# Rahma 3

*by* Imam Nur Aziz

# DEVELOPING ESP INSTRUCTIONAL MATERIALS FOR STUDENTS OF MIDWIFERY AT POLITEKNIK KESEHATAN BRAWIJAYA MALANG

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**Abstrak:** Mahasiswa kebidanan harus diajari tentang bahasa Inggris yang sesuai dengan bidang dan kebutuhan mereka. Profesionalitas di dalam bidang kebidanan harus dicapai dengan memahami dan menguasai bahasa Inggris dengan baik. Tujuan penelitian ini yaitu: (1) Untuk memahami penguasaan bahasa Inggris kebidanan, dan (2) pengembangan media ajar ESP menggunakan CTL. Research and Developmen ini dikerjakan oleh 30 mahasiswa tingkat II jurusan kebidanan Poltekkes Soepraoen. Dua jenis kuesioner diberiakan oleh peneliti. Perspektif mahasiswa dan motivasi mahasiswa merupakan kuesioner yang pertama dalam belajar bahasa Inggris. Kemudian kesulitan mahasiswa dan model metode belajar yang disukai. Need analysis merupakan kuesioner yang kedua. Peneliti mengembangkan materi pembelajaran dengan menggunakan hasil dari Analisis Kebutuhan.
**Kata Kunci:** Pembelajaran, Bahasa Inggris

## Introduction

English is as one of the International language which is commonly use in communication among people in the world. English is not only bilateral but also multilateral. English is also used as communication in shipping, business, industry, tourism industry, education, hospital services and many more. Communication is not
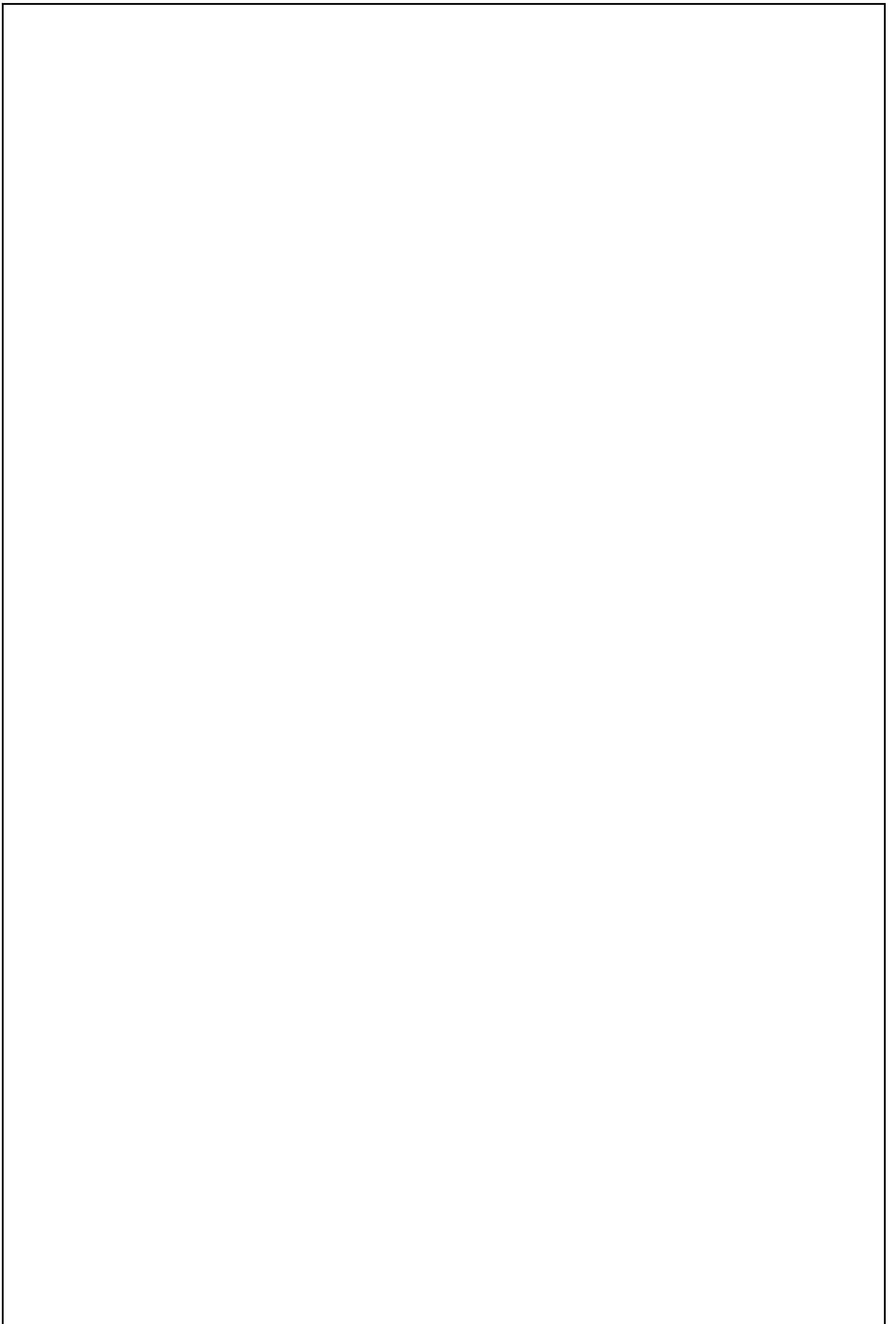
only oral communication but also written communication, for example text message and email. Reading, listening, speaking and writing are related in communication.The important role in human lives is communication. As an important role in human lives, the develop of English is rapidly now. English is taught in schools and courses. English is taught since kindergarten until university, and there are a lot of English Courses to support formal education. It is meant to prepare people as human resource capable to speak English well and can compete with others.

The students of midwifery learn English as their compulsory subject in their school since they need to broaden their knowledge about patients and medicines not only by reading some references written in Bahasa Indonesia but also those written in English. The students are supposed to convey information from medical international journals or some books written in English which are available in their library or from other sources. In this case, the students study English which has correlation with their field. They study English to prepare themselves to become a professional one in their field. In other word, they study English in Specific Purpose. It is usually called by ESP.

The students of midwifery class need to master specific English or ESP that considered different from the general English because they need English to accomplish their academic matters. The students are intended to focus on English for certain field. Students who involve book text and journals written in English need to master this language.[1] ESP as a teaching of English for students to a particular work or study related reason.[2] ESP are approach used in language teaching to fulfill the students' needs. ESP is a language teaching with the characteristics of it designed to meet the students' needs, making use of underline methodology and activity of the discipline, and the center on the language, skills discourse and genres appropriate to this activity.[3] ESP is an important approach to teach English. ESP is a form of English instruction through the fundamental of students' actual,

immediate needs who must perform real life tasking, by not focusing on passing the examination or test in the end of the learning. His statement explains that ESP gives more about the real life and the actual need of the student communicatively and not focusing on the examination.[4]

The researcher need to improve the learners' English based on the field of midwifery, especially their reading skill. It is intended to support their understanding when they are engaged in reading references. Improving reading skill is also supported by the suitable materials selection. Language play an important role in medicine to improve an understanding of communication in health setting which in turn will contribute to the improvements of clinical practice.[5] The students study English which has correlation with their field. The lecturer should pay attention to the student's field or subject. It is because the students study English for specific reason. That is English for their own subject. So the material for ESP students should represent their subject to learn. There should be match between their subject to learn and their need in the future carrier. So at the last of the program, they can get opportunities to study ESP in their department.

