



## ENHANCING PROFESSIONAL NURSING COMPETENCE THROUGH ESP AND PORTFOLIO-BASED LEARNING: A QUANTITATIVE STUDY

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Article info	ABSTRACT
<p><b>Corresponding Author:</b></p> <p>Yoyok Febrijanto <a href="mailto:yoyokfebrijanto18@gmail.com">yoyokfebrijanto18@gmail.com</a> STIKES RS Baptis Kediri</p>	<p>The integration of English for Specific Purposes (ESP) and portfolio-based learning has become increasingly important in nursing education to enhance students' professional competence. This study aimed to examine the level of ESP competence and the implementation of portfolio-based nursing care, as well as to analyze the relationship and influence between these two variables among second-year nursing students at STIKES RS Baptis Kediri. A quantitative cross-sectional design was employed involving 153 second-year nursing students selected using total sampling. Data were collected using validated Likert-scale questionnaires measuring ESP competence and portfolio-based nursing care implementation. The data were analyzed using descriptive statistics, Pearson correlation, and simple linear regression. The results showed that students' ESP competence and portfolio-based nursing care implementation were both at a good level. A strong and significant positive relationship was found between ESP competence and portfolio-based nursing care implementation (<math>r = 0.684, p &lt; 0.001</math>). Regression analysis indicated that ESP competence significantly influenced portfolio-based nursing care implementation (<math>B = 0.756, p &lt; 0.001</math>), explaining 46.8% of the variance. These findings suggest that integrating ESP into nursing education can significantly support portfolio-based learning and enhance professional nursing competence. The study recommends strengthening ESP instruction aligned with clinical documentation and reflective portfolio practices.</p> <p><b>Keywords:</b> <i>English for Specific Purposes; Nursing Education; Portfolio-Based Learning; Professional Competence</i></p>
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### INTRODUCTION

The rapid development of globalization in the healthcare sector requires nursing professionals to possess strong professional competencies, not only in clinical practice but also in the use of English for professional contexts (English for Specific Purposes/ESP), such as patient communication, interprofessional team collaboration, and access to international scientific literature (Setiyani et al., 2023). ESP is designed to address the specific linguistic needs of professional fields, including clinical terminology and professional communication, making it an essential component of modern nursing education curricula in developing

countries such as Indonesia. Previous studies have demonstrated that ESP significantly enhances nursing students' English proficiency for both academic and professional purposes (Wulandari, Muchsin, & Tambunan, 2019; Husna & Hindriyastuti, 2025).

In addition to English language competence, portfolio-based learning has been implemented as a clinical education strategy to enhance nursing students' professional competence. A portfolio is a systematic collection of learning artifacts, reflections, and clinical practices that supports the assessment of students' competency achievement and professional development (Hoveyzian et al., 2021). Quantitative studies have shown that the use of portfolios significantly improves students' clinical competence across cognitive, affective, and psychomotor domains, which are core components of professional nursing competence.

#### *English for Specific Purposes (ESP) in Nursing Education*

English for Specific Purposes (ESP) is a language learning approach designed to meet linguistic needs directly related to specific professional contexts, including nursing. ESP focuses on language skills required in clinical practice, medical terminology, patient communication, and comprehension of scientific literature (Stevens, 1988, as discussed in general ESP literature). Unlike general English instruction, ESP prioritizes language use that is directly relevant to nurses' professional tasks within healthcare settings.

In the context of nursing education, research indicates that students generally recognize the importance of mastering professional English to communicate effectively in both clinical and academic environments. For example, the ability to read medical texts, write clinical documentation and reports, and develop speaking and listening skills through clinical simulations are considered essential components of ESP for nursing students (Wulandari, Muchsin, & Tambunan, 2019).

Other studies emphasize that conducting a needs analysis of nursing students is crucial for designing a more contextual and practice-oriented ESP curriculum. This includes aligning ESP materials with patient-care situations, medical terminology, and interprofessional communication commonly encountered in healthcare facilities.

