

## **ENGLISH ORAL COMMUNICATION MATERIAL FOR MIDWIFERY STUDENTS**

Joni Susanto, M. Adnan Latief

Univesitas Negeri Malang  
jonisusantostiba@yahoo.co.id

### **Abstract**

Teaching material is one of the important components in the process of teaching and learning. Its appropriateness is an absolute demand to achieve the success in obtaining the maximum input of knowledge.

The instructional design models used in the designing of teaching material are adopted from those of Dick and Carey (2005) as well as Borg and Gall, (1983). The result of English Oral Communication Material for midwifery students has specifically set as follows: Snapshot, Conversation in Context, Grammar Focus, Word Power and Video Viewing. The topic in every unit is set in chronological order based on the procedures of midwife work and the activity in every sub-unit is oriented for speaking which is preceded by various activities which apply CLIL approach and are supported by some learning theory such as behaviorism, constructivism, modeling, questioning and exercising. Hence, the final teaching material is regarded to be good enough, for this teaching material has filled the existing gap of English speaking learning needs which later on it can assist the midwifery students who are projected to work at international maternity clinics and hospitals in local or foreign countries.

**Keywords:** *Teaching material development, oral communication, Dick and Carry Instructional Design, Content and Language Integrated Learning (CLIL)*

### **I. Introduction**

Teaching materials as the important components in a language teaching serve as a medium for the teachers to present the course to the students. Obviously teaching materials should be appropriately designed to meet the needs for successful teaching and learning process. When such materials are contextualized (Nunan, 1988, p.1-20), they are likely to trigger favorable classroom interactions and encourage the learners to be active in practicing their language (Hall, 1995). In addition, teaching material should also consider the form and the language function (Demetron, 2001, p. 5). Moreover, contextualizing teaching material has to be done in such a way by considering the procedures of material development study, namely the ESP principles.

Streven (1988) makes four criteria for ESP teaching material principles: (1) ESP material must be related to or designed for specific disciplines; (2) ESP material should be able to be used in specific teaching situations, a different methodology from that of General English; (3) ESP material is designed for adult

learners, either at Tertiary level institution or in a professional work situation, and (4) ESP material is generally designed for intermediate or advanced students.

These outcomes of the study hopefully can contribute to ESP lecturers who want to develop the student's English capability focusing on English for Academy Purpose (EAP) and English for Occupational Purpose (EOP). Furthermore this teaching material is intended to be one of the teaching English sources with contextual situation especially for the students of midwifery prepared to involve working with foreign gynecologists or obstetricians and for Indonesian Migrant Worker Recruitment Services that are responsible for sending employee to foreign countries. This teaching material can be used as a reference of training for their employee, especially the ones who want to get a job as a midwife abroad.

Finally, this study really contributes wider point of view of theory for the user of this teaching material, as this study involves a theoretical discussion of instructional materials design, communicative competence and CLIL (Content and Language Integrated Learning). Therefore, this study certainly encompasses the indirect theoretical contributions. This study also gives the other point of views of how to develop the teaching material, since developing teaching material cannot just compile or design directly without seeing the principle approaches such as CLIL (Content and Language Integrated Learning) and (CTL) Contextual Teaching and Learning to support the product development. Another theoretical contribution is that the application of constructivism can be simultaneously amalgamated with CLIL process by interweaving learning language and content which is based on both the students' experience of learning language and content. In this learning process, the teachers must be active to stimulate the students in order to create student centered learning model or autonomous learning.

## **II. Method**

The research design of this present study is research and development which intends to obtain the objective of developing English Oral Communication Material for Midwifery Students. Borg and Gall, (1983, p. 772) states that research and development (R & D) is a research design aimed at developing and validating educational products such as textbooks, syllabus, and assessment instruments.

While for the instructional design model, the researchers pursue Dick and Carey model (2005).