Instructional material for ESP class should be developed in four language skills. ESP material type must be integrated as multi-ESP instructional material ESP of textbook material.[6] Communicative compete is the combination of more than one type of ESP textbook material. Communicative competence is mean balanced between fluency and accuracy in the real context.

Communicative competence above is developed in student's material then. The most importance influence in the classroom as the center of instruction is material.[7] This definition makes lecturers as the most responsible person to consider what material to use in their classroom. When the teacher decides to use an instructional material in her classroom, it wishes, that material

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may help the student to know the topic about and cover student's need in learning English. ESP is different from the general English since it focuses in certain field such as midwifery, nursing, pharmacy, technology, engineering, etc. By that reason, the researchers need jibe textbooks in appropriate with the purposes in teaching students so the expected learning outcomes can be achieve. It seems that it is still difficult to found out books related to teaching English for midwifery students from the bookstore since there are only few people interested in developing materials. Besides, finding English for midwifery students in a town like Malang is also problem because the researcher never finds an ESP textbook for midwifery in the market around this place. English is taught in Poltekkes RS dr. Soepraoen Kesdam V/ Brawijaya for a semester. The available materials in this school, a textbook from abroad.

They are only discussing in general knowledge not in specific. The topics of reading in this textbook are not directly related to the students' field. This condition forces the lecturer to put the materials from here and there to fulfill the needs of the curriculum and the students' need. These cases give the challenge for the writer to develop English textbook for midwifery class. So, this research is conducted in response to the problem of the lack of the materials in Poltekkes RS dr, Soepraoen of the second grade student in midwifery class in the hope that it will be useful for the lecturer to make the appropriate instructional materials. This study develop a textbook based on the principle of CTL (Contextual Teaching and Learning) since this approach connects the subject with the real-world situation, educational process should be purposed to help learners study with connecting the academic subject of their daily life, their personal, social and culture.[8]

In developing the materials, the researcher connects the topics discussed with what the students are learning with their subject lecturer as their regular activities in their real world. Nowadays, there are some Indonesian midwives difficulty to find a job,[9] Indonesia has surplus midwives, and it makes a problem on the job market. The government take step to solve the problem by sending

those 'surplus' midwives abroad, but the difficulty is their weaknesses in mastery of English. Because most of the International hospital require the midwife's candidate are able for orally communication in English.

## Significances of the Study

The result of the study is expect be useful for some parties such as first, for the second grade student in midwifery in Poltekkes. It is in the form of a set of materials for second grade which is hoped to be helpful to access the English written references and finally in turn it will be useful for their future professional jobs since the materials are adapted from what they are learning in their midwifery subjects. It is useful to improve their understanding in reading their midwifery textbook written in English. The second is for other English materials developers as their references. It becomes one of the textbooks for midwifery of second grade. The last is for ESP lecturers of midwifery of second grade as the more suitable materials for their students. The product of this study can be used in the classroom as a textbook when the lecturers have almost similar problem which happens in this place.

## English for Specific Purposes (ESP)

Nowadays we need to develop learning program to reflect the difference communication needs of disparate learner group.[10] Different group of learners with different field or community need to take different course of English, as an important subcomponent of language teaching it makes the emergence of ESP inevitable. The effectiveness of ESP such as first, a middle ground between general English class ESP offers learning in the target community.[11] Second, ESP courses involved the learner in the study of communication using target language as a mean to get knowledge of it. Third, the study in ESP could be in the formed of reading text produce in the community. Fourth, ESP courses try some social links of the target of practice community. The last,

ESP courses offer practice work on specific aspect communicating ways.

There are five broad objectives of teach ESP. First, for reveal subject-specific language use, in this case teaching is oriented to showing get knowledge.[12] Second, to develop target performance competencies, it is teaching what the people do with the language or the demands and the expectations of the target environment. So, it helps the students meet those demands to the level of competency expected. Third, to teach underlying knowledge, here the teaching is oriented to the disciplinary concepts from the students' field of study. So, it provides the students with background knowledge which means teaching general conceptual subject content alongside language. The fourth, to develop strategic competence. It is to bring to surface knowledge of the subject area that the student already have and actualize the knowledge in the target language. The last, to foster critical awareness, here ESP discusses with the students the norms and communicative practices are built in the target language.

From what has been stated by some experts above, the conclusion of ESP is mainly divided into two branches namely EOP and EAP, EAP is suitable for students of vocational schools and university students out of those majoring in English. While EOP is suitable for practitioners in which the materials are directly related to their work. Besides, we can also say that ESP is developed to meet the students' need in their field community.
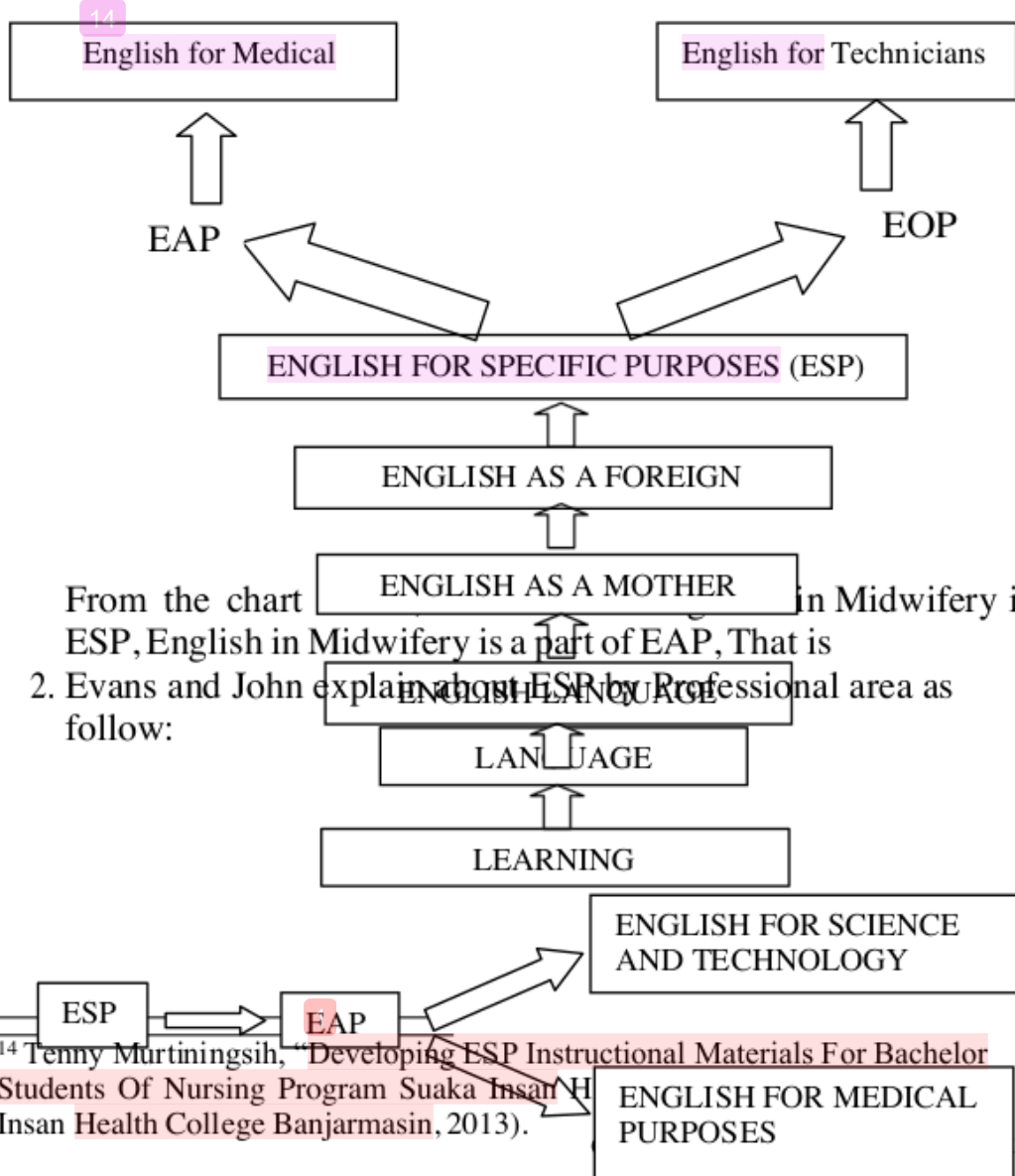
**ESP Division**

