

## **Curriculum Design: Developing English Learning Materials for Midwifery Class**

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### **Abstract**

The problem about English in midwifery students is that they have fewer skills in English, because they have no enough English vocabulary in their field of midwifery. The purpose of this research is to develop the suitable material model for English midwifery. In order to build the good skills about communication services in midwifery class to students, the lecturer must prepare the appropriate material to teach. This article contains an English curriculum design for a specific purpose (ESP) by developing learning materials for learning English in midwifery class. This study was a qualitative approach with a descriptive method of observing English learning materials that still use general English learning materials used by lecturers at the Faculty of Health Sciences Universitas Sumatera Barat in Lubuk Alung. The participants in this research were English lecturer, midwifery course lecturers, heads of undergraduate and DIII midwifery study programs. The theory used was based on Nation and Macalister models. The result of this research is to eliminate the lacks of material design in the form of general English material by changing it to midwifery English material. Then to meet the needs of learning outcomes about ability of students to communicate in midwifery services and to write scientifically. Finally regarding the design of learning methods to fulfill the wants in learning by using video conversation media, karaoke to practice pronunciation, games to train memory, as well as the use of social media to update knowledge about midwifery English.

**Keywords:** *EFL learners; social media; traditional learning; effectiveness*

### **Introduction**

Teaching materials have an important role in the learning process. A teacher must have a good design teaching materials as precisely and attractively to achieve learning outcomes. The design of English material is not same in every level of education. The design of English teaching materials is depend on the form of education and student need. The design material must be suitable with student need in that class. So, teacher have to make the different material design for general class and vocational class. In general class, teacher will give the English material for learning English. Meanwhile in vocational class, teachers have to arrange the English specific material based on field study. When such materials are contextualized (Nunan, 1988), they are likely to trigger favorable classroom interactions and encourage learners to be active in practicing their language (Hall, 1995). In addition, teaching materials should also consider the form and function of language (Demetron, 2001). Moreover, contextualizing teaching material has to be done by following the right procedures of material development.

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In this paper the author will discuss the design of English language teaching materials specifically for midwifery study program students. The initial problem was that previously the application of English teaching materials was not relevant to their ability to communicate in the midwifery field. Students do not have sufficient ability to communicate in English regarding the field of midwifery because of a lack of knowledge and mastery of vocabulary related to learning topics in midwifery. This teaching material is an important part of curriculum design and cannot be separated from a series of steps. As we know that in designing the curriculum there are stages that are carried out sequentially. The five stages in preparing to learn English with specific objectives are needs analysis, learning design and syllabus, teaching material design, teaching and learning processes and assessment and evaluation.

English also has a position as a world language in the dissemination of research results and information in the academic world. This fact gives rise to discipline English for Academic Purposes (EAP). EAP is one of two branches of English for special purposes (English for Specific Purposes) [ESP]. Another branch is known as English for Occupational Purposes (EOP), namely English used for professional or work purposes (see Dudley Evans and St. John [1998] and Flowerdew and Peacock [2001]). The purpose of this research is to form appropriate teaching materials for students who have an academic education in specific purposes such as midwifery students. This research will build the suitable material learning design with the need, lack and wants of learners.

The design of English learning materials is inseparable from the scope of curriculum design. In the design of this learning material, the author of course has a deal with the English curriculum based on the Nation and Macalister frameworks which look at three factors in environmental analysis, namely students, instructors, and situations. The framework was chosen because it allows a more comprehensive and systematic perspective. In looking at the needs of students, Hutchinson and Waters' framework is used, namely: 1) Necessities, namely the abilities required, 2) Lacks, namely looking at the current state of the student. 3) Wants or subjective needs of learners. Researchers agree with Nation-Macalister who borrowed Hutchinson and Waters' concept that although not the most comprehensive, the concepts of necessities, lacks, and wants are sufficient as analytical tools. The results of the needs analysis together with the environmental analysis assist the curriculum designer in developing the curriculum. The ESP classification described by Dudley Evans and St John and Flowerdew and Peacock is used as a theoretical basis to show the development of ESP which includes EAP and EOP/EPP. The opinion put forward by Dudley Evans-St John and the Basturkmen is used as a theoretical basis in looking at the issues in ESP. The EAP classification described by Flowerdew and Peacock and Jordan is used as a theoretical basis for demonstrating the development of EAP.

