

DEVELOPING ESP INSTRUCTIONAL MATERIALS FOR UNDERGRADUATE STUDENTS OF MDWIFERY ACADEMY

M. Hilmy Hidayatullah

English Language Teaching Study Program
Postgraduate School, Universitas Islam Malang, Indonesia
Email: hilmyzuhil@gmail.com

Abstract

English in general taught in midwifery field has become a problems for midwifery students in developing their English in future career. In the fact, students must meet their needs in their professional career. ESP appears as a solution to solve the problem. Researching ESP, the developer attempts to develop instructional materials for midwifery students to troubleshoot the problem for undergraduate students in Midwifery Academy. This research study adopted research and development (R&D) principle. The instruments used in this phase were questionnaire and interview. The result of needs analysis used to develop syllabus and wrote manuscript. Expert validation was conducted to know the quality of the product. Revision and suggestion from experts became important notes in revising the instructional materials. Trying out was done to ensure that the instructional materials covered students' need in midwifery field. Revision and suggestion from students were noted to revise the instructional textbook. The developer rechecked the product until the developer believed that the product was appropriate to apply in midwifery academy. Last, as a recommendation for further developer who are interested in developing instructional materials for midwifery to use various strategy and media to make the students more attracted in learning English. Other skills such as speaking and writing skills were needed to be developed in further research and development.

Keywords: Developing, English for Specific Purpose, Instructional Materials, Midwifery Academy.

INTRODUCTION

Nowadays, it is considered that English nowadays is not only used in English Department, but also in many other departments, such as Aviation, Nursery, Fishery, Midwifery, and so on. In line with two factors: demography and rapid technology, English has become a new trend to meet in the global era

(Ridwan, 2013:1). English is used in many countries and in everyday life and education. By this fact, it is why English is also taught in every department of our university.

Unfortunately, this is contrary with the condition in our education, especially in many universities in Indonesia. As the research done in nursing academy, Dewi (cited in Ridwan, 2013) shows that the English competence owned by students of non-English department is relatively low. She explains their English proficiency got in field of study is not appropriate applied in their job. There are many factors affecting them to have such low proficiency in English, including the system of teaching and learning in the classroom, The design of the curriculum and no match between students' need and the design itself to meet their needs.

Textbook is needed in English learning because it provides learning materials used by the students (Astutik, 2013: 1). Hornby (1995: 1234) states "textbook is a book giving instruction in a subject, used in ESP school". Cambridge (2008) states "Textbook is a book contains detailed information about a subject for people who are studying that subject." Those definitions show that the instruction and detailed information (materials) learned by the students must exist in the book.

The process of developing the textbook is also important. It will be achieved from the development. In this case, first, the researcher will ask the principal's permission. After that, the researcher will observe the teaching and learning process. The researcher will observe the textbook and give questionnaire to interview the students how appropriate the English material is. From the needs analysis, the researcher can conduct and product the appropriate instructional materials to the students. By developing enjoyable, applicable and relevant textbook, the researcher believes that developing textbook for midwifery students may help the English learning process run better.

However, many textbooks are not specific to the students' need. Qamariah as stated in Cunningsworth (2015: 100), "many course books are too general to be used in teaching, not only in that they attempt to all aspects of English, but also in that they are designed to satisfy general wide market." This is interesting to solve, because Faculty of Health Science of University Ibrahimy, in the fact, is still using general English in teaching and learning process.

University of Ibrahimy or commonly abbreviated into UNIB has several faculties. One of the faculty is Faculty of Health Science. It has some departments. They are Nursery, Pharmacy and Midwifery. Midwifery provides graduates in the circle of professional midwife. There is a curriculum in it, but it is still general English. There is no ESP instructional materials for English subject. That's why the

teaching and learning materials are not correlated with the students' need in their future life. The appropriate ESP instructional material is needed to make the students comprehend texts and able to write texts to be professional. This is also useful to guide the lectures and to make appropriate instructional materials.