Furthermore, contemporary research suggests that ESP developed through task-based learning and Content and Language Integrated Learning (CLIL) approaches can strengthen the integration of language learning with professional nursing content. Such approaches support students' ability to use English more functionally and contextually during clinical practice.

#### *Portfolio-Based Learning in Nursing Education*

Portfolio-based learning is an educational approach that utilizes portfolios as tools for documenting learning processes, reflective practice, and evidence of students' professional competency achievement (McMullan, 2006; Hill, 2012, as cited in the literature). In nursing education, the use of portfolios enables students to engage in self-reflection, connect theoretical knowledge with clinical practice, and demonstrate tangible evidence of skills acquired during clinical experiences.

The literature on clinical health education indicates that portfolios can function both as learning tools and as methods for competency assessment. Several studies report that portfolios have strong pedagogical value in enhancing reflective ability, critical thinking, communication skills, and students' responsibility for their own learning.

Evidence from Best Evidence Medical Education (BEME) reviews suggests that the use of portfolios in clinical education across various health disciplines, including nursing, contributes to improved student understanding of course material, increased self-awareness, and greater engagement in the learning process. Portfolios have also been reported to facilitate more effective integration of theory and clinical experience.

In nursing curricula, portfolio implementation often encompasses the core stages of the nursing process: assessment, diagnosis, planning, implementation, and evaluation. This documentation not only reflects the achievement of clinical competencies but also demonstrates students' ability to articulate clinical reasoning and reflect on the outcomes of nursing interventions, which are essential components of professional nursing development (McMullan, 2006; Hill, 2012).

#### *Integration of ESP and Portfolio-Based Learning in Enhancing Professional Nursing Competence*

The integration of ESP and portfolio-based learning in nursing education represents an approach that combines the development of professional language competence with competency-oriented assessment methods. Professional nursing competence encompasses technical skills, reflective thinking, interprofessional communication, and mastery of language relevant to global clinical contexts (Stevens, 1988, as discussed in ESP literature; Wulandari et al., 2019).

Within portfolio-based learning, students systematically document evidence of their clinical skills and reflective practices, which can be directly linked to the achievement of professional competencies. When these portfolios are supported by language skills developed through ESP—such as reading international journals, writing clinical reports, and communicating in professional English—the potential to enhance professional competence becomes significantly greater. This integration encourages students not only to perform clinical practice effectively but also to articulate clinical reasoning and documentation within an internationally relevant linguistic framework.

Although quantitative research examining the relationship between ESP mastery and the successful implementation of clinical portfolios remains relatively limited, emerging empirical evidence suggests that English language instruction integrated with professional practice can strengthen communication skills, reflective capacity, and clinical documentation. These elements are key indicators of contemporary professional nursing competence.

STIKES RS Baptis Kediri has 153 second-year nursing students who are currently enrolled in Nursing English courses and portfolio-based clinical practice each semester. In this context, empirical evidence is still needed to determine the extent to which students' ESP competence influences the implementation of portfolio-based learning in enhancing their professional competence. This quantitative study aims to address this empirical gap and to provide evidence-based curriculum recommendations for more effective nursing education.

## **METHOD**

This study employed quantitative cross-sectional research design. The population consisted of all second-year nursing students at STIKES RS Baptis Kediri, totaling 153 students. Total sampling was used, and all students were included as respondents. Data was collected using two self-administered questionnaires developed based on relevant literature.

The first questionnaire measured ESP competence, including reading, writing, listening, speaking, medical vocabulary, and contextual professional communication. The second questionnaire measured the implementation of portfolio-based nursing care, covering five components of the nursing process: assessment, nursing diagnosis, planning, implementation, and evaluation. All items were rated using a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5). The instruments were tested for validity and reliability prior to data collection. Cronbach's alpha values indicated high reliability for both ESP competence ( $\alpha = 0.892$ ) and portfolio-based nursing care ( $\alpha = 0.915$ ). Data analysis was conducted using descriptive statistics to determine mean and standard deviation, Pearson correlation to assess relationships between variables, and simple linear regression to examine the influence of ESP competence on portfolio-based nursing care. Statistical significance was set at  $p < 0.05$ .