There are some opinions to classify English for Specific Purposes. The researcher in this thesis tries to present ESP Division based on.[13]

1. They illustrated ESP division in the tree of ELT. The first most branches of the show tree what subject of the study of the courses occur. The branches below the level indicate these may convenient divided into two main types of ESP differential according to whether the learner requires English

t study academic (EAP: English for Academic Purposes) or to work or training (EOP/EVL/VESL: English for Occupational Purposes or English for Vocational Purposes or Vocational English as a second language). To describes the next level down a general nature of the learners specialism. They are English for Science and Technology (EST), English for Business and Economic (EBE) and English for The Social Science (ESS). The next down is English in specific Purposes which is as one branch of English as Foreign Language (EFL) and it has two branches. They are English as a mother tongue (EMT) and it has two branches. Both of them have the main branch of English Language Teaching (ELT). This is The ESP division[14].

| English for Medical | | English for Technicians |

EAP ⟺ EOP

ENGLISH FOR SPECIFIC PURPOSES (ESP)

ENGLISH AS A FOREIGN

ENGLISH AS A MOTHER

ENGLISH LANGUAGE

LANGUAGE

LEARNING

ENGLISH FOR SCIENCE AND TECHNOLOGY

ESP → EAP

ENGLISH FOR MEDICAL PURPOSES

From the chart _____ in Midwifery is ESP, English in Midwifery is a part of EAP, That is

2. Evans and John explain about ESP by Professional area as follow:

[14] Tenny Murtiningsih, "Developing ESP Instructional Materials For Bachelor Students Of Nursing Program Suaka Insan Health College Banjarmasin, 2013).

From the chart above, English in Midwifery is ESP, English in Midwifery is a part of EAP. That is in English for Medical Purposes.

## Teaching Learning Process in ESP

Evans and John state that teaching ESP is different with EFL teaching. Two factors is arises manly with: they bring-both conscious and latent the specialist knowledge that andt the learning and cognitive process that they get with them from the experience of working and learning with their specialist field. One of the corollaries of these factors the kind of activities through which learning it place. In addition to language-learning activity, the ESP classroom uses activities and tasks that reflect the learners specialist world. Furthermore, they explained that the skills ESP lecturers need the ability to assess a situation from of viewpoints a variety and then to select and adapted the methodology to match the learners needs. The game has name flexibility and a willingness to take risks.

## Learners' Specialist Knowledge

Evans and John state that ESP learner have the language learning some knowledge of their own field specialist and communicate with it.[15] As we know, the students of ESP have already had their own knowledge or knowledge background in their field. They familiar with their background knowledge and they sometime communicate with it. Furthermore, students' specialist knowledge or background knowledge is also important in ESP reading class. It can make the students understand the reading material easily.

The background knowledge of the leader's can influence the reading comprehension.[16] The experiences that a reader brings to a text background knowledge includes all: educational experiences , Life experiences, knowledge of how texts can be organized rhetorically, knowledge of how one's first language works,

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[15] Evan, *Development in ESP A Multi-Disciplinary Approach*.
[16] Nunan, *Learner-Centered English Language Education*.

of how the second language is work, and background of cultural and knowledge. Background knowledge can be active by setting goal, asking questions, making predictions, teaching next structure, and so on if reading comprehension can be significantly enhanced .[17] We can conclude that background knowledge is really important to make the reader understand the text easily. Everything that the readers have got before can develop their understanding in reading.

### The Impact of Learners' Knowledge

Students' background knowledge can give impact to the classroom practice. One affect is on the kind of relationship that is appropriate between teachers and ESP learners.[18] The ESP lecturer the learners' greater knowledge of the carrier content must acknowledge and use.

ESP lecturer ⟺ ESP learner ⟺ ESP lecturer
⇓
ESP learner
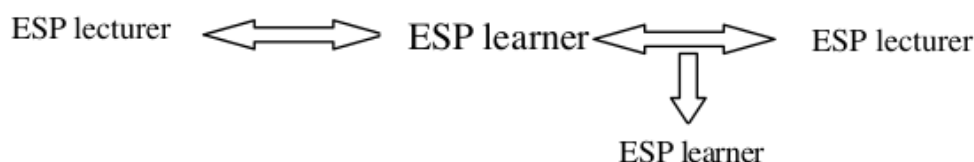
The learner's specialist knowledge _____ nd knowledge also give impact for the learner to get success in studying English. The advantage of studying ESP with the following points[19], namely: 1) it wastes no time, be focused on the learner's need; 2) it is relevant for the learner; 3) it is successful in imparting learning; and 4) it is more effective than General English.

So in teaching ESP, the lecturer should focus on the learner need, what the learner needs and uses the next should we give in teach learn process in order to get success in the learning.

### Syllabus

Syllabus describes what the student's need. A large extent on the needs of the students who are going to be taught the final of a syllabus may depend to.[20] So the student's need to learn the target

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[18] Evans and John, *Development in ESP A Multi-Disciplinary Approach*.
[19] Pltridge Brian and Starfield Sue, *The Handbook of English Specific Purpose*, ed. Paltridge Brian and Starfield Sue, *A Jhon Wiley and Sons, Ltd., Publication*, First (British Library, 2012), https://doi.org/10.1002/9781118339855.ch16.
[20] J Harmer, *The Practical of English Language Teaching*, 1991.

language is the important thing in a syllabus. There should be the student's need in a syllabus written and it should be taught in ESP class also. A good syllabus should describe all the student's need to learn the target language. Furthermore, syllabus is typically a list of content areas which are to be assessed.[21] Sometimes the list is extended to include a number of objectives and learning activities. So syllabus is not only describing what the student's need but also describe what the lecturer should assess to the students.