The researcher analyzed the data obtained from the questionnaire with the students of midwifery study program in the need analysis. The result of need analysis is intended to gain students' needs in the use of English for midwives, the connection between English and midwifery world, and the appropriateness of English used in midwifery. As a result of need analysis, it could be concluded that the most important skills needed by the students of midwifery of University of Ibrahimy are reading and writing. It is supported by the result of the obtaining information that there were no alumni working abroad or at international university. This thing supported by the vision and mission of Faculty of Health Science.

Since reading skill was regarded as the skill needed to be developed by the students of midwifery study program of Faculty of Health Science of University of Ibrahimy, the researcher offered 12 topics about midwifery issue which the students wanted to know most.

Students of midwifery were given a questionnaire containing topics needed in midwifery field. The researcher chose 12 topics and asked the students to give tick on what they needed in the midwifery field. The data got showed that they needed Obstetrics (23.3%), Maternal Health Care (20%), Labor and Virginal Birth (13.3%). Writing Certificate of Health & Application Letter (13.3%), Midwifery Care (10%), Ectopic Pregnancy (6.7%), Introducing Myself (6.7%), Infertility (3,3%), and Caesarean Section Birth (3.3%). While Multiple Gestation, Oxytocin Infusion and Abortion had no respondent chose the topics.

The researcher then analyzed with the duration in curriculum. There were 16 meetings in one semester including mid term test and semester final test. It means that there were 14 meetings for the instructional materials to be finished. Finally the researcher chose 7 topics discussed in the textbook orderring from the students' need. They were Obstetrics, Maternal Health Care, Labor and Virginal Birth , Writing Certificate of Health & Application Letter, Midwifery Care, Ectopic Pregnancy, and Introducing Myself. In writing manuscript, the researcher ordered the topics from the simplest and easiest ones to the most complex ones.

From the questionnaire of need analysis spread to the students is to know what is needed by the students of midwifery program. The need of writing is very significant in this research. From the questionnaire, 14 students (46.7%) need writing for midwifery report. 12 students (40%) need writing application letter as a

crucial subject for them. The least of them is 4 students (13.3%) need writing for doing test and exercises. The developer should arrange writing skills which will be written in the instructional material proper with their needs.

Two sets of interviews had been done by the researcher which each one has its purpose. The first interview was intended to the third vice of dean as the curriculum maker in Faculty of Health Science. The second question was intended to the midwifery English lecture. She has been teaching in this faculty since 2013 through her participation in national trainings and workshops. The information of these interviews helps the researcher to select and sequence the topics to arrange the appropriate instructional materials.

The result of interview with the curriculum maker found that the curriculum of Midwifery Department has been on progress for about last one year. She explains that the evaluation of midwifery speciality in English subject has not been rearranged.

Furthermore, she explains the outcome profiles of midwifery. First is care provider. It means that every alumni and graduation of Midwifery Department of faculty of health science can provide continue of care service, women center care and women empowerment. The second, the alumni and the graduation can become leader, partner, counselor, and entrepreneur.

The second interview section resulted a number of precious informations needed in needs analysis. The information is in the form of qualitative data which will be elaborated by the developer in the part of needs analysis. To develop the instructional materials, the developer needs this information for selecting and sequencing topics presented on each unit. Also, it can help the developer to design the suitable tasking in the materials.

The English subject is given once a week with 3 credits and 16 meetings including mid and final test. There are 30 students in one class and it is ideal enough to study. She explains that students are interested in English for midwifery because it is more fun rather than other subjects which are more serious in studying.

The lecture takes some books as the references in the class, such as grammar book and midwifery English book. Internet media is also used in searching some informations in midwifery. In tasking, the students are asked to find international journal about midwifery. Students are asked to identify the tenses, summarize and present it in the classroom.

The curriculum is taken from KKNi, then adopted and adapted based on the standart of Faculty of Health Science through curriculum meeting. The materials needed in midwifery English are learning some cases in midwifery, making

certificate of health and making SOAP midwifery report. Almost all subjects correlate with midwifery English because the subjects mostly use English terms.