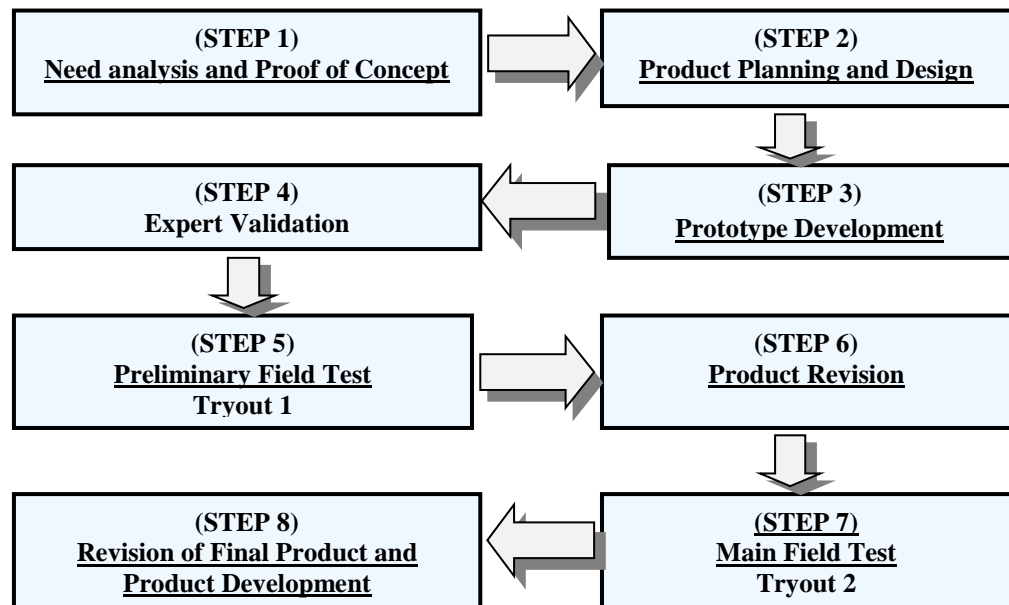


Figure 1: Instructional Design Model (R&D) Process Adopted from Dick and Carey model (2005) and Borg and Gall (1983)

### III. Result and Discussion

The content of language aspect expert evaluated some teaching material contents as follows. The video viewing has relevant topic for the students learning in midwifery. In addition, it is authentic context completed with number of questions that challenge the student's listening competence. As the speaker (native) speak at the normal speed rate of speech, this is likely to be more challenging to beginner students and can improve students' linguistic competence such as stress, intonation and form.

Speaking task and activity in this teaching material predominantly promote student-centered activities, the role of the teacher is facilitating students' learning activity and maintaining favorable learning: a) encouraging individual student to participate in the task; b) giving feedback to their performance; c) helping them with new vocabulary, structure, etc; d) introducing students with learning objective.

Vocabulary task has been designed in some interesting ways; multiple choices, word matching and word defining. Mostly, these tasks are objective in

nature. These objective tasks help the teachers assess students' vocabulary competence quickly and diagnose their problem. New lexical items appear in every unit, so that it can enrich students' vocabularies. The tagging of vocabulary list at the end of the teaching material really helps the student learn easily.

The grammar presented in this teaching material is contextualized with the topic and adapted to the students' grade or semester. This makes the students easy to understand and helps them enhance the understanding of the structure. In addition, the grammar points are presented briefly and followed by the examples and explanation. The form and function applied in this teaching material are made in balance and taught inductively as this teaching material is designed for oral communication.

Subject and content of teaching material are clearly organized to deal with midwifery and students' background of knowledge. The instruction in exercise is clearly instructed what the students are supposed to do. It is begun from simple to complex exercise. In addition the exercise fosters students' speaking skill (such as fluency). Accuracy, on the other hand, is provided through grammar structure and word power.

Expert who validated the midwifery contents described that the topics in all units of this teaching material were categorized to be well designed. However unit 5 entitled "prenatal cares" was criticized on the presentation of the dialog.

***Preliminary field test (tryout 1)***

Table 1: The Result of Students' Questionnaires after Preliminary Field Test (Tryout I)

Question	Answer							
	1		2		3		4	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1. How is the attractiveness of learning material you just used in your class ?	14	23.3	33	55.0	13	21.7	0	0
2. What is your comment on the learning material difficulty level you just used in your class ?	10	16.7	20	33.3	26	43.3	4	6.7
3. How is the steps of delivery of learning material you just used in the class?	6	10.0	44	73.3	10	16.7	0	0

4. What is your comment on the learning material usefulness you just used in your class just now?	22	36.7	37	61.7	1	1.7	0	0
5. How is the learning material you just used in your class if it is seen from the aspect of practicality?	0	0	17	28.3	41	68.3	2	3.3

### ***The Result of Observation***

Some important notes were obtained in the preliminary field test or tryout I. The results of observation were categorized into 2 aspects: 1) the reaction of the student and 2) The applicability of the developed product in the class.

Most of them were very enthusiastic when seeing the picture in snapshot. They directly understood what the pictures mean, since the pictures in snapshot were designed appropriately with their back ground knowledge, nevertheless they got difficulty to apply the conversation exercise in the first meeting.

