**ENGLISH LEARNING MATERIAL USED IN MIDWIFERY DEPARTMENT**

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**ABSTRACT**

The purpose of the study was to find out whether or not the English learning materials used at Midwifery Department in one of vocational academies in Bogor, West Java, have a tendency with ESP and what can be done to adapt the materials used in the institution. This study used descriptive case study. The qualitative data were obtained from interview session. The participant of the study was an English lecturer the institution. The first result of this research showed that English learning materials used in the institution does not tend to ESP and the syllabus. The second showed lack of source books that can be used as references for the midwifery students. As the result, the syllabus needs to be develop and suit with students’ needs, and the institutional should provide source books about ESP to fulfill the teaching goal.

**Keywords**: ESP, English learning materials, Midwifery Department

**INTRODUCTION**

There are considerable numbers of vocational academies in Indonesia nowadays. These academies offer a variety of programs such as Midwifery, Nursery, Health Sciences, and Pharmacy Department. Due to Koshiyono (2018, p.4), the English materials in the vocational academies can be learned in the subject of English for Specific Purpose (ESP). Hutchinson and Waters (1987,p. 19) said that ESP is an approach to language teaching in which all decisions as to content and method are based on the learners' reason for learning. It means that the materials and method in teaching ESP should be suitable to the learners' needs. Furthermore, Basturkmen (2010) stated that "ESP is a course which concerns on a narrower range of topic of English that the student needs to learn".

The teaching of English at the Midwifery Department presents instructional materials in two conditions: 1) The materials are irrelevant to the area of Midwifery discipline, care, and practices, 2) The materials are fully artificial for the need of English teaching and learning process. To minimize the ineffectiveness of the materials in the learning process, the development of the instructional materials should be done through research and development (Setiyadi, 2016, p. 10).

At the Midwifery Department, the English learning process focuses not only on specific medical terms but also on structures of syllables and sentences, and on how to deliver them communicatively according to their realm. Being able to communicate in English is an essential skill for all health professionals. For example, Midwives need to communicate in English when they have to take care of foreign patients or to give the patients information about their health issues. Therefore, the Midwifery students have to focus on communication skill that concentrates on their needs for writing and speaking ability (Silvia, 2015). In developing their abilities in writing and speaking, they have to identify their specific learning needs that can be connected to the ESP course as stated by Westerfield (2010, p.6), “A thorough organizational and instructional needs assessment lies at the heart of well designed, effective ESP course”.

However, in the context of professional English learning, several problems must be addressed. First, the learning materials used in the learning process nonetheless covers general English which is not relevant to students’ needs and even professional Midwives’ demands. Second, lack of book sources that can support the delivery of materials given since that they are quite hard to find (Sutrisna, 2019). It can be analyzed the needs of the Midwifery students regarding the English learning materials and then described the subjects covered in the curriculum of the Midwifery study program as the guidance in developing materials, and for the last, to suggest the lecturers about developing the materials specifically.

**METHOD**

This research used a qualitative approach with a descriptive method by observing ESP learning materials used by a lecturer at the Midwifery Department in one of vocational academies in Bogor, West Java. The descriptive research aims to describe what exists concerning variables or conditions in a situation. Mack et.al (2005, p.3) added that descriptive research was used to explore the phenomena by conducting an interview and participant observation. Shortly, this current research is more flexible. The information in this descriptive research was obtained from an interview that was backed up by supporting documents.

The research was located at the Midwifery Department in one of vocational academies in Bogor, West Java. The participant was the English lecturer from the institution who teaches English at the Midwifery Department. The researcher conducted an open interview session with an English lecturer to collect the data.

**RESULT AND DISCUSSION**

The result of the interview was obtained from 27th to 28th July 2020 in the instituion by the indicator of the English material used in the classroom. The researcher found any information about the material based on the syllabus. From the syllabus of the institution, it can be inferred that English learning materials taught in the institution are different at all of the departments: Midwifery and Nutrition Departments. Specifically at the Midwifery department, there is a little bit of difference between the English learning materials taught in the classroom and the ones mentioned in the syllabus. The difference is on some general English materials (self-introduction, pronunciation, alphabets, number, and time) that are taught in the classroom but they are not in the syllabus. This happens since most of the students have less general English skills. According to the lecturer, this condition might be a problem because the lecturer gave more general English materials rather than ESP learning materials.