However, the existing materials for English teaching do not suit the need of the students. Thus, the teaching and learning process of English subject is still facing various problems as shown by the students' unsatisfactory learning outcomes. This failure could be due to some factors. One of them is lack of suitable English instructional material for students. The next factor is that teacher-centered approaches are still in practice and no need analysis of students' need is implemented before making decision on what kind of teaching material used in teaching and learning process.

In addition, written English is needed in this study program because students must write abstracts in English as a final task of university students. Ministry of Indonesian's Research and Technology and High Education (KEMENRISTEKDIKTI) has ruled it on rules number 20 year 2017 about abstract written in English. It is added by rules of writing Scientific Research of High Education (DIKTI) where abstract must be written in English. Therefore, writing english discourse and developing it are necessary for studentns of midwifery study program.

The objective of this study is to develop ESP instructional materials for undergraduate Students of Midwifery Department of University of Ibrahimy Situbondo. The study focuses on the developing instructional materials for undergraduate students of Midwifery. This research takes a place in Midwifery Department of Faculty of Health Science of University of Situbondo. It is done in the third semester of Midwifery Department.

The instructional materials focus on reading and writing because it is needed for the students to use in their future career and continue their education to the higher level. It is well developed based on the students' need in their real field. The instructional textbook discusses much about English for midwifery, beginning with reading text, glossaries, special vocabularies related to the midwifery material, vocabulary test, reading comprehension, material focus, mind mapping, writing, peer editing, self-editing, and remedial.

The text is focused on midwifery context, especially on prenatal care (before childbirth), antenatal care (during childbirth) and postnatal care (after childbirth). The vocabularies contain on technical vocabularies related to the text, glossary is chosen based on terminology of the terms. Reading comprehension is exercise related to the text. Vocabularies test is based on the definition of the terms, context and puzzle. The materials are varied, from grammar based and writing based.

The materials have purpose to support students' writing understanding and writing development.

This research and development is intended to overcome the problems encountered by the students to learn English by increasing the quality of ESP teaching in Midwifery Academy and to create specific instructional materials based on the principle ESP for Midwifery Academy as their major. The specific instructional materials are designed to avoid mismatch between the ESP instructional materials design and the students' needs. Students are provided a set of materials planning which are more suitable and applicable to their needs when they are in the professional job. With the approach of functional and communicational learning, students are more engaged in reading and writing skills related with the competences in health context. This research product is meant to meet the students' needs on the future job in which the learners need to improve their language skills.

The scope of this research and development is in the areas of ESP of midwifery. This specified ESP is needed to apply in the faculty. Later on, this research and development is a product of teaching kit, i.e. the instructional materials which will be used mainly for the English lecturers handling the English in the even semester. The instructional materials will impact on the teaching and learning activity in the midwifery academy in the hope to cope the students needs and their English learning in the classroom. In this study, reading and writing are two skills mainly developed on the ESP textbook materials. The genre of the text is report text, descriptive text and explanatory text. The grammar which is discussed in the instructional material is focused on the text discussed, such as present tense, present continuous, present perfect tense, past tense, future tense and passive voice. The students write the main idea and supporting idea in mind mapping about the text. Then, the students unite the text taken from mind mapping into good paragraph. The text is rewritten in the form of summary.

METHOD

The model of development of this study is based on what Borg and Gall (1986 : 775-776) beginning with identification of the problem in learning English encountered by the undergraduate students of Midwifery academy. Knowing the core problem, the researcher attempts to reveal it by studying the theory regarding the problem of learning. Next, needs assesment and needs analysis are needed to reveal what need should be met by the student, and then the result of needs assesment and needs analysis is developed into a textbook. The result of textbook is brought to experts for their judgement for revision. After being revised, the result of the materials is tried out. On this phase, expert comments are

welcome for the improvement of the materials. When the materials have been revised, the textbook is ready to use in the classrooms.

Latief (2015: 173) proposed seven steps of the process of research and development, they are : (1) Identifying classroom problems, (2) identifying kinds of supported theories related to the development, (3) selecting the instruments which would be developed, (4) Reviewing the product, (5) the product is validated by the expert and revised accordingly, (6) the instructional product is tried out and revised it, (7) the final product is published.