The writer found some research and articles which discussed the English material development for ESP for Midwifery students such as done by (Susanto & Latief, 2016a) which discuss the unrelated between ESP learning material previous with the syllabus. After that (Susanto & Latief, 2016b) have discussed English oral communication material for Midwifery students. Beside that writers also found some writers whose discussions need analysis in English material design such as: (Hariyanto et al., 2022; Hidayat, 2020; Hidayati & Haryati, 2018; Hossain, 2013). The writer also did need analysis in this research to find what students need in English learning and will support the developing English material. There is other research related to developing English learning material based tasks which was done by (Danhiar, 2015; Jefiza & Linawati, 2018). From all of the previous research above I have different concerns with my research. My research focuses on how to change the general English material learned in the Faculty of Health Science in Universitas Sumatera Barat to be ESP. It means that the research will arrange and develop English material learning for midwifery students based on ESP concept.

### 1.1. Syllabus Design for Material Learning Design

(Hutchinson & Waters, 2013) recommend the scheme of learning-centered approach. They stated that there are some different roles of syllabus. First, the syllabus is the “heart” of the course. It means all that happens during the course is based on the syllabus, the learning materials are created to align with objective points in the syllabus. Second, the key function of the syllabus will provide opportunities to the learner in assessing students' strategies to achieve the target situation. This is connected with a skill- centered approach. The syllabus' role is to give general guidance for material designing. The explanation can be seen under the following figure.

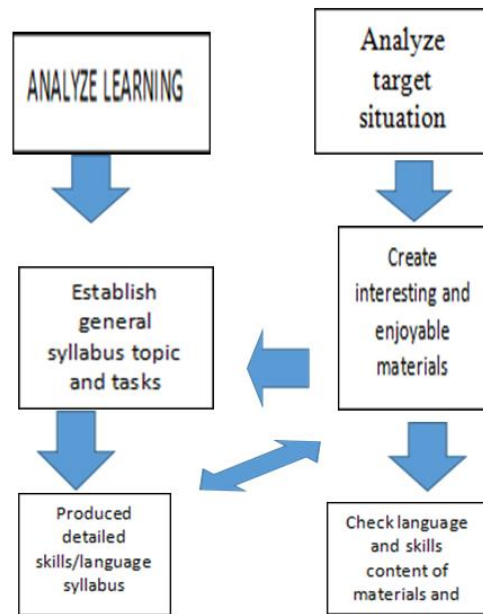


Figure 1. The key function of syllabus in a learning-centered approach

(Hutchinson & Waters, 2013)) said that ESP is an approach to language teaching in which all decisions as to content and method are based on the learners' reason for learning. It means that the materials and method in teaching ESP should be suitable to the learners' needs. Furthermore, Basturkmen (2010) stated that "ESP is a course which concerns a narrower range of topics of English that the student needs to learn".

## 2. Literature review

This draft refers to the opinion of Ellis and Johnson in viewing Midwifery English because their opinion is still relevant. Yalden framework is used with the concept of proportional syllabus and proto syllabus. Syllabus design is limited to the proto syllabus stage due to time constraints and the wide range of issues. In this research, layers of necessity from Nation and Macalister were used due to very limited time. This layer includes all of the following steps: 1) Deciding which aspects of the environment need to be addressed the most, 2) Deciding the most urgent student needs, 3) Making a short list of items to be covered, 4) Selecting a simple learning format, 5) Gathering teaching materials, and 6) Choose a simple form of assessment.

Teaching materials have a foundation or source of material that will guide students. There is heated debate about the role of textbooks in language programs. Prabhu (1989) is of the view that text books will not be effective because they are not up-to-date and in accordance with the learner's current knowledge. On the other hand, Kusni (2004) thinks that the teaching material aspect is most important in curriculum design because no matter how good the syllabus is developed, if it is not supported by quality textbooks, the benefits will be reduced.

In this design the author agrees with Kusni on the grounds that the availability of textbooks helps teachers a lot in preparing teaching, at least in saving time. In today's internet age the availability of textbooks is no longer a problem. This curriculum design has included or considered aspects of selecting textbooks.

The English teaching program at UNISBAR's S1 Midwifery program has a weight of 6 credits. Furthermore, the English teaching program at UNISBAR is translated into six courses, namely English I, English II, TOEFL. Previously, the teaching of English at the UNISBAR Bachelor of Midwifery consisted of only four courses, namely English I, English II, and TOEFL. With input from users of UNISBAR Bachelor of Midwifery graduates or industry during the preparation of accreditation forms that the English language skills of UNISBAR Bachelor of Midwifery graduates were weak, a Midwifery English course was added.