An important role in teaching learning process since syllabus play, integrated syllabus is particularly relevant to ESL, that English is the medium of instruction and communication in other subject. Here English as the facilitators to study another subject or as the communication.

## Instructional Materials

Teachers or lecturers as the ESP practitioners need to provides the materials used in the classroom, "ESP practitioners often plan the course they teach and provide the materials for it."[22] They assume that sometimes there is no really suitable published material for certain of the identified. They also argued that ESP lecturers may involve choosing suitable published material, adapting material or even writing material when there is no suitable material published. Besides, they also suggest the lecturers to use subject specify work approach through the collaboration with subject specialist to find out the subject syllabus in an academic tasks or context that the students carry out in their work. Later, they also argued that much material was produced by the lecturers when they were engaged in the teaching situation, carrying out a limited text and then writing a series of handouts.

The lecturers may use the carrier content for their real content, here they give an example of using the lifecycle of plant as the carrier content to teach the specific language that the unit in the book

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[21] Barker Danuta Gabrys, *Morphosyntactic Issues in Second Language Acquisition*, ed. Singleton David, *Second Language Acquisition* (Ontario, Canada: Printed and bound in Great Britain by the Cromwell Press Ltd, 2008), PA3&ots=fBlpKlC_mX&sig=afD2LOFbaMgKj5XhNoRtDRU2R30.

[22] Evan, *Development in ESP A Multi-Disciplinary Approach*.

wants.[23] Vehicle for the real content of the unit life cycle of plant is as the an authentic topic which is used.

Called as multi-ESP instructional material ESP or instructional materials type must be integrated.[24] It makes the researcher sure about the model of instructional material should be written. That is to combine the language skills to integrated skill, and the book should be communicative the students as an ESP student. A material design model includes four elements. The first is input, it can be in the form of texts, dialogue, video-recording, and diagram. It depends on the lecturer's analysis[25]. The second is content focus, language is used as a means to get information and feeling something. Third is language focus it enables learners to use the language. Fourth is task, it is a communicative task which the learners use the content and the language knowledge. In short, we can say that ESP lecturers may employ, adopt, adapt, modify or even write their own handouts to meet the proper materials based on the students' need.

## Need Assessment

Needs assessment is needed for the ESP lecturers to construct their syllabuses and provides the suitable materials instructional. Need analysis is conducted to established what and how of a course which followed by curriculum design, materials selection, methodology, assessment and evaluation as the first stage of ESP development. The need analysis encompasses two things which includes the factors which influence the way they learn such as previous learning experiences: first, learners' personal information, cultural information, reason of attending the course and their attitude to English. Second, the information of language teaching environment such as resource and administration matters.

The target needs classify into three. The first is necessities, in the target situation what the learner it is to function English effectively has to know.[26] The second is lacks, the lecturers need to know what the students have known to decide the necessities they lack. In other words, it is the gap between the students' proficiency and the

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target proficiency. The third is wants, besides considering the target needs in an objective sense, the teacher also should concern on the learners since they have a view on what they need are.

## Principles in Material Development

Such as flexible, from text to language, engage the content, natural language, analytical approaches, and emphasize the review, personal practice, integrated skills, and balance of approaches, learner development and professional respect, develop material by articulating some principles to guide their writing [27]. Tomlinson also reports that Penaflorida used six principles identify by Nunan including curriculum materials that should be linked,[28] to apply the developing skills the classroom. Materials should be authentic, material should encourage interaction, material should allow the learners to focus on formal aspect of the language, material should encourage learner for developing learning skills and material skills should encourage learners.

## Contextual Teaching and Learning

The lesson should be placed in context so that it can help the students identify a specific object, problem issues, to develop assignment that relate to the students' live.[29] To help students see meaning in the academic material they are studying by connecting academic subject with the context of their daily lives an education process that aims, with the context of their personal, social, and cultural circumstances is the CTL system.[30] There are some characteristic of CTL; (1) constructivism, (2) inquiry which involves observing, questioning, analyzing, investigating, and theorizing, (3) questioning as the strategy toguide, assess, and prompt the students' thinking, (4) learning community as a technique of a students share information in learning where a group, (5) modeling, it is the giving a model activity to be initiating during the learning and teaching process, it doing by lectures, student, or people in outside the class, (6) teaching activities that have been the evaluation towards, reflection, it is the effectiveness of the learning.

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[27] Tomlinson, *In Developing Materials for Language Teaching*.
[28] Tomlinson.
[29] Tony Wagner et al., "Innovation Squared: Comparison of Models," 12AD, 1–38.
[30] Wagner et al.

done, (7) assessment authentic, the development of the students' learning a process is collecting data which described.[31]

There are seven principles of CTL, namely: questioning, inquiry, constructivism, modeling and learning community. All of the principles are developed integrate in the constructional material.[32] In conclusion, the materials given to the students should be related to the students live. These will be meaningful for learners since they have contribution in reaching what they need. In teaching ESP, the materials are selected based on the students' need in their academic accomplishment. So, CTL principles are supposed to be suitable in developing materials.

## Midwifery Program

Designed to prepare midwives is The Midwifery Program. The midwifery management process of pregnancy, childbirth and newborn care is the focus of the academic and clinical aspects of this program. 100 percent graduate rate is all of our students are full-time. It leads the students to become a midwife for the future professional work. This program offers some subject area as midwife practice, chemistry, biology, and others.

## Development Model

The design of this research is Research and Development. This research uses RnD because this research is hopefully developing an ESP Instructional Materials to the students. The research design name of one involving several steps making up the research, involving steps of assessing the classroom problems, studying recent theories of educational product development, developing the educational products, validating the product development, and field test the product is Research and Development.[33] Design ESP instructional material which is appropriate the prime objective of this research with the needs of the student of Poltekkes RS dr. Soepraoen Kesdam V/ Bawijaya Malang

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at Midwifery Program and so it helps the students to master English in Midwifery, and at last it is useful for their future carrier.

The ESP instructional materials here, designed as what the students of Poltekkes RS dr. Soepraoen Kesdam V/Bawijaya Malang at Midwifery Program want and need in their recent study and future carrier. the lecturer So it is expected to be useful for and the student to increase their midwifery skill, in this course, for their English ability. The model of development in this study is based on the previous research[34] beginning with the identification of the problem of learning English encountered by the students of. Then doing several procedures of development, and writing the instructional material. Any expert's comments are welcome for the improvement of the materials on this phase. The textbook is ready to use for the classroom when the materials have been revised.