The lecturer used the syllabus created by herself in which the English for specific purpose learning materials are provided. The English learning materials in the syllabus can be seen in the following table :

|  |  |  |  |
| --- | --- | --- | --- |
| **NO** | **MATERIALS** | **SUB MATERIAL** | **METHODS** |
| I | 1.1Brainstorming idea  2.2 Speaking Project (unit 1) | 1.1.1 Midwifery documentation  1.2.1 SOAP (Subject, Object, Assessment, Planning). | Lecture |
| II | 2.1 Midwifery Doc. (unit 1) | 2.1.1 SOAP Notes  2.1.2 Vocabulary | Buzz Group |
| III | 3.1 Reading Comprehension  (unit 2) | 3.1.1 Passage: Antenatal care  3.1.2 Grammar Focus: Habitual Action | Reading Aloud |
| IV | 4.1 Listening | 4.1.1 Video 1 “residence Communication”  4.1.2 Video 2 “Touch as nonverbal communication” | Think Pair Share |
| V | 5.1 Personal Care (unit 3) | 5.1.1 Patient Hygiene  5.2.1ADL’S | Small-Group  Discussion |
| VI | 6.1 Baby Care (unit 4) | 6.1.1 Baby Clothes and Diapering  6.1.2 Topping and Tailing  6.1.3 Bath a Baby | Jigsaw |
| VII | QUIZ and Review | | |
| VIII | Mid Test | | |
| IX | 10.1 Brainstorming Idea  10.2 Letter Writing | 10.1.1 Part of Letter  10.1.2 Personal and Possessive Pronoun | TAPPS |
| X | 12.1 Tell Me About Your Work Experiences! | 12.1.1 Application Letter  12.1.2 Curriculum Vitae | Note-taking |
| XI | 13.1 Reading Comprehension (unit 6) | 13.1.1 Freestanding Birth Centers | Reading aloud |
| XII | 14.1 Hospital Jobs and Personel | 14.1.1 Talk about hospital jobs and personnel  14.1.2 Hospital Department and Facilities  14.1.3 Symbol of facilities in a hospital | Think Pair Share  Listening |
| XIII | Speaking Project | Group 1 | Test |
| XIV | Speaking Project | Group 2 | Test |
| XV | QUIZ and Review | | |
| XVI | Final Test | | |

Figure 1. English syllabus used at the Midwifery Department.

There are several contrast things between the syllabus and the English learning materials taught. The English learning materials used is not quite match with the syllabus. This can also be supported by showing the results of interviews with the lecturer from the institution stating that there are general English materials that were taught in class but not included in the syllabus. This can be seen in one part of the contents of the interview results with the statement of institutional lecturer under the following:

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| --- |
| *“The syllabus is supposed to synchronized with the learning materials, but additional material exclude from the syllabus was delivered in class immediately. The students already got the lesson about medical terms but they are afraid to misspell them, so she teaches additional material to exclude the syllabus”.* |

Besides, the lecturer answered that the first topic were general English skills such as reading about common topics, speaking about habitual action. In addition, they also had problems with their dialect, which means that the skills they emphasize (speaking) is not specific and according to their needs still have much to improve. It can be seen in the part of interview results with the statement of institutional lecturer following:

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| --- |
| *First, from the basic is habitual action, they can introduce themselves, such as showing the time, numbering, alphabet, pronounce, etc...because most of students are always miss pronounce because of their dialect.. because of their varieties of etchnic background or came from remote areas...for example, sundanese people sometimes miss pronounced from f into p....it can be an obstacles and the basically is about vocabulary..* |

interview results

|  |
| --- |
| *We need more references from the outside of this istitutional, for example is midwifery books/module from UNPAD, but I don’t have it. But in the inside of the book also contains of specific vocabularies. Midwives need to be able to calculate the day of labor, calculate the last menstrual period, and there are many medical terms that need to be mastered by midwifery students.* |

interview results

|  |
| --- |
| *The module is a teacher creation and the book about midwifery in English is infrequently.* |

Seeing from the different reality between the syllabus and some of the results in interview sessions with English Lecturer, there are some English materials that is not match with the syllabus, and refers more with General English. This problem is caused by several problem factors that are faced by students in the midwifery department when learning English..

To overcome the mismatch between the syllabus and the English teaching materials used, the thing that should be redeveloped is the syllabus framework related to student needs. The researcher recommends a syllabus structure that is expected to be fulfilled and meet the needs of students in accordance with their domains.

