

## **THE DEVELOPMENT OF EOP BASED ENGLISH MATERIAL FOR MIDWIFERY STUDENTS IN INSTITUT TEKNOLOGI KESEHATAN BALI**

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### **ABSTRACT**

The absence of standard in English learning in Institut Teknologi Kesehatan (ITEKES) Bali as well as the general English that is contained in the learning materials were becoming the reasons why this study was conducted. It aims to (1) analyze the needs for English language teaching materials for midwifery students of ITEKES Bali, (2) describe courses in the midwifery curriculum of ITEKES Bali, and (3) develop an EOP based English learning material for midwifery students of ITEKES Bali. This study was designed a research and development consisting of 3 stages, namely (1) needs analysis which used questionnaires to gain the data, (2) development of prototypes and trials, and (3) expert validation. The questionnaires were distributed to 30 midwifery students and 10 midwives to know how English is used in the work field. Then the result of this study is an EOP based learning material covering several topics such as greeting, showing room, arranging schedule, explaining labor process, postpartum, children development and care, reproduction system, and human body. The material is presented in a web and it can be used as an alternative source of English learning based on the results of expert validation.

**Keywords :** English for Occupational Purposes, Research and Development, English Material, Midwifery

### **INTRODUCTION**

Institut Teknologi Kesehatan (ITEKES) Bali is one of vocational universities in Bali concerning on medical and health. It has some study programs related to health and medical. One of them is midwifery study program which is designed a diploma program. Students of ITEKES Bali, especially midwifery students are prepared and built to be able to compete in the global world. At the end of their study, they are expected to be able to work as professional midwives working in Indonesia or in other parts of the world. This vision becomes guidance in developing and designing its curriculum. The curriculum implemented in midwifery study program of ITEKES Bali covers some subjects which are very related to the professional world midwifery. In addition, the curriculum also leads the students to be able to work internationally by developing their communication skill using international language, English.

English is one of the compulsory subjects that should be taken by midwifery students of ITEKES Bali. The English learning aims to train them to communicate well using English. But some obstacles or problems are faced by both English lecturers and students of midwifery study program during the English learning process. The first problem is the absence of standard in the English learning. It means that there is no minimum standard for English lecturers should follow or strict on. It affects the learning topics as well as the language functions and features taught in the classroom. One English lecturer may teach his/her students learning topics or even language features which are different from other English lecturers. Midwifery students of ITEKES Bali learn different topics from one another.

Another problem faced is about the learning material used in the learning process. The learning material used in the learning process still covers general English which is not suitable with students and even professional midwives' needs. English taught for midwifery students should be EOP or English for Occupational Purposes based. EOP based learning material will help students to master English that they really need in the professional world since EOP based learning material is developed based on the needs of students as well as the use of English in a certain work field. Regarding to the use EOP based learning material, it is quite hard to find this kind of learning material. Based on the observation, it is difficult to find English

for midwife textbooks in the bookstores and even in the public and school libraries. It is a challenge for both English lecturers and teachers to conduct the learning process without any help of proper textbook.

Realizing those problems, this study was conducted to provide a proper English learning material for midwifery students of ITEKES Bali. This study aimed to (1) analyze the needs of midwifery students of ITEKES Bali regarding to the English learning material, (2) describe the subjects covered in the curriculum of midwifery study program as the guidance in developing an EOP based learning material, and (3) develop an EOP based learning material for midwifery students of ITEKES Bali.

This study was conducted by considering much on the role of learning material or textbook in a learning process as well as the concept of EOP or English for Occupational Purposes. The role of learning material which can be in form of a textbook shows the urgency of this study or why this study had to be conducted. Hutchinson & Torres (1994) describe that textbook plays essential role in the learning process, especially showing the innovation of learning. It helps teachers and lecturers to show and demonstrate the changes of teaching methods as well as to introduce the changes in a sequence. In other words the use of a textbook in the learning process helps the teachers and lecturers to stay on the track in teaching the material. It can drag them to the topic if they start to be out of the topic. Karamouzian (2010: 25) also states the similar point that textbook helps teachers and lecturers to conduct a learning properly. Karamouzian emphasizes more on the quality of the learning material or textbook. The quality of the textbook used in a learning process determines the quality of the learning process. A learning process will be considered as a high quality learning of the textbook used in the learning process also possesses a high quality. It happens vice versa. In developing and providing a high quality English learning material or textbook for midwifery students, it needs to stick on where and how English will be used by the speakers. In this case English will be used by midwifery students when they work professionally as midwives.

Due to the use of English in the midwifery professional world, the development of the English material for midwifery students should be based on EOP. EOP might be a new term for English teachers or even English lecturers. People are very familiar with the term general English in which it is English for general used. English for academic purposes might be popular as well among English lecturers and teachers. Dudley-Evan & John (1998) clearly put EOP in the parallel position with English for Academic Purposes (EAP). Table 1 shows how Dudley-Evan & John (1998) classify EOP and EAP.