**Procedure of Development**

To conduct this research and development, the researcher follows the procedure of development[35] which Murtiningsih has already taken in her research development. They are some steps as the procedure as describe in the chart below:

1. **Identifying the Problem**

     To identify the problem, the researcher gives questionnaire to the Midwifery students. Then the researcher assessed the data above. The data describe how the student's motivation to learn English as ESP material, what the student's difficulties in learning English, and what the suitable teaching learning method for them.

2. **Reviewing the Theory**

     After identifying the problem and knowing the problem, the researcher reviews the theory that the researcher used Chapter II in which the researcher has already known that teaching ESP is different from teaching General Class so that the researcher thinks, it needs to use a special approach in teaching English for second grade students Poltekkes RS dr. Soepraoen

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[35] Murtiningsih.

Kesdam V/ Brawijaya Malang. Here the research used CTL in developing the instructional materials of ESP for her students.

3. **The Needs Survey**

   a. The Data Gathered During the Need Analysis

   The need analysis or need survey should be done for the first time in teaching learning process, through need a survey or need analysis, the lecturer knows what the student's need and describe it into the curriculum or syllabus or material. Need analysis is important thing in ESP. Based on need analysis we know what the learner's need and as the result we can develop what ESP instructional material suitable for our student is.

   b. The Data Obtained During Validation Process

   The data during validation process is got from questionnaire and interview to the experts. The researcher gives the questionnaire first and then interview on the guide of interview.

   c. The Data Collection During Product Tryout

   The data collected during product tryout is by questionnaires and tryout test to the students. Students' study the book first and then they filled the questionnaire and the tryout test.

   d. The Instruments

   To conduct needs a survey, the researcher has two instruments. They are questionnaire (used during product tryout) and interview. First, the questionnaire is given to midwifery students. From the questionnaire the researcher wants to knows the student's English background, their motivation to learn English as ESP material, what the student's difficulties in learning English, and their knowledge about why English should be taught for their study. Student's English practices outside of the classroom and how. Also the things related to their future job. Second, the interview is taken from the other lecturer who teach in Poltekkes.

   e. Writing Manuscript

   The researcher tries to based on the needs survey developing English material for Second Grade Midwifery Students, the questionnaire and next interview conducted before.

   f. Expert Judgment

Some comments and suggestions from the expert the researcher asked. The expert's comments and suggestions is need to give a feedback for the product research, so the instructional material which written is better.

g.      Revision

The revision stage is done to make the product written better and more useful for the students. Revision stage is taken after the researcher got some comments as feedback from the experts. This revision is taken to develop the ESP instructional material better and appropriate to use in the ESP classroom.

h.      Tryout

Tryout is an important stage in the research and develop. Tryout is taken for the revision product to the students. Doing tryout, the researcher observing the teaching learning process at the time. Through tryout, the researcher knows the effectiveness of the revision product written, the interactive relationship between the students  and the teacher in the classroom and also knows which material is easy or difficult for the students and how the students cope the material given.

i. Revision

Even though, there was revision but when after doing try out, the researcher thinks, it needs to make some revision because the researcher finds some weaknesses at the written product. So the revision is really done. The revision is needed to make the written product perfectly and ready to use at the classroom.

j. Expert Validation

Expert's validation is taken after the final revision of the product written. Completely product written is asked to have validation from two experts. The first expert here is the Head of Midwifery Program, and the others are from ESP course design.

k.      Technique for Analyze the Data

The data collection which the researcher got analyzed. They are questionnaire and the critics and suggestion. The analyzed on the basis of frequency are quantified, while the critics and suggestions are classified. The data collection in the need analysis and product try out using questionnaires. The answer was analyzed on a frequency basic for the closed-ended items. A

guideline by Arikunto (2001) was used in deciding whether the product needed for further revision or not.

**Table 1: Guideline for analyzing the result of expert validation**

| Average Score | Validity Criteria | Category |
|---|---|---|
| 3.26 – 4.00 | Highly Valid | No Need Revision |
| 2.51 – 3.25 | Valid | No Need Revision |
| 1.76 – 2.50 | Less Valid | No Need Revision |
| 1.00 – 1.75 | Invalid | No Need Revision |

Arikunto (2001)

1. Material Mapping

The researcher writes the material mapping which related to the curriculum, syllabus and of course the result of need analysis. The material mapping shows how many meeting should be given in a semester, the topic and language function.

4. **Result of Obtaining Information**

In this step, the questionnaire gave by the teacher for obtaining information to the midwifery students English subject. The questionnaire is given to the students at May 7, 2018. There is one class, there are content from 30 students in this class. This questionnaire consists of seven questions related to the students' perspectives in English, students' motivation to learn English as ESP material, what students' difficulties in learning English and the preferred teaching model in the classroom.

**Table 2: Questionnaire Obtaining Information Number Result**

| | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|
| Rank 1 | 3 | 15 | 7 | 5 |
| | 10% | 50% | 23.33% | 16.67% |
| Rank 2 | 3 | 8 | 13 | 6 |
| | 10% | 26.67% | 43.33% | 20% |
| Rank 3 | 6 | 5 | 6 | 13 |
| | 20% | 16.67% | 20% | 43.33% |
| Rank 4 | 18 | 2 | 4 | 6 |
| | 60% | 6.67% | 13.33% | 20% |

This chart is about the questionnaire no. 2 -7 above. The blue color is for answer" a", the brown color is for answer "b",
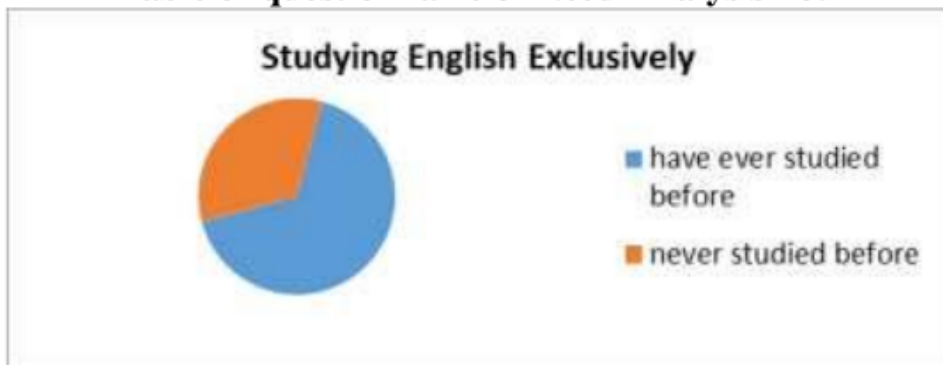
the green color is for answer "c", and then the purple color is for the answer "d":
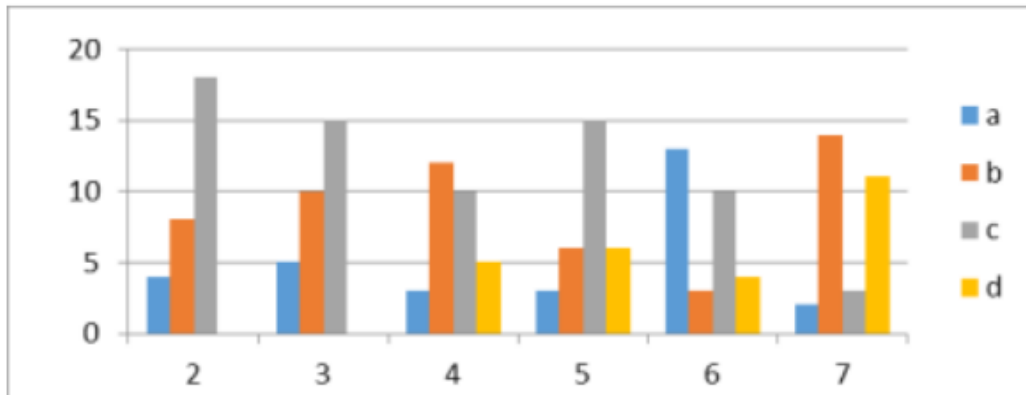