Thus, there are six English courses in UNISBAR Bachelor of Midwifery. The details of the six English courses mentioned above are as follows. English I is given in semester I. This course has 2

credits. One semester consists of 16 meetings, excluding midterm and final semester exams. Meeting once a week, 100 minutes. In English I focus on reading skills. The textbook used is Basic English Grammar, Future English for Result for UNISBAR Bachelor of Midwifery students. Similar to English I, English II has 2 credits and is given in semester II. One semester consists of 16 meetings, excluding midterm and final semester exams. Meeting once a week, 100 minutes. The focus of English II is the ability to write scientifically using English. The textbook used is Writing Research Paper, The Complete Idiot's Guide to Public Speaking 2nd Edition.

Next, the Midwifery English subject has a weight of 2 credits with a total of 16 meetings outside the midterm and end of semester exams. The material emphasized in this course is Midwifery English which emphasizes vocabulary and sentences about midwifery and maternal and child health service activities. The TOEFL course weighs 2 credits and is given in semester IV. One semester consists of 16 meetings outside of the midterm and final semester exams. The focus of the TOEFL course is to build students' abilities to complete the TOEFL test with scores that are above the standard and even advanced. One of the books that can be studied for the TOEFL course is the Longman Introduction to the TOEFL test.

In accordance with the framework of Nation and Macalister (2010), in environmental analysis three factors were analyzed, namely students, teachers, and situational factors. In the student analysis, the student characteristics were seen, while in the teacher analysis, the English teacher was seen in the S1 Midwifery UNISBAR. The situation analysis looks at the aspects of the situation that might hinder the process of learning English at S1 Midwifery UNISBAR.

## Methods

This study was a qualitative approach with a research and development method. The researcher observes English learning materials have used by lecturers at the Faculty of Health Sciences UNIBAR in Lubuk Alung. That learning material is English general material. This descriptive research aims to explain things that have been implemented or conditions in a situation. This is related to what was stated by Mark et al (2005) that descriptive research aims to reveal the phenomenon under study by means of interviews and participant observation. Thus, this study obtains data and information from interviews and existing supporting documents.

This research was conducted at the Faculty of Health Sciences, Universitas Sumatera Barat (UNISBAR). The participants who were the subjects of the research were English teaching lecturers and midwifery course lecturers and heads of undergraduate and DIII midwifery study programs. The researcher conducted open interviews with the lecturers and heads of the study programs to collect data and evaluate documents related to commonly used learning materials. The researcher collects data such as syllabus and course material. Then, the researchers interviewed lecturers, heads of study programs and alumni regarding the needs of English language teaching materials suitable for midwifery. Interviewing of students is about English material and method their need and problem in learning.

## Result and Discussion

In this research, The researchers found the data of exist syllabus about general English in Midwifery Class. The interviews were carried out using indicators of English teaching materials used in institutions. From these interviews the researcher found information about the learning materials from the contents of the syllabus. The syllabus used in the Midwifery study program is used by two study programs, namely the Diploma III Midwifery study program and the Midwifery Study program Strata 1. Observations found that the teaching materials used still contain content about English in general and do not focus on majors' midwifery but still in general

Table 1. The Observation Results

Week	Learning outcomes	Learning Materials
1	Able to say greeting in English	1. Greetings
	Able to say title to other people	2. Titles
	Able to say number of phones in English	3. Numbers: saying telephone in English
		4. Say goodbye

	Able to say Goodbye	
2	Able to introduce our self with formal and informal context Able to introduce friend to others Able to spell the alphabets Able to spell the name Write the concept of introducing yourself in English	<ol style="list-style-type: none"> <li>1. Understanding and using formal and informal self-introductions</li> <li>2. Introducing other people formally and informally</li> <li>3. Say the Alphabets</li> <li>4. Spelling names and words</li> <li>5. Writing self-introduction</li> </ol>
3	Able to tell the time	<ol style="list-style-type: none"> <li>1. Saying number and years</li> <li>2. Telling the time</li> <li>3. Describing the activities at the moment of speaking (present Continuous tense)</li> <li>4. Using present continuous "adverb of times (now, at the moment, etc)</li> </ol>
4	Knowing about pregnant vocabularies	<ol style="list-style-type: none"> <li>1. Understanding and using vocabularies about normal and pregnant bodies</li> <li>2. Expressing feelings and complaints</li> </ol>
5	Able to use the grammar	<ol style="list-style-type: none"> <li>1. Describing facts and daily activities using</li> <li>2. Simple Present Tense</li> <li>3. Using Simple Present Tense's adverbs of time (always, almost always, usually, often, sometimes, seldom, hardly ever, almost never, never)</li> <li>4. Understanding the difference between Simple Present Tense and Present Continuous tense</li> </ol>
6	Able to read comprehensively	<ol style="list-style-type: none"> <li>1. Reading comprehension: Jane Johnson and Profile of a student midwife</li> <li>2. Understanding standing and using vocabularies about the departments at a hospital</li> </ol>
7	Know about the vocabulary about hospital	Understanding standing and using vocabularies about the professions working at a hospital
8	MID TEST	
9	Able to use grammar	<ol style="list-style-type: none"> <li>1. Describing past activities using Simple Past tense</li> <li>2. Understanding and using Simple Past Tense's adverbs of time</li> <li>3. Understanding the differences between</li> <li>4. Simple Present Tense and Simple Past Tense</li> </ol>
10	Able to listen comprehensively	<ol style="list-style-type: none"> <li>1. Watching and listening to understand a movie</li> <li>2. Answering the questions about the movie</li> </ol>
11	Able to use grammar	<ol style="list-style-type: none"> <li>1. Past Continuous Tense</li> <li>2. The difference between Simple Past</li> <li>3. Tense and Past Continuous Tense</li> <li>4. Writing about past experiences</li> </ol>
12	Able to speak comprehensively	<ol style="list-style-type: none"> <li>1. Talking about activities that have or have not been done (Present Perfect Tense)</li> <li>2. Understanding and differentiating the use of Present Perfect Tense and Simple Past</li> </ol>