Grammar focus was reacted positively only by some students. Some of them looked prejudice that grammar would be kinds of boring activity. That situation ran almost in every meeting in two classes. The lecturer worked hard to enliven the class situation by applying inductive method in teaching it. That way looked successful to make the students interested in learning grammar however they were still hard to apply it in the conversation exercise. This could be seen when they were asked to demonstrate in front of the class. They did not apply the grammar well in their conversation and a lot of feedbacks were given by their lecturers.

Word power was responded negatively and became the problem for them. Students in two classes looked confused and hard to do exercise in word power. Some vocabularies borrowed from Latin and having similar sound with English could be understood directly. For instant, “Cesar” in Latin, “sesar” in Indonesia and cesarean in English, however the native English vocabularies like delivery was translated lexically to become sending but in midwifery term it is meant giving birth. This made them little bit frustrated to practice the vocabularies in conversation. This case became an important note of researcher for the subject of revision.

### ***Product Revision***

From the result of preliminary field test or tryout 1, among 5 numbers of questionnaires containing attractiveness, difficulty level, usefulness, delivery steps and practicality of the teaching material, only difficulty level was responded negatively by the students. It could be seen from the result of questionnaire. More than 50% students said the teaching material was too difficult especially on the vocabularies in word power and snapshot.

On the basis of problems found from the questionnaires, interview and observation, the teaching material revision was essential to be made. The object of revision was focused on the vocabularies used in word power and snapshot. The teaching material must be completed with word list put at the appendix or at the end of the book. This would assist the students to work independently to find difficult words and made them fluent in speaking practice, furthermore the teachers would not work hard to waste the time for giving enlightenment of vocabularies meaning, and finally the classes would run effectively.

### ***The field main test (tryout 2)***

Table 2: The Result of Questionnaires for the Students after Main Field Test (Tryout 2)

Question	Answer							
	1		2		3		4	
	Freq.	%	Freq	%	Freq	%	Freq	%
1. How is the attractiveness of learning material you just used in your class ?	37	40.7	42	46.2	11	12.1	0	0
2. What is your comment on the learning material difficulty level you just used in your class ?	50	54.9	34	37.4	6	6.6	0	0
3. How is the steps of delivery of learning material you just used in the class?	26	28.6	54	59.3	10	11.0	0	0
4. What is your comment on the learning material usefulness you just used in your class just now?	46	50.5	43	47.3	1	1.1	0	0
5. How is the learning material you just used in your class if it is seen from the aspect of practicality?	8	8.8	41	45.1	39	42.9	2	2.2

The result of the main field test/ Tryout 2 was known that 40.7 % of midwifery students said that the attractiveness of teaching material was very good and 46.2 % students said the teaching material was good, however 12.1 % students said the attractiveness of teaching material is satisfactory and no one said the teaching material they used was not good.

The difficulty level of the teaching material was rated not difficult by 54.9 % of midwifery students, 37.4 % of the students rated difficult enough and 6.6 % of the students rated difficult but none of the students rated very difficulty.

The step of teaching material delivery is considered to be very good by 28.6 % of the students, to be good by 59.3 % of the students and to be satisfactory only 11.0 % yet nobody said teaching material delivery is poor.

Usefulness of teaching material is commented to be very good by 50.5 students of midwifery, to be good by 47.3 % students and only 1.1 % of student gave satisfactory comment. The last result of questionnaire is practicality aspect, the practicality aspect is considered to be very easy by 8.8 % students of midwifery, to be easy by 45.1 % of students, to be easy enough by 42.9 % students and to be not easy or difficult by 2.2 percent.

### ***Lecturer Questionnaire***

**Table 3: The Result of Questionnaires for the Lecturers after Main Field Test/Tryout 2**

Question	Answer							
	1		2		3		4	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1. How is students reaction in the class while using the teaching material you used ?	2	66.7	1	33.3	0	0	0	0
2. Do you think difficulty level of the teaching material has been appropriate with the Students' capability?	1	33.3	2	66.7	0	0	0	0
3. What is your comment on the usefulness of the teaching material for learning communication of midwifery students	1	33.3	2	66.7	0	0	0	0
4. How is ease and comfort you feel while using the teaching material English Oral Communication Material for Midwifery Students?	0	0	3	100	0	0	0	0
5. What is your comment on the order of presentation in each unit of	1	33.3	2	66.7	0	0	0	0

this teaching material such as “Snapshot”, Conversation in Context, etc?