Related to this study, the researcher modified Latief's procedure based on the students' needs would be developed. The steps could be seen in the Figure 3.1.2.:

Needs analysis step was done to collect precious information in education field. Needs analysis obtained in two techniques, they were questionnaire and interview. Questionnaire was done to third semester of midwifery students in Faculty of Health Science of University of Ibrahimy Situbondo. Design of the needs analysis was survey by spreading questionnaire to the students and interview to vice of dean as the curriculum kaer, and lecture of English subject. Besides, subjects of the needs analysis were students of Midwifery Study Program of Faculty of Health Science of University of Ibrahimy Situbondo. There were 30 students in one class. Third semester was chosen in the reason that English was taught on this semester in 3 credits.

The second step of this research is developing syllabus. The writer modified the steps based in the syllabus design of Midwifery Department which has purpose to revise the existing syllabus. The syllabus are developed from application of Kerangka Kualifikasi Nasional Indonesia (KKNI). It is based on Permenristekdikti Number 44 2015 about SN-Dikti. the syllabus consisted of some items as following. (1) general information such as the name of the subject, subject code, credit, date of arrangement, the name of syllabus developer, the chief of study program and time allotment. (2) Learning objective of study program (CPL Prodi) includes attitude competence, general ability, and special ability, (3) Learning objective of subject (CPMK), (4) Sub-learning objective of subject (Sub-CPMK), (5) Brief description of the subject, (6) Learning materials, (7) Learning media, (8) Assesment, and (9) References related to the subject.

The researcher develops the instructional materials based on the information got from needs analysis. Besides, the researcher also adapts some

sources used by the lectures and some sources from internet and textbook. The researcher matches the instructional materials with the syllabus. After writing the manuscript, the instructional textbooks will be given to experts for verification and validation.

The expert verification uses qualitative approach since the data are in the qualitative data. Expert verification is done to get comments and suggestion in the form of feedback. The comments and suggestion are used to revise the instructional materials. After the ESP instructional textbook is revised by the ESP experts, next step is validating to the experts of subject specialist. The instructional materials are ready to use after validating from the two experts.

The experts are taken by some criteria. The criteria of ESP experts are first, graduated from appropriate discipline major of post graduate degree. Second, high scholarly qualifications and knowledge of university teaching activities in an appropriate discipline by at least 5 years. Third, discipline-related research and knowledge of university research activity. By these criteria, the first validator validates the ESP aspects on the content, including the authenticity of the materials, the appropriateness of the topics, the relevancy of the topic with the students' subject content, the variety of the topics, the appropriateness of the content, the organization of the content, and the appropriateness of the pictures with the topics. Besides, he also helps to validate typing and spacing, punctuation, the organization of the materials, the appropriateness and the relevancy of the topics, the instructional objectives, the grammar review, the instruction of each activity, and the language used in the textbook.

The second validator is subject specialist. There are some criteria as the requirement of subject specialist. The first criteria is she must have degree in equivalent related to midwifery field at least graduate degree (S1). Second, she must have experience in midwifery field for at least 5 years. Third, she must understand the curriculum of midwifery. Fourth, she must be active in profession of midwifery organization, and the last, discipline-related research and knowledge of university research activity.

The further step is to apply what has been revised by the ESP expert and midwifery expert. The feedback given is used to receive content or perhaps certain procedure if necessary to make the ESP instructional materials is ready to use in the classroom. Trying out is conducted to see the appropriateness with the

students' need and the attractiveness of the revised materials. The materials are seen how effective they are in the classroom. So the observation is needed to see how the materials suit properly for the students. During the observation, there should be on going process, and still, revisions are welcome before the materials are finally applicated.

Since the materials consist of 7 chapters as well as the limited research time given by the Faculty of Health Science, the developer merely conducts try out for three chapters in line with what Latief (2010: 106-107) suggested that try out can be done for some parts in one class or small party of the students. Try outs are conducted in unit 1, unit 5 and unit 7. The developer chooses the three topics with the reason that they resemble the basic concept of midwifery.