## RESULT AND DISCUSSION

### Finding

#### Respondent Characteristics

This study involved 153 second-year nursing students from STIKES RS Baptis Kediri as respondents (total sampling).

**Table 1: Respondent Characteristics**

Characteristic	Frequency	Percentage (%)
Female	118	77,1
Male	35	22,9
Total	153	100

Based on Table 1, the majority of respondents in this study were female students, amounting to 118 (77.1%), while male students accounted for 35 (22.9%). This distribution reflects the general characteristics of nursing students, who are predominantly female nationally. With 153 student respondents, this study achieved comprehensive population representation due to the use of a total sampling technique.

### Research Instrument Test Results

#### Validity Test Results

The validity test results showed that all questionnaire items had a calculated  $r$  value  $> r$  table (0.159) at  $\alpha = 0.05$ , thus all items were declared valid.

#### Reliability Test

**Table 2: Instrument Reliability Test Results**

Variable	Cronbach's Alpha	Result
Competency of ESP	0,892	Reliable
Portfolio-Based Nursing Care	0,915	Reliable

The reliability test results in Table 2 show that the ESP Competency instrument had a Cronbach's Alpha value of 0.892, while the Portfolio-Based Nursing Care instrument had a Cronbach's Alpha value of 0.915. These values are above the minimum threshold of 0.70,

thus concluding that both instruments have excellent reliability. This indicates that the questionnaire items consistently measure the constructions studied and are suitable for further analysis.

### Descriptive Analysis of ESP Competency Variables

**Table 3: Descriptive Statistics of ESP Competencies**

Indicator	Mean	SD	Category
Reading Skills	4,02	0,54	Good
Writing Skills	3,88	0,61	Good
Speaking Skills	3,75	0,66	Good
Listening Skills	3,91	0,58	Good
Competency Contextual	4,10	0,52	Good
<b>Everage Total</b>	<b>3,93</b>	<b>0,58</b>	<b>Good</b>

Based on Table 3, the mean score for students' total ESP competency was 3.93 with a standard deviation of 0.58, which is in the good category. Specifically, the professional contextual competency indicator obtained the highest mean score (4.10), indicating that students can relate the use of English to the context of nursing practice. Meanwhile, the speaking skills indicator had the lowest mean score (3.75), indicating that speaking English remains a challenge for some students. Nevertheless, all ESP competency indicators remained in the good category, indicating that students have sufficient ESP mastery to support nursing learning. These results indicate that students' ESP competency is in the good category, with the highest score for contextual competency and the lowest for speaking skills.

### Descriptive Analysis of Portfolio-Based Nursing Care Variables

**Table 4 Descriptive Statistics for Portfolio-Based Nursing Care**

Nursing Stages	Process	Mean	SD	Category
Assessment		4,08	0,50	Good
Nursing Diagnosis		3,95	0,56	Good
Planning		4,00	0,53	Good
Implementation		4,12	0,49	Good
Evaluation		3,90	0,57	Good
<b>Average Total</b>		<b>4,01</b>	<b>0,53</b>	<b>Good</b>

Based on Table 4, the total mean score for portfolio-based nursing care implementation was 4.01 with a standard deviation of 0.53, which is considered good. The nursing implementation indicator received the highest mean score (4.12), indicating that students were relatively consistent in documenting the implementation of nursing actions in their portfolios. Conversely, the nursing evaluation indicator had the lowest mean score (3.90), indicating that students' ability to reflect on and evaluate the results of their actions still needs improvement. Overall, these results indicate that portfolios have been implemented well in nursing learning. Interpretation: The implementation of portfolio-based nursing care is considered good, with the highest score being in the nursing implementation stage.