Table 1. Dudley-Evan & John's Classification of EOP and EAP

Area	Sub Area	
<b>English for Academic Purposes (EAP)</b>	Purposes (EAP)	
	English for Science and Technology (EST)	
	English for Medical Purposes (EMP)	
	English for Legal Purposes (ELP)	
<b>English for Occupational Purposes</b>	English for Professional Purposes (EPP)	English for Medical Purposes (EMP)
	English for Vocational Purposes (EVP)	English for Business Purposes (EBP)
		Prevocational English
		Vocational English

EOP focuses on increasing or improving one's English skill which is very related to his/her professional work. Kim (2008) mentions that EOP intends to improve English mastery that is used in the daily communication in a certain work field. The examples of EOP are English for tour guide, English for travel agent, English for receptionist, and English for nurse and midwife. The implementation of EOP can also be recognized by the characteristic of

learners in which EOP's learners are adults and professional workers of students who are prepared for a certain profession.

An EOP based learning material should meet the needs of the learners and also the use of English in the professional works. Then the development of an EOP based learning material should be based on the results of need analysis or need assessment. Need analysis or need assessment is the first and important stage in the development of an EOP learning material. Hutchinson & Waters (1987) suggest the EOP learning material developer to see the important 3 points in conducting a need analysis. Those are (1) necessities or the things that learners are expected to master in order to be able to communicate using English properly, (2) wants which can be said as the motives why learners want to learn English, and (3) lacks which shows the learners' weaknesses in learning English so they need to improve. Besides, Hutchinson and Waters (1987) also recommend some tips for learning material developer in order to be able to achieve the best results. They are (1) being selective in deciding the learning content, (2) being selective in selecting the learning activities which are suitable to their works, and (3) being creative in developing the learning atmosphere.

The development of the EOP based learning material for midwifery students in ITEKES Bali in this study referred to those theory in order to bring the best impact for the English learning process in ITEKES Bali, especially English learning in midwifery study program.

## **RESEARCH METHODOLOGY**

This study was a research and development in which it developed an EOP based learning material for midwifery students of ITEKES Bali. This research followed 3 stages of a research and development model which are (1) need analysis, (2) prototype development, and (3) expert validation. Need analysis was done by involving 30 midwife students and 10 professional midwives in which they were asked to fill the questionnaires. Besides, the need analysis was also done by analyzing the curriculum implemented in the midwifery study program. The results became the reference to develop the prototype. Then the prototype was tried out by involving experts, professional midwives, and midwifery students. The last step is validating the learning material using expert validation.

## **FINDINGS**

Findings of this research emphasize more on the 3 main concerns as mentioned in the introduction. They are (1) the needs of midwifery students and professional midwives regarding to the English learning material, (2) the description of subjects contained in the curriculum of midwifery study program, and (3) the development of EOP based learning material for midwifery students of ITEKES Bali.

### **The needs of midwifery students and professional midwives regarding to English learning material**

In conducting need analysis, the researcher also involved professional midwives to see how English is used in the daily communication between a midwife and patients. The needs of midwifery students and professional midwives towards the English learning material are quite similar. Then their needs are summed up as follows. The first need is English learning materials which are presented in a website to make them easier to access it since almost of everyday life utilize technology. Then they need an English learning material that is proper to their profession or their future profession. Regarding to this, the researcher developed some items in the questionnaires to dig the use of English in midwife professional work. (1) English is used to build a relationship with their patients which includes how to greet them, how to show the room in a hospital, arrange the schedule of checkup, (2) English is used to understand the human body as well as the systems in it, especially the reproduction system which is closely related to the profession of midwife, (3) English is used to explain the pregnancy process including the problems faced during pregnancy as well as the preparation of the labor, (4) English is used to explain the labor process which covers the explanation of types of labor that a mother can take, explanation of a safe labor for both mother and her baby, explanation of an emergency labor, and the instruction during the labor process, (5) English is used to explain the postpartum process, such as explaining about placenta, (6) English is used to educate parents about

parenting in which it covers the development process of a baby, the treatment they have to give to their baby, lactation, and the diseases that a baby may suffer, (7) English is used to give instruction in the physical checkup and explain the vital signs, (8) English is used to describe the nutrition and the medicine for their health, (9) English is used to understand and explain about tools used in the labor process, (10) English is used to give instruction for the mother in doing pregnancy workouts, (11) English is used to do communication for therapeutic, (12) English is used to show empathy to the patients as well as to give suggestions and prohibitions, and (13) English is used to do medical consultation.