The first try out discusses about midwife topic. Beginning with comprehending a text, the students continue to answer reading comprehension. After that, they play quiz to make vocabulary building. Then, students learn material focus related to the topic. In the next step, students make mind mapping and continue to make a draft. Peer-editing worksheet and self-editing workseet are needed to make correction in their writing. Some helps from lecture also support the students in comprehending the text and develop their writing. After editing phase, students recorrect their draft into a correct summary.

The second try out discusses about procedure how to make certificate of health and application letter. As the researcher has explained that it is needed by the students in preparing their future relating to the job as a midwife. The learning activity begins from giving a certificate of health, students are asked to identify the items in it. After they understand the items, the students are given a case and start to write the certificate of health based on the information provided. Next, students identify the mistakes they make from self-editing worksheet and peer-editing worksheet. Comments and correction from lecture are still needed to correct the mistakes. Students rewrite the draft based on the revision into correct draft. Beeing similar with writing certificate of health, writing application letter has the same activity. Students identify items in a text related to application letter, then a case is given to write a draft about application letter. Peer-editing and self-editing worksheet give chance to other students to give comments and suggestion. Comments and correction from the English subject lecture help students to identify the mistakes. Students write a better draft after editing and revision.

The third try out focuses on writing SOAP Notes in midwifery field. SOAP Notes are needed to be taught in the reason that this is the basic Notes in midwifery field. Midwives always use this to make labor report, whether in antenatal care (ANC), intranatal care (INC), and postnatal care (PNC). The learning activity is started from identifying procedure text about SOAP report, from Subjective, Objective, Assesment and Planning. After the students comprehend the notes, a case study is given to make a SOAP report based on the information given. Comments, suggestion, and correction from their self and friend are provided in Peer-editing and self-editing worksheet. Comments and correction from the English subject lecture help students to identify the mistakes. In the last activity, students write a better draft after editing and revision. By this, students are ready to be professional midwife by comprehending some problems related to midwifery. It is supported by students' ability in writing SOAP notes in pregnancy (ANC), during labor (INC), and peurperium (PNC).

To make the instructional materials better, the researcher revises them based on the result of try out and students' evaluation. In this revision phase, questionnaire are spread to know students' satisfaction. Comments and suggestions from students and English subject lecture are needed to improve the instructional materials.

RESULTS

As the questionnaire for obtaining information was spread to the students, the researcher found that the students need reading and writing skills more than other skills. It is supported by the information gained that there are no alumni working in international hospital or abroad. Therefore, the instructional materials will be developed stressed on reading and writing skills.

From the needs analysis, the developer needed to develop the syllabus as well. The syllabus was adapted from Kerangka Kurikulum Nasional Indonesia (KKNI). The Midwifery Study Program first had its own syllabus for English, but unfortunately it discussed general English. Therefore the developer developed and revised the existing syllabus based on the need analysis to suit with the instructional materials. The syllabus consisted of some items as following. (1) general information such as the name of the subject, subject code, credits, date of arrangement, the name of syllabus developer, the chief of study program and time allotment. (2) Learning objective of study program (CPL Prodi) includes attitude competence, general ability, and special ability, (3) Learning objective of subject

(CPMK), (4) Sub-learning objective of subject (Sub-CPMK), (5) Brief description of the subject, (6) Learning materials, (7) Learning media, (8) Assessment, and (9) References related to the subject.

Besides, the Semester Learning Plan (RPS) contains some items as followings. (1) general information such as the name of the subject, subject code, credits, date of arrangement, the name of syllabus developer, the chief of study program and time allotment. (2) Learning objective of study program (CPL Prodi) includes attitude competence, general ability, and special ability, (3) Learning objective of subject (CPMK), (4) Sub-learning objective of subject (Sub-CPMK), (5) Brief description of the subject, (6) Learning materials, (7) Learning media, (8) Assessment, and (9) References related to the subject.