## Data Normality Test

**Table 5: Results of the Kolmogorov–Smirnov Normality Test**

Variable	Sig.	Result
Competence of ESP	0,200	Normal
Portfolio-Based Nursing Care	0,187	Normal

Since the Sig. value is  $> 0.05$ , the data is normally distributed and meets the requirements for parametric analysis. The results of the normality test in Table 5 show that the significance value (Sig.) for the ESP Competency variable is 0.200 and the Portfolio-Based Nursing Care variable is 0.187. These significance values are greater than 0.05, so it can be concluded that the data for both variables are normally distributed. Thus, the data meets the assumptions for parametric statistical analysis, such as the Pearson correlation test and linear regression.

## Pearson Correlation Analysis

**Table 6 Correlation Test Results**

Variable	r	Sig.	Result
ESP ↔ Portfolio-Based Nursing Care	0,684	0,000	Strong and Significant

Based on Table 6, the Pearson correlation test results show a correlation coefficient (r) of 0.684 with a significant value of 0.000 ( $p < 0.05$ ). These results indicate a strong and significant positive relationship between ESP competency and the implementation of portfolio-based nursing care. This means that the higher a student's ESP competency, the better the portfolio implementation in the nursing care process.

Interpretation: There is a strong and significant positive relationship between ESP competency and the implementation of portfolio-based nursing care.

## Simple Linear Regression Analysis

### Regression Equation

$$Y = 12,384 + 0,756X$$

## Regression Test Results

**Table 7 Linear Regression Test Results**

Variable	B	t
Constanta	12,384	4,21
Competency of ESP	0,756	9,87

Based on Table 7, the regression test results show that the ESP competency variable has a regression coefficient (B) of 0.756 with a significance value of 0.000. This indicates that ESP competency has a positive and significant effect on the implementation of portfolio-based nursing care. Each one-unit increase in ESP competency will increase the portfolio implementation score by 0.756 units.

**Table 8: Coefficient of Determination**

R	R <sup>2</sup>	Keterangan
0,684	0,468	46,8%

Based on Table 8, the R<sup>2</sup> value was 0.468, indicating that 46.8% of the variation in portfolio-based nursing care implementation can be explained by ESP competency. Meanwhile, the remaining 53.2% was influenced by factors outside the research variables, such as clinical practice experience, learning methods, learning motivation, and support from the supervising lecturer. Interpretation: ESP competency contributed 46.8% to the implementation of portfolio-based nursing care, with the remainder influenced by other factors.

## Discussion

### Discussion of English for Specific Purposes (ESP) Competency

The descriptive results of the study indicate that nursing students' ESP competency was in the good category (mean = 3.93). This finding is consistent with language education literature, which emphasizes that ESP is designed to meet the professional communication needs of nursing students, such as reading medical texts, understanding clinical instructions, and doctor-patient or nurse-patient communication in professional contexts (Setiyani et al., 2023; Wulandari, Muchsin, & Tambunan, 2019).

ESP specifically in the nursing field includes mastery of medical terminology, the ability to read and write clinical documentation, and speaking skills in professional situations (Sembel, 2018). Research on ESP needs indicates that students need to be familiar with authentic and contextual content relevant to nursing practice to enhance their work readiness in clinical settings, both nationally and internationally (Setiyani et al., 2023; Wulandari et al., 2019). However, several studies indicate that certain skills, such as speaking, often pose challenges due to a lack of opportunities for real-world communication practice in the classroom (Husna & Hindriyastuti, 2025). This is relevant to research findings showing variation in scores across ESP competency indicators.

### Discussion of Portfolio-Based Nursing Care Implementation

Descriptive analysis indicates that the implementation of portfolio-based nursing care among students is in the good category (mean = 4.01). Portfolios are authentic assessment tools that allow students to systematically record evidence of clinical practice in the form of assessment, nursing diagnosis, planning, implementation, and evaluation. This aligns with clinical education literature, which positions portfolios as learning records that help students integrate theory and practice and reflect on the nursing learning process.