From the result of statistical computation of questionnaire for 3 lecturers after Main Field test of the product. It can be described that 66.7 % of the lecture said that the reaction of the midwifery students toward the teaching material is very positive and 33.3 % of the lecturers said that midwifery students’ reaction toward the teaching material is positive. The difficulty level of the teaching material, according to 33.3 % of the lecturers, was very appropriate to be used by midwifery students; however 66.7 % of the lecturers said it was appropriate. The ease and comfort of teaching material was considered to be comfortable by 100.0.% of the lectures or all lecturers and 100.0 % of the lectures also commended that the teaching material is easy to be used however not all lecturers gave perfect comment on the order of sub-unit presentation in every unit. 33.3 % of the lecture said that the order of sub-unit presentation was very good and 66.7 % said it was good.

### ***Final Revision of the Product and Product Development***

The comment of the teaching material was not only given by the students but also midwifery English lecturers. All three lecturers involved in tryout said that attractiveness of teaching material was responded positively by the students and the difficult level of the teaching material was also appropriate for them. That positive lecturers’ comment was similarly done for the order of sub-unit presentation in every unit. 80 % of lectures said the order of sub-unit presentation was really good.

As there were no many aspects to be revised in the final revision, the final teaching material of English oral communication material for midwifery students could be carried on by taking account on the some important aspect of teaching and learning. In developing the teaching material, the writer took account on teaching and learning approach and learning theory. Since this teaching material is under the core of ESP (English for Specific Purpose), the underlying approach of this product is CLIL which integrates both learning the contents and language (Euro CLIL 1994). In this approach, the students learn their major in targeted language, English in this study, or the students learn targeted language in their major. Applying CLIL



approach in this product can raise the students' motivation, as the language used can fulfill the authentic purposes to learn the factual material furthermore CLIL prepares the students to further work and trigger the learners to emphasis learning on the meaning rather than form

The learning theory lied beneath this teaching material is constructivism in which the focal point of teaching is to empower the learners and the teacher role is to engage learner to discover new knowledge by reflecting the previous one. In constructivist approach, teaching and learning move the learner away from the memorization to meta-cognition and self-evaluation (Ormorod, 2000).

The second learning theory underlined this teaching material is behaviorist theory which suggests that learning has a function to change behavior (Skinner, 1968). Changes in behavior are the result of an individual's response to events (stimuli) that occur in the environment. The provision of speaking exercise in every sub-unit is kind of stimulus to be responded by the students in the form of speaking practice in addition the model of speaking presented before practicing the speaking is also kind of stimulus for the students to do perfect language performance.

#### **IV. Conclusion**

The first strength of this teaching material is on the integrated model of topic presentation available in every unit and the topic provided in every unit is discussed in all sub-unit activities. The second strength offered by this product is that it can fill the gap of English speaking learning needs of midwifery students who are projected to work in international maternity clinic and hospital in local and foreign country as well. The third strength lies on the provision of difficult word lists put at the last page of the product. The last strength is that the listening presented in this product is not only in the form of audio but also in the form of visual presentation. Hence, they can help the students listen and see the true-life context, gesture and demonstration to ease them to learn pronunciation, word stress and intonation.

Finally, to enhance this teaching material quality for the student learning needs, other supporting materials are still needed as well as more feedback from related parties such as students, teachers, supervisors, linguist and medical expert.

#### **V. References**

- Borg, W. R & Gall. M., D. (1983). *Educational Research an Introduction* New York and London, Longman Inc.
- Coyle, D., Hood, P. & Marsh, D. (2010). *CLIL*. Cambridge: Cambridge University Press.
- Dick, W., & Carey, L. (2009). *The Systematic Design of Instruction*. 4th ed. New York, NY: Harper Collin.
- Hall, D. (1995). *Material Production: Theory and Practice*. In A.C. Hildago. D. HALL. & G.M.
- Illeris, Ormorod (2000) in Learning Theory (education). *Wikipedia Free Encyclopedia*. Retrieved at 20 March 2014, from [http://en.wikipedia.org/wiki/Learning\\_theory\\_\(education\)](http://en.wikipedia.org/wiki/Learning_theory_(education))
- Krashen, S. (2003). *Explorations in Language Acquisition and Use: The Taipei Lectures*. Portsmouth, NH: Heinemann, Taipei: Crane Publishing Company.
- Nunan, D. (1992). *Language Teaching Methodology: A textbook for teachers*. London: Prentice Hall.
- Parsons, L.T. (2006). Visualizing worlds from words on a *page Language Arts*, 83, (6), 492 – 500.
- Thornbury, S. (2004). *Natural Grammar: the Keywords of English and How They Work*. Oxford: Oxford University Press.
- Stevens, P. (1988). ESP after twenty years: A re-appraisal. In M. Tickoo (Ed.), *ESP: State of Art* (pp. 1-13). Singapore: SEAMEO Regional Centre.