to internalize pronunciation patterns and medical vocabulary more naturally and confidently.

From a qualitative perspective, participatory observations documented highly positive learning dynamics throughout the training process. Approximately 95% of participants demonstrated high levels of engagement, enthusiasm, and active participation during learning activities. Participants were not merely positioned as training recipients; instead, they actively contributed to discussions, collaborative practices, and independent exercises. This condition reflects the establishment of a supportive and psychologically safe learning environment that encouraged participants to engage more confidently in English communication practices.

These findings support Vygotsky's social constructivist perspective, which emphasizes that collaborative interaction and meaningful participation significantly influence language acquisition and learner confidence [10], [11]. Furthermore, recent learner-perspective studies conducted by [12]–[15] found that music-based instruction positively affects learner motivation, classroom engagement, and vocabulary retention. Such findings are

highly relevant to the present study, where participants consistently demonstrated strong enthusiasm and active participation during collaborative music-based activities.

The improvement in participants' competencies can be understood as the result of the systematic integration of three major components: the PAR methodology, andragogical principles, and music-based learning media.

### **Integration of Andragogical Principles in Reducing Learning Barriers**

One of the major findings of this study concerns the effectiveness of andragogical principles in addressing psychological barriers experienced by adult learners. As adult learners, vocational health school alumni often experience affective barriers, particularly anxiety and lack of confidence when communicating in a foreign language. The andragogical approach, which emphasizes self-directed learning, learner autonomy, and informal interaction, successfully created a supportive learning atmosphere in which participants felt comfortable experimenting with language use without fear of making mistakes.

The high level of participant engagement, reaching 95%, indicates that adult learners tend to demonstrate stronger intrinsic motivation when the learning materials are directly connected to their professional and career-related needs. This finding aligns with Knowles, Holton, and Swanson (2015) [3], who argue that adult learners are more motivated when learning activities are problem-centered and directly relevant to real-life situations. In addition, the reduction of communication anxiety observed during the training process supports Krashen's *Affective Filter Hypothesis*, which states that positive emotional conditions facilitate language

acquisition more effectively [16], [17].

Contemporary research also supports this finding. [18] revealed that adult learners perceive song-assisted language learning as an effective strategy for improving vocabulary mastery and speaking confidence because it creates a more relaxed, participatory, and enjoyable learning atmosphere. This perspective is strongly reflected in the present study, where participants showed greater willingness to participate in oral communication practices after being exposed to repetitive music-based learning activities.

### **The Role of Music as a Linguistic Catalyst**

The implementation of music in this training program proved to be more than merely a variation of instructional methods; rather, it functioned as a linguistic catalyst that facilitated the development of speaking and listening skills. Through repetitive listening and singing activities, participants were provided with natural and enjoyable opportunities to practice pronunciation, intonation, and vocabulary usage.

Music-based activities also strengthened participants' memory retention of medical vocabulary, enabling complex terminology to be learned more effectively and meaningfully. Consequently, the learning process was no longer perceived as a rigid academic obligation but rather as an engaging and applicable communicative experience. This finding explains why 88% of participants successfully achieved the targeted improvement in pronunciation and vocabulary assessments, areas that had previously been identified as major weaknesses among vocational health alumni.

These findings are consistent with [5], who found that singing activities significantly improve foreign language pronunciation and memorization. [6] further explained that music

enhances learners' listening comprehension, oral fluency, and language motivation through repetitive and emotionally meaningful language exposure. More recent literature by [19] also emphasized that music-based language learning supports cognitive processing, affective engagement, and communicative competence development simultaneously. Therefore, music in ESP instruction should not merely be viewed as entertainment but rather as a pedagogical medium capable of facilitating authentic language acquisition processes.

Additionally, recent discussions in ESP pedagogy have highlighted the importance of multimodal and auditory-based learning environments in developing pragmatic competence and professional communication skills, particularly in healthcare-related contexts [20]. This argument strengthens the findings of the present study, where music-based learning successfully bridged the gap between theoretical language learning and practical communicative application in healthcare settings.

### **Program Sustainability through Participatory Action Research (PAR)**

From the perspective of program development, the use of the PAR methodology provided additional value in terms of sustainability and contextual relevance. Through collaborative cycles of planning, action, observation, and reflection, participants were actively involved as partners in the development and evaluation of the training model. This participatory involvement fostered a strong sense of ownership toward the program implementation and outcomes.

Collaborative reflection sessions conducted at the end of each cycle ensured that the developed training model remained aligned with the actual needs, capacities, and

institutional context of Rajawali Vocational Health School. Moreover, the emergence of potential local leaders among the alumni indicated that the music-based ESP training model possesses the potential to be independently sustained and further developed in the future.

This finding is consistent with [7], who state that PAR not only functions as a research methodology but also as a transformative educational approach that promotes empowerment, collaborative problem-solving, and sustainable institutional development. Through participant involvement in decision-making and evaluation processes, PAR enables educational programs to become more adaptive and contextually responsive.

Overall, the integration of andragogical principles and music-based learning within the PAR framework proved to be effective both quantitatively and qualitatively in addressing oral communication competency gaps among vocational healthcare graduates preparing to enter the global workforce.

**Table 1. Training Achievement Outcomes**

Achievement Indicators	Success Criteria	Results
<b>Post-Test Score Improvement</b>	Minimum increase of 15 points from pre-test scores	90% of participants showed significant improvement
<b>Oral Skill Improvement</b>	Minimum 20% increase in pronunciation and vocabulary assessments	88% of participants achieved the target
<b>Learning Participation</b>	Active participation during	95% of participants demonstrated

training sessions	high engagement and enthusiasm
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**4. CONCLUSION**

The findings of this study demonstrate that the integration of andragogical principles and music-based learning within an *English for Specific Purposes* (ESP) training program constitutes an effective approach to addressing the oral communication competency gaps among vocational healthcare alumni. The significant improvement achieved by the majority of participants indicates that relevant, participatory, and contextual learning environments are capable of reducing affective barriers commonly experienced in foreign language learning, particularly among adult learners. The implementation of music as a pedagogical medium played a substantial role in enhancing vocabulary retention, pronunciation accuracy, and speaking confidence through repetitive listening and singing activities conducted in meaningful communicative contexts. Consequently, the learning process was perceived not merely as an academic obligation but as an engaging and applicable learning experience. Furthermore, the application of the *Participatory Action Research* (PAR) approach contributed significantly to the sustainability of the program by fostering participants’ sense of ownership and encouraging the emergence of potential local leaders capable of independently continuing and developing the training

model within the Rajawali Vocational Health School environment. Overall, this study confirms that the integration of andragogy, music-based instruction, and participatory learning frameworks offers a promising and sustainable model for ESP training in vocational healthcare education, particularly in preparing graduates to meet the communicative demands of the global healthcare workforce. Future studies are recommended to explore broader participant populations, longer implementation periods, and the integration of digital learning technologies to further strengthen the effectiveness and scalability of the training model.

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