Materials development in this product was based on the syllabus development adapted from Kerangka Kurikulum Nasional Indonesia (KKNI) fit with the needs analysis. The materials are set for third semester in 16 meetings including mid-term test and final test. The materials were divided into seven topics concerned in reading and writing skills. Each topic a text related to midwifery, glossary, special vocabularies related to the text, reading comprehension, vocabulary test, materials, mind mapping, writing a draft, self-editing worksheet, peer-editing worksheet and revision of the draft. All the contents were based on the real needs of research subject. The subjects were 30 students of Midwifery Study Program of third semester in Faculty of Health Science of University of Ibrahimy Situbondo.

There were 17 questions divided in 4 topics given to expert of ESP. He agreed that the subject matter was presented either typically or functionally in a logical, organized manner. He also strongly agreed that he content served as a window to learn about midwifery. Thus, he was sure that the reading selection represents a variety of topics on midwifery.

In the attractiveness and physical make-up, he thought that the cover of the book was appealing enough and had visual imagery of high aesthetic quality. The illustrations were simple enough and close to the topic, so the students would enjoy it. The activities and the tasks were interactive and could make the students use new vocabularies to write a text. Furthermore, he believed that the texts made comprehension easier by addressing one new concept at a time instead a multiple new concept the instructions in the textbook, while the task told the students to read for comprehension. Mind mapping helped the students to make summary in the form of midwifery care report or writing.

Even though the researcher got satisfying marks from him, however, he noted some points as the revision of the textbook. The expert validator wrote four

suggestions. First, he suggested making the textbook more colorful in some pages. It made the students more interested in reading the text. Second, he suggested adding some fun activities for students. It can make the students increase their ability in reading and writing. Third, he suggested putting table of content. The last, he asked to add instructional objectives in each unit. It was to know the focus of reading and writing topics and to aware students' ability which they would get in the end of their learning.

The second expert was subject specialist. She thought that the instructional book provided enough authentic materials and content. She agreed that the topics were very appropriate with the students' need and interest. The topics discussed were various and up-to-date and presented attractively. She agreed that was logically ordered and easy to understand.

The expert of subject specialist gave some notes for suggestions. There were two suggestions globally. First, the discourse text was less various. Discourse text was needed to enrich students' knowledge about midwifery. Second, she suggested adding more practice, especially in SOAP notes, in a reason that it was very important and needed by the students in their future career.

In the first try out, students were asked to read a simple text in a group about Annisa as a midwife. The reading design was using jigsaw, where students were divided into 5 groups. Then students were asked to comprehend a paragraph of the text. After they discussed and comprehended the text, they joined other group to explain what they discussed in the previous group. In the end, a group could understand all the paragraph completely.

After reading the text, students wrote down several vocabularies which they did not know the meaning in the text. Students were also asked to find out the meaning in the dictionary. Students also asked to comprehend the special vocabularies. It was a glossary related to the text discussed. There was test related to vocabulary. The test of reading comprehension was served in matching game to make the students feel fun to do.

There was a material focused on "Subject and Noun" discussion. It was important to make the students understand about subject and noun. After that, the students were asked to make a mind mapping related to the topic. After writing a mind mapping, students arranged it into a paragraph. Students were allowed to make mistakes in writing. Lecture helped the students in correcting the grammar, punctuation and spacing. Students also had opportunity to make self-editing worksheet and peer-editing worksheet to make the writing better. In the end, students rewrote into a good and correct paragraph.

The second try out discussed about procedure to make certificate of health and application letter. It is very important for them to prepare them in the future career. Certificate of health is needed when they become a midwife, while the application letter is very useful to propose a job in a clinic, public health centre (PUSKESMAS) or hospital.

In the second meeting, students were given an example of certificate of health and application letter. Students are asked to identify the items and note some important parts of it. To make them comprehend more, a case study was given. Students were asked to make certificate of health based on an information given in the instructional materials. Besides, students were also asked to write an application letter based on the advertisement given. Through peer and self editing worksheet, the students were asked to revise the procedure they had made.

The third try out discussed about procedure to make SOAP Notes in midwifery field. The SOAP Notes are used as the final project by the students of Midwifery Study Program. In the last assesment, students should collect 100 SOAP Notes from observing the labor during 40 days in hospital. By this fact, the procedure how to make SOAP report is very necessary for the students.