Hutchinson and Waters (1997. P, 96) recommend about the scheme of learning-centered approach. They stated that there are some different roles of syllabus. First, syllabus is the “heart” of the course.it means all that happens during the course is based on the syllabus, the learning materials are created to align with objective points in the syllabus. Second, the key function of the syllabus will provide opportunities to the learner in assessing students’ strategies to achieve the target situation. This is connected with a skill- centered approach. The syllabus’ role is to give general guidance for material designing. The explanation can be seen under the following table:

Analyze target situation

Analyze learning

Level 1

Establish general syllabus topic and tasks

Create interesting and enjoyable materials

Level 2

Produced detailed skills/language syllabus

Check language and skills content of materials and make necessary adjustments

Image 1 – The key function of syllabus in a learning-centered approach

Based on the explanation above, there is an example of syllabus that suitable between learning materials and students’ needs based on KKNI. KKNI here means *Kerangka Kualifikasi Nasional Indonesia*. The structure of syllabus can be seen in the following table:

|  |  |  |
| --- | --- | --- |
| **Meeting** | **Learning Outcomes** | **Materials** |
| 1 | Able to make interrogative sentences in English | 1. Yes/no questions 2. Wh questions |
| 2 | Able to make imperative sentences in English | 1. Imperative sentences |
| 3-4 | Able to give explanation about health reproduction for adults and pre-marriage woman | 1. General Expressions to start and finish the conversation with client 2. Introduction 3. Vocabularies about teenage psychological changes 4. Vocabularies about human reproduction system |
| 5-6 | Able to explain about midwifery care for pregnant woman | 1. Theurapetic greetings 2. Expression about number 3. Interrogative sentences to collect the data of clients’ condition 4. Imperative sentences to guide the clients about pregnancy treatments 5. Statement sentences to inform about the conditions of clients. 6. Vocabularies about client’s vital sign: blood pressure, body weight, etc. 7. Vocabularies about human’s system of reproduction |
| 7 | **Middle of Semester Examination** |  |
| 8-9 | Able to explain about midwifery care for mother in labor | 1. Therapeutic greetings 2. General expressions to state time duration 3. Interrogative sentences for collecting pre labor clients 4. Imperative sentences to guide the clients about the labor. 5. Statement sentences to inform patient about labor 6. Vocabularies about labor (*labor terms)* 7. Vocabularies about the stages of labor |
| 10-11 | Able to explain about midwifery care for postpartum mother | 1. Therapeutic greetings 2. General expressions for praising 3. Interrogative sentences to collecting data about client’s post partum conditions 4. Imperative sentences about giving instructions about to do lists while post partum/post natal and applying contraceptions 5. Vocabularies about post natal terms 6. Vocabularies about contraceptive methods |
| 12-13 | Able to provide explanations about midwifery care for newborn baby treatments | 1. Therapeutic greetings 2. Interrogative sentences to collecting data about labor and newborn baby 3. Imperative sentences to giving instructions about treatments for newborn baby and feeding a newborn baby. 4. Vocabularies about newborn baby treatments 5. Vocabularies about breastfeeding |
| 14 | **Final Examination** |  |

Image 2 – The structure of syllabus in accordance with level 5 KKNI

Based on the review and explanation above, it can be seen that the syllabus reference has already stated that the content is suitable with the students’ needs and can be used as recommendations for development in the previous syllabus in order to create relevance between the learning materials with the needs of students at the Midwifery Department in the institution.

**CONCLUSSIONS**

Based on the results of the data from documentation and interview, the researcher infers that the students of the Midwifery Department in one of vocational academies in Bogor – West Java learn English for Specific Purposes (ESP) and General English (GE). They use the syllabus and the module from their institutional department. The content and the exercises in the English text are also ESP and GE. The materials taught are mostly about speaking skills and vocabulary but the contents and the tasks are related to their study program. The materials written in the syllabus are the medical symbol, antenatal care, participles, passive voices, modal auxiliaries, how to make application letters, etc. However, it can be found, based on the results of interviews with the lecturer, the material taught to students is also a lot general because there are deficiencies in basic skills such as speaking, numbering, alphabetical, with various things being treated by students referring to their lack of basic skills in English so that they lack the provision of skills that should have been mastered to deepen their field specifically considering the number of specific terms that are not obtained from general English.

After conducting the research, the researcher has three suggestions.

1. Related to the teaching in the class, the lecturer should encourage to redevelop the syllabus and teaching materials that are appropriate in terms of standards, materials and teaching materials that suit to their specific needs in order to support their profession in the future.
2. The lecturer must be able to apply learning materials both General English and English for Specific Purposes, though ESP cannot be separated from general English. This problem can also be used as a reference for the lecturer in providing sufficient skills before specific material is taught, such as matriculations to provide students basic skills.
3. The final suggestion is that the intitution should provide a source of books that can meet their needs in learning English considering the many specific terms that they will certainly use in the real world.

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