**Table 3: Skill Priority**

Chart Question number 2-7 from Questionnaire for Obtaining Information

**Table of questionnaire of Need Analysis no.1**



**Chart Studying English Exclusively**
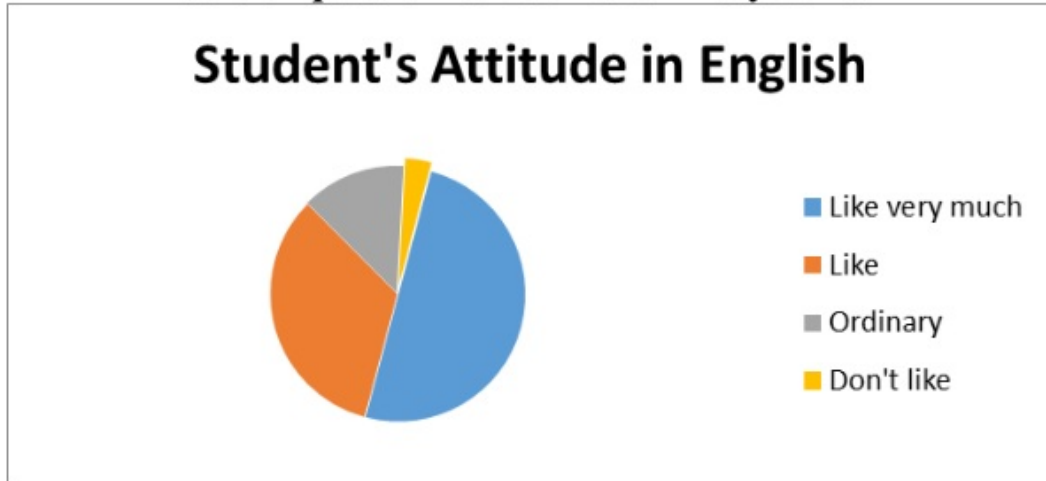**Table of questionnaire of Need Analysis no. 2**



**Chart Place to Study English Exclusively Before**
**Table of questionnaire of Need Analysis no. 3**

**Chart Student's Achievement Level**
**Table of questionnaire of Need Analysis no. 4**



**Chart Student's Attitude in English**
**Table of questionnaire of Need Analysis no. 5**



**Table of questionnaire of Need Analysis no. 6**

| Options | Total | Percentage |
|---|---|---|
| a.  To develop their future carrier | 22 | 73.34 |
| b. To use their spare time | 1 | 3.33 |
| c.  To finish their study | 6 | 20 |
| d. To get score only | 1 | 3.33 |

**Tabel The Useful of Learning English at Poltekkes Soepraoen**
**Table of questionnaire of Need Analysis no. 7**

**Teaching Learning Process**

- Interesting
- Enough
- Ordinary

**Chart 4.2.2.4: Teaching Learning Process**
**Table of questionnaire of Need Analysis no. 8**

| Option | Total | Percentage |
|---|---|---|
| a. General Conversation | 5 | 16.67 |
| b. Nursing English | 12 | 40 |
| c. Grammar and Vocabulary | 10 | 33.33 |
| d. Others | 3 | 10 |

**Tabel English Needs**
**Table of questionnaire of Need Analysis no. 9**

**The Connection between 3 Hours English Lecture with English Development**

- Appropriate
- Enough
- Less
- Don't know

**Chart The Connection between 3 Hours English Lecture with Student's English Development**
**Table of questionnaire of Need Analysis no. 10**

**The Major English Skill Preferred**

- Listening

## Chart The Major English Skill Preferred No. 12

The Important Skill to Develop Their Future Carrier

- Listening
- Speaking
- Writing
- Reading
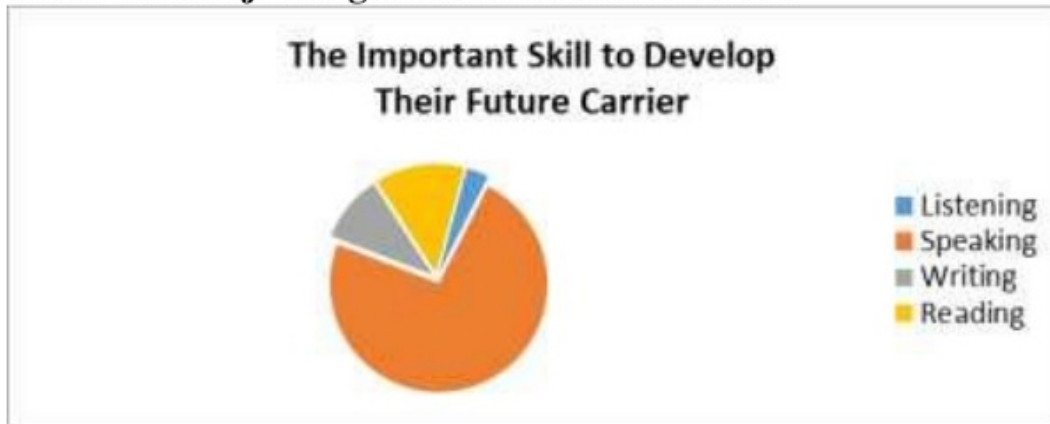
## Chart: The Important Skill to Develop Their Future Carrier No. 13