In the third meeting, students were given an example of SOAP Notes in midwifery field. Students are asked to identify the items and note some important parts of it. To make them comprehend more, a case study was given. Students were asked to make SOAP report based on an information given in the instructional materials. Through peer and self editing worksheet, the students were asked to revise the procedure they had made.

The final product was obtained after three try outs to the students done. There are seven different topics in the textbook. The main skills developed in the textbooks are reading skill and writing skill. Beginning with reading text and ending by writing a text related to midwifery discourse and practices. The first topic is talking about midwife. The students learn a description text about Annisa – a good character midwife – described in the text. The second topic is obstetrics. The students learn about obstetrics, subjects and objectives related to obstetrics. The third topic is maternal health care. Students learn how to handle mother who will give a birth and identify the period of labor. The fourth topic is labor and virginal birth. The students learn about labor and the process of normal labor. It is very common in midwifery field, so it becomes main topic should be discussed by midwifery students. The fifth topic is making certificate of health and application letter. Students learn how to make certificate of health and application letter to prepare the students ready for professional job. The fifth topic is about ectopic pregnancy. The students learn disorder which sometimes happens in midwifery

field. The last topic is about the procedure of SOAP Notes. The students learn how to make midwifery report based on the procedure of SOAP (Subjective, Objective, Assesment, and Planning).

In each topic, the developer provides five aspects. They are text, vocabularies, material, editing worksheet, and writing. The reading text consists of a text related to midwifery. Vocabularies consist of glossary and special vocabularies related to the text. Material consists of grammar or reading and writing strategy needed to support the learning outcome. Editing worksheet consists of self-editing worksheet and peer-editing worksheet. The last, writing consist of writing a draft from mind mapping and editing the draft. This final product is the end of this research, although it does not close a possibilty that there will be another research modify the product to be better one.