Besides distributing questionnaires to midwifery students and professional midwives, a curriculum analysis was also done as a part of the need analysis. The curriculum implemented in the midwifery study program was analyzed to find out subjects taught for midwifery students. It helps the research in developing and selecting the proper learning topics. The analysis found 14 subjects that a midwifery student should take. Those are (1) anatomy and physiology which learns about human body and how systems in it running to support live, (2) family planning and reproduction system emphasizing on contraception and the health of reproduction organs (3) introduction to the nutrition in which the students learn the nutrition for mothers and babies, (4) Obstetrics and Gynecology which build students' understanding on pregnancy, (5) the concept of midwifery including the theories about midwifery, pregnancy, labor, postpartum, and the excellent service for patients, (6) introduction to pharmacology which give an understanding about medicine and their impacts to human body, (7) pregnancy midwifery care in which students learn how to take care of a pregnant woman to avoid the emergency labor, (8) childbirth care that build students' understanding and awareness on the labor process, (9) puerperal midwifery care in which students examine the uteri, lactation, and mother and baby's health, (10) neonatal, infant, and toddler midwifery care including the examining vital signs in newborn baby, keeping track of a baby, as well as the immunization process, (11) midwifery documentation which about archiving patients' medical records in order to be able to give the right treatment, (12) public health in which a midwife is an agent of education for a community then they have to be able to educate a community to have healthier and better life, (13) positive parenting which help them to have deeper understanding on the parenting style that they can inform to parents out there, and (14) introduction to psychology which they need to understand their patients' psychology.

The results of need analysis and the curriculum analysis showed similar points. Those points were used by the researcher to develop an EOP based learning material that is presented in a website to make the students easier to access and to learn. The developed EOP based learning material covers 12 topics. The first topic is establishing a relationship. At the end of this topic, the students are expected to be able to (1) greet their patients properly, (2) introduce themselves, and (3) conduct an interview with their patients to know the health. Then this topics covers the expressions of greetings, self-introduction, and yes no questions and W-H questions. The second topic is about asking and showing room and direction. This topic includes the expressions of asking for help as well as the vocabulary that are commonly used in showing direction. Then at the end of the lesson, the students will be able to show and give direction to the patients and their family properly by using English. The third topic is human body which more emphasizes on enriching vocabulary about human body to make them able explain human body and the disease by using English communicatively. The next topic is arranging schedule which they really need it to have an effective communication with the patients. They will learn about telling the time, frequency of time, and negotiating the schedule. The fifth topic is sexual reproduction. In this topic, the students will be exposed to the related vocabulary which can help them in understanding and explaining sexual reproduction to the patients. They will also learn how to conduct a medical consultation. It is necessary for a midwife to know how to have an effective medical consultation. Through this topic, the students will enrich their vocabulary about diseases and the expression that they can use to have a therapeutic communication. The seventh topic is labor in which it is one of the main responsibilities of a midwife. This topic includes the procedural text covering ordinal number to help them in explain the process of giving birth step by step. The next topic is babies which explores the descriptive texts that they will use to describe every stage of baby's development. In the ninth topic they will learn how to show sympathy and empathy as well as giving

suggestions and prohibition. The expressions of showing sympathy and giving suggestions are presented in the developed EOP learning material. Besides, the comparative sentences are also covered. The tenth topic is vital sign and injection. Cause and effect text are presented in this topic to help the students in explaining the vital signs to their patients. They will also learn how to give instruction before doing injection. The eleventh topic is physical examination and exercise in which it covers the expression that are useful for the students do communication during the physical examination. Besides, it also presents the instructions they will use to guide their patients in doing exercises. The last topic is nutritious food and lactation. This topic is much related to the use of identifier since it is about nutrition. Those are the topics presented in the developed EOP based learning material.

The EOP based learning material developed in this research had been tried out to the midwifery students and professional midwives. Besides, it also had been validate by experts in EOP and midwifery. The results of expert validation showed that the developed EOP based learning material is suitable to be used in the learning process both as a main learning material and supplementary learning material.

### **CONCLUSION AND RECOMMENDATION**

The results of the research can be concluded that the English learning material used in midwifery study program in ITEKES Bali is not proper to be used since it still contains general English that does not meet the needs of students and professional work of midwifery. This research was done to develop and provide an EOP based learning material for midwifery students of ITEKES Bali. This EOPbased learning material covers several topics related to midwifery professional work since it was developed based midwifery students and professional midwives' needs and it was also guided by the results of curriculum analysis. The validation of this product was done by using expert validation. The results of expert validation say that this is a proper English learning material to be used in English learning process.

Then it is suggested for English lecturers or teachers teaching midwifery students to be very selective in selecting the learning material and activities in order to improve their English skill to be the plus point for them in applying for a job. It is also recommended to use the EOP based English learning developed in this research as the supplementary English learning material or even the main English learning material.

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