The Role of English in Their Work

- very important
- rather important
- not important
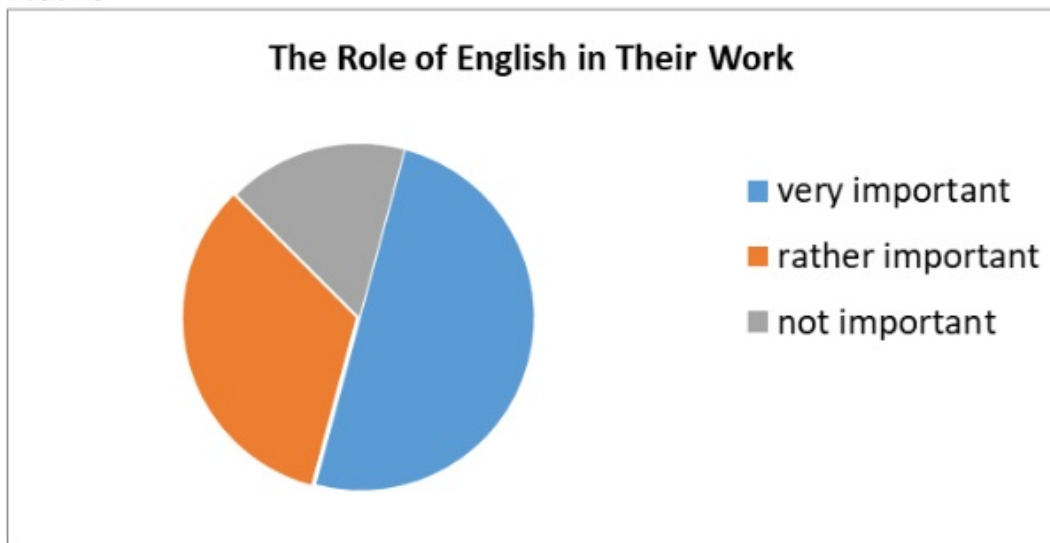
### Table of questionnaire of Need Analysis no. 14

| Options | Total | Percentage |
|---|---|---|
| a. Daily conversation | 20 | 66.67 |
| b. To understand English instruction in the class | 5 | 16.67 |
| c. To listen song and watch film | 4 | 13.33 |
| d. Others | 1 | 3.33 |

**Table the Useful of Listening**

### Table of questionnaire of Need Analysis no. 15

| Options | Total | Percentage |
|---|---|---|
| a. Daily conversation | 20 | 66.67 |

| | | |
|---|---|---|
| b. Presentation and discussion | 3 | 10 |
| c.   Working preparation | 5 | 16.67 |
| d. Others | 2 | 6.66 |

**Table the Useful of Speaking**

**Table of questionnaire of Need Analysis no. 16**

| Options | Total | Percentage |
|---|---|---|
| a.  Write a report and do some writing exercises | 21 | 70 |
| b.  Working application | 1 | 3.33 |
| c.   Do an English test | 6 | 20 |
| d.   Others | 2 | 6.67 |

**Table the Useful of Writing**

**Table of questionnaire of Need Analysis no. 17**

| Options | Total | Percentage |
|---|---|---|
| a.   Understand the reading in class | 19 | 63.33 |
| b.   Prepare the test | 2 | 6.67 |
| c.   Understand Midwifery Technical Term | 6 | 20 |
| d.   Others | 3 | 10 |

**The Useful of Reading**
**Table of questionnaire of Need Analysis no. 18**
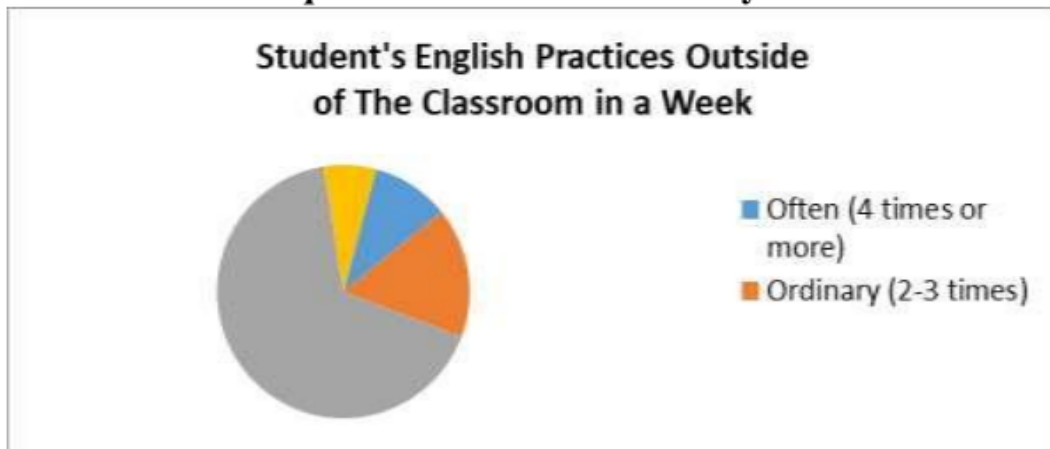


**Chart Student's English Practices outside of the Classroom**
**Table of questionnaire of Need Analysis no. 19**

**How to Practice English**

- English Course
- English Club
- Listening to the music, watching the film and reading

**Chart How to Practice English**
**Table of questionnaire of Need Analysis no. 20**

**The Role of English in The Teacher Duties**

- So Helpful
- Helpful
- Less Helpful
- Don't Know

**Chart The Role of English in The Teacher Duties Completion**
**Table of questionnaire of Need Analysis no. 21**

**The Expectatin of The Students' Job**

- Health service
- Bussiness
- Government Officer
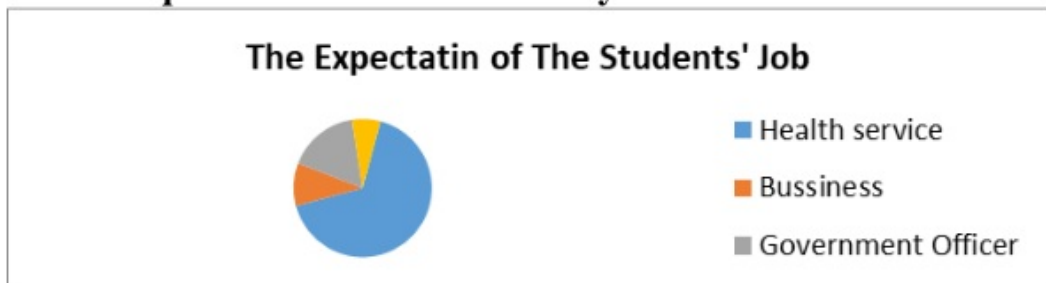
**The Expectation of the Students' Job**
**Table of questionnaire of Need Analysis no. 22**

**The Useful of English in Their Future Job**

- So Important
- Important
- Rather Important
- Isn't Important
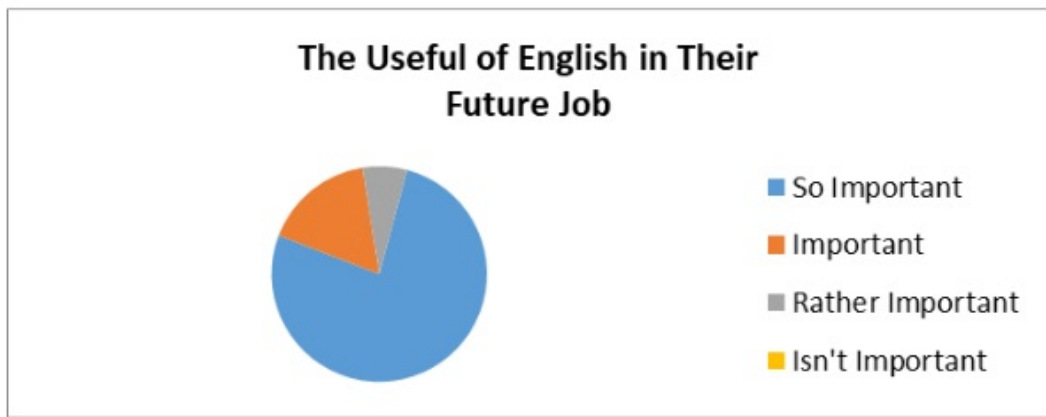
The useful English in their future job
Table of questionnaire of Need Analysis no. 23