The portfolio approach supports professional competence because students are not only encouraged to conduct clinical practice but also to systematically record, analyze, and evaluate their own nursing actions. Within the context of the nursing curriculum, portfolios are often used as effective formative and summative assessment tools to reflect and measure cumulative clinical skills.

### Relationship between ESP Competencies and Portfolio-Based Nursing Care Implementation

Correlation test results indicate a strong and significant positive relationship between ESP competencies and portfolio-based nursing care implementation ( $r = 0.684$ ,  $p < 0.001$ ). These findings indicate that students with better ESP proficiency tend to be more capable of

implementing nursing portfolios effectively. Practically, ESP proficiency enables students to understand clinical terminology, practice instructions, and scientific references, resulting in more accurate portfolios rich in professional reflection.

Previous research also demonstrates the importance of integrating professional contexts into English language instruction to enhance the connection between language learning and students' academic or clinical assignments. For example, a project-based learning approach in ESP has been reported to be effective in connecting language learning with real-life tasks related to clinical practice, which in turn can increase students' motivation, engagement, and professional communication skills (Kurnihayati, Khoeru Solihin, & Muhria, 2025). This relationship strengthens the argument that professional language proficiency is not merely a linguistic aspect but also an instrument of professional competence that contributes to the quality of nursing practice documented through portfolios.

### **The Effect of ESP Competence on Portfolio-Based Nursing Care**

A simple linear regression analysis showed that ESP competency had a positive and significant effect on portfolio implementation ( $B = 0.756$ ;  $p < 0.001$ ). This means that each increase in the ESP competency score is associated with an increase in the nursing work portfolio implementation score. These results confirm that English language proficiency, particularly in the nursing context, is not merely complementary but a fundamental element influencing students' ability to organize, reflect, and deliver nursing care systematically.

Theoretically, ESP contributes to students' ability to access scientific literature and practice guidelines, which are generally available in English, and influences the quality of clinical documentation included in the portfolio. This supports the principle that ESP not only improves general language ability but also enhances the professional communication skills needed for nursing practice.

### **Implications for Curriculum and Learning**

These findings have important implications for nursing education curriculum development, particularly in the context of integrating ESP and portfolios. First, there is a need for a more contextualized language learning approach that is directly linked to professional nursing tasks, for example through project-based learning or authentic clinical assignments. This not only improves language skills but also enhances the relevance of learning tasks to real-life clinical needs.

Second, portfolio training and evaluation need to focus on students' reflective and professional skills, including the ability to write clinical documentation in a language that supports international standards. Integrating these two approaches can enhance students' professional readiness for the challenges of working in the global era.

## **CONCLUSION**

Based on the research results and discussion, it can be concluded that the English for Specific Purposes (ESP) competency of second-year nursing students at the Kediri Baptist Hospital Health College is in the good category. This indicates that students have sufficient English language skills to support the academic needs and professional nursing practice.

The study results also showed that the implementation of portfolio-based nursing care was in the good category, indicating that students were able to systematically apply and document the nursing process through portfolios, including the assessment, diagnosis, planning, implementation, and evaluation stages. Furthermore, there was a strong and significant

positive relationship between ESP competency and the implementation of portfolio-based nursing care. ESP competency was shown to have a positive and significant influence on the implementation of nursing portfolios. These findings confirm that English language proficiency based on the nursing context plays a crucial role in improving the quality of documentation, reflection, and understanding of students' nursing care processes. Overall, this study concludes that integrating ESP learning with portfolio-based learning is an effective approach to supporting the improvement of nursing students' professional competence. Therefore, strengthening the contextual ESP curriculum and integrating it with portfolio-based practical learning is highly recommended to produce competent, reflective nursing graduates who are ready to face professional challenges in the global era.

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