Illustrations

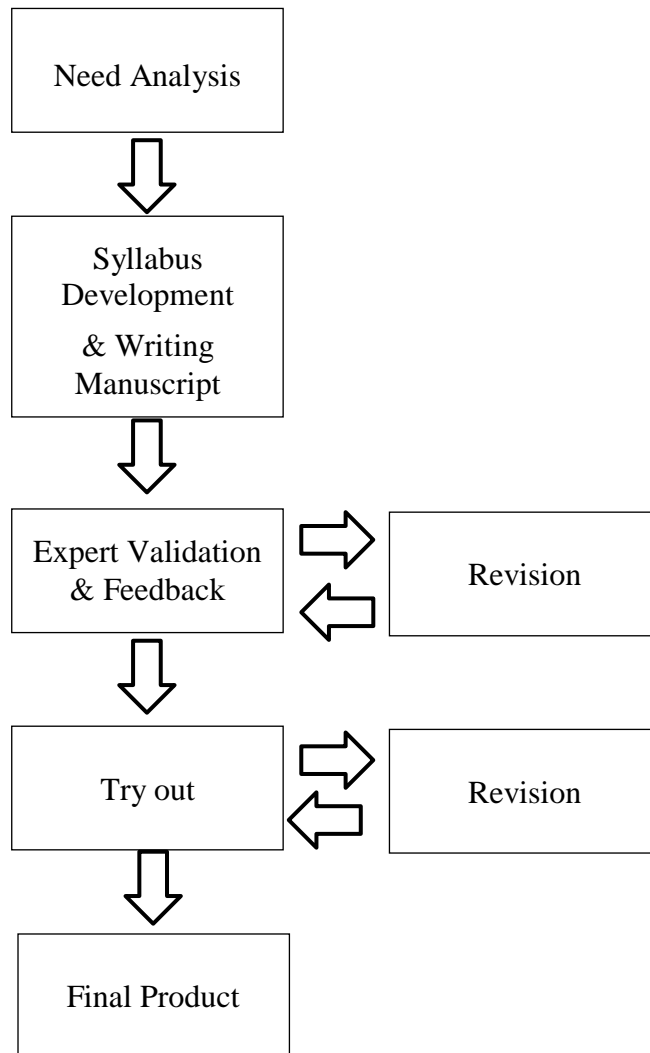


Fig. 1 – modified scheme from Borg and Gall procedure

CONCLUSION AND SUGGESTION

English competence in receptive skills has been identified as the main problem faced by the students of Midwifery Department. This problem is fixed with the vision and mission of Faculty of Health Science got from interview with curriculum maker which stresses on receptive skills as the learning outcome in English subject. The problem has been caused with general English taught in midwifery program emphasizing in grammar based teaching. The learning outcome as the goal of curriculum asks the students to be able to write procedural report of midwifery. It forces them to obtain informations from article and journal.

There is a necessary set of materials enabling them to develop receptive skill to troubleshoot the problem. Therefore, it is important to find what the students need in the future concerning with their English. Research and Development is conducted to solve the problem. Besides to learn about English language, the students can learn and know widely about midwifery as well.

Holding up to the principle of R&D of ESP for Midwifery as stated by Borg and Gall (1986 : 775-776) and Latief (2015: 173), needs analysis – as the procedure of R&D – was done to obtain information about students' need as many as possible. Needs analysis itself leads to several research instruments such as questionnaire for the students and interview for the curriculum designer and English subject teacher. This precious information was used to conduct the instructional material. The instructional materials were then developed based on the needs analysis by holding up the principle of developing instructional materials according to Tomlinson (1998: 3-15). To attain the validity of the materials, the developer needed to consult with the experts for necessary revision. After experts revision, the materials needed a set of try outs before the instructional materials were used in the real classroom.

After doing three try outs in this research, satisfying result shows that this book is suitable to use by students of midwifery in general, especially by midwifery students of Midwifery Study Program of Faculty of Science of University of Ibrahimy Situbondo. It has suitable topics with the students' need since the materials are adapted from their midwifery subjects. Besides, the texts of reading materials are not too long for the students and the level difficulty of the vocabularies used in the texts is suitable for the students. Moreover, it provides various exercises or activities which prevent the students from monotonous class.

As stated by Ridwan in Smoak (2003), ESP should focus on performing real life tasking. Therefore, the task in the instructional materials is fixed with the real

task of midwife, such as writing paragraph which has function to write the content of report, writing certificate of health and application letter which is useful for their professional job, and writing SOAP Notes which is needed in every midwifery report. It makes the book not only able to use in academic purpose but also in their future career.

Nothing is perfect in this world, including this instructional materials. There are still some weaknesses to be completed. This instructional materials are only focused in reading and writing skills, because of the product limitation concerning merely in midwifery scope of this research. Therefore, some mistakes in speaking, misspelling, mispronouncing or other communicative expressions may be produced during teaching and learning process. Here, the contribution and correction from the teacher are needed to improve students' skill. Feedback from teachers takes important role in assisting students correct in their errors. Other weakness is that not all grammar, reading and writing theories are explained completely in this textbook because of limited time.

The researcher thinks that the instructional materials conducted in this research is appropriate to apply in midwifery subject because it provides students needs activities. This textbook contains midwifery topics, vocabularies and materials related to topics, and practical exercises which are helpful for the midwives to comprehend an up-to-date topic and to write midwifery report. The researcher gives suggestion to the teacher as the instructor and facilitator of this textbook. Because this instructional materials present more midwifery intervention, it is better for the teacher to use various strategy, especially in reading. Students may be bored if the teacher always ask them to use silent reading or reading aloud strategy. In addition, using various media is needed to make the students more attracted in learning English, such as using Hot Potatoes or Powerpoint presentation.

Furthermore, the researcher hopes there will be more researches and development about ESP instructional material for midwifery program. The researcher considers that still there are some aspects not included in this research and development because of research and time limitation, such as midwifery services, dystocia, physiologi, hyperemesis gravidarium, preeklampsia, eklampsia, delivery room, and many other topics which need English to conduct.

Finally, if English can cover all needs for midwifery students, the students will have much opportunity to practice more. If many researchers develop research and development for midwifery, it is not possible to have beautiful education for midwives in Indonesia. In addition, 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.

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