**English Practices in the Future Job**

- to director and cowoker
- to director, cowoker and client

English Practices in the Future Job
Table of questionnaire of Need Analysis no. 24

**The Frequency of English Using at the Future Job**

- Often
- Sometimes
- When there is a native speaker
- Others
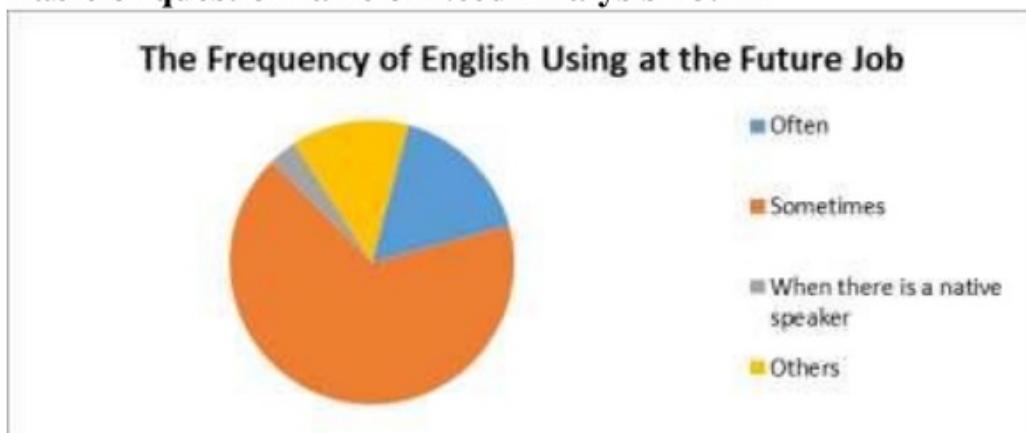
The Frequency of English Using at the Future Job
Result of Textbook Evaluation for Students
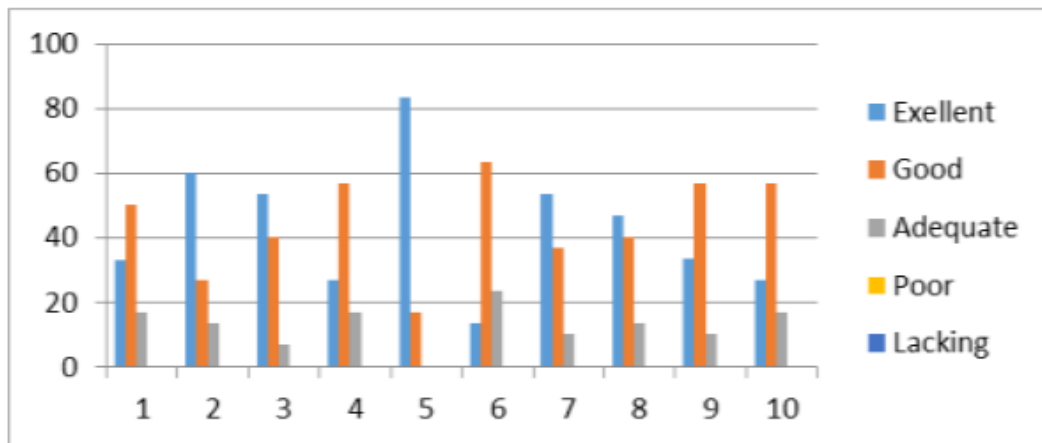
### The Result of Textbook Evaluation for Students

### Implication of The Result of the Need Survey to The Material Development

Considering all facts found in the need survey the materials developed for the study focuses only on the specialist and the students. The researcher think that it is important to develop the book according to the specialist and the students. From a larger and more representative group of people than the researcher could get from observation alone it can give detailed information. It's helpful review the results and share their own interpretations because it is the same students who carried out the assessment. The same numbers can mean different students, the most nearly accurate interpretation it may take a fair amount of the information you have. The result of the questionnaire and interviews as the base of the developing materials discussion here to clarify.

### Product Review

English as one of the subject for students of midwifery program Poltekkes Soepraoen should be developed more seriously. As the curriculum say that there is a semester to study English for students in this school. Students should be taught all of English skill. So the student can explore all of English skills to get better for their English competence. To develop the student's English competence, it's needed a set of material which gives a challenge to practice English more.

This result supports the researcher to develop English Instructional Material as the research product for the students of midwifery program, Poltekkes Soepraoen.. By having English

Instructional Material as ESP Instructional Material, hopefully, it can help them to reach better English competence. English Instructional Material as the product offers the integrated skills in a better style. Based on the research speaking is the first skill priority that the students like and need for their job in the future, so this book is developed more in speaking practices. This book is also supported by others skills. And all of the skills are presented in a different and unique style. The pictures are also given to guide the students in understanding this instructional material. It makes the book more interesting and gives motivation for the students to learn and have some practices there.

Midwifery as the student's necessity is adopted in this product research. There are some midwifery terms and midwifery skills are learned in the instructional material. This is as an approach to master English for their subject. Having some topic discussion relate to their background makes them easy to understand the material. They can listen the hospital conversation, act out the hospital conversation, writes some midwifery intervention in better grammar and get more knowledge by reading. All of the materials above are presented communicatively and use some principles of CTL to support the students in producing English actively.

Real-world tasking also develops in the product research. It helps the students master midwifery English and it also guides them to meet with their reality job in the future. In real-world tasking, the students are faced by some activities which similar with their future job. They are asked more creative in solving some exercises, so they can get benefit to learn English in this class. This product research has been validated by the three experts and has been had try-out for the students. The result of this step is very good, so the researcher thinks that this product research is suitable for the students of midwifery program Poltekkes Soepraoen Malang.

The students as the user of this product research may find a problem in using this book. It's caused, they never got general English before and it's the first time for them to study English as ESP class directly. Maybe, the students will find some difficult vocabularies or language expression. The teacher as the facilitator has a role here. She has to give explanation briefly to answer any problem appears. She should understand with the variety of student's English competence. Furthermore, the researcher provided a vocabulary

section in every unit and vocabulary list at the appendix and also an expression section in every unit.

The next problem, it will come with the pronunciation. Since the teacher finds that student's pronunciation is not good enough. The researcher suggests to give some drilling to practice for certain words. Listening the cassette more is also good suggestion. It's suggested to repeat all the speaker say to make them familiar in listening and producing words. Besides that, the lecturer as the facilitator should give feedback to minimize the student's errors. Integrated material that offers in ESP class should be developed communicatively. The materials which is developed interruptedly should implement the principle of CTL. The principles of CTL help the students having more practices to explore the language. And it shown in the instructional material that the researcher writes.

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