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		Tense
13	Able to write comprehensively	<ol style="list-style-type: none"> <li>1. Describing activities using Present Perfect Tense</li> <li>2. Understanding and differentiating the use of Present Perfect Tense and Present</li> <li>3. Perfect Continuous Tense</li> </ol>
14	FINAL TEST	

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#### 4.1. Characteristics of English Learners

An analysis of English students at UNISBAR's Bachelor of Midwifery was carried out based on the tabulation of student interviews. There are a number of characteristics that were captured through an interview. First, the majority of students viewed semester 6 level to be respondents in this study consisted in English. While the mother tongue used by respondents in their daily lives consisted of Kerinci (15 responses), Minangkabau (53 responses), Mentawai language (10 responses), and Melayu language (65 responses). The number of answers is more than 89 because there are several respondents who filled out more than one answer (bilingual), for example Minangkabau and Indonesian or Indonesian and Kerinci.

Regarding the activeness of students in learning English, the majority of 55 respondents admitted that they had never taken an English course outside of school. The rest (30 students) admitted that they had. Similar observations were found for English teachers who stated that students were less active in participating in English training outside the classroom. In addition, some students (45 people) have taken an English proficiency test. The rest (49%) said they never did.

Unfortunately awareness of the importance of English is not followed by high motivation to learn the language. According to the assessment of English teachers and specialist course teachers, UNISBAR Bachelor of Midwifery students are less active in class, have low interest in reading, and do not actively participate in English education outside of class. So, there is cognitive dissonance in UNISBAR Bachelor of Midwifery students. It is possible that the lack of motivation is due to the obstacles faced by students in learning English. There are a number of obstacles; the biggest according to the students was a lack of confidence (54 responses). The next obstacle is the lack of support from the environment (44 responses), limited literature (16 responses), and lack of students' own interest (9 responses).

This view is supported by the results of the TOEFL test conducted on second semester and sixth semester students. Comparison of the TOEFL scores of regular undergraduate students of the Midwifery Study Program to UNISBAR students as a whole, it can be seen that the ability in general and the Bachelor of Midwifery in particular are still very low.

From those results, the researcher found what kind of student's need, lack and want about English learning. To overcome the mismatch between the syllabus and the English teaching materials used, the thing that should be redeveloped is the syllabus framework related to student needs. The researcher recommends a syllabus structure that is expected to be fulfilled and meet the needs of students in accordance with their necessity, lack, want and also conduct with KKNi standard in English curriculum.

In this discussion, the writer try to arrange the material model of Midwife English learning suited from every Meeting, what the Learning Outcomes supposed to get, and the kind of suitable materials for Midwifery student about English. Based on Need, Lack and Wants which author found in the result, the author try to fulfill some topic to develop English skill in Midwifery services and academic writing.

To build English skill in Midwifery services, author arranges some learning outcomes, such as: skill on serving the patient, skill speaking with confidence, understanding about part and job of hospital, knowledge about midwifery terminology, knowledge abbreviations which use by health practitioners, understanding about male and reproduction system, understanding about sign and symptoms about Baby friendly Hospital Initiative, able to use English in delivering baby process, able to do speech in formal situation, able to write the academic writing. Every learning outcome will build by some materials bellow:

Table 2. The Syllabus Structure

Meeting	Learning outcomes	Learning Materials	Method
1-2	Skill on serving the patient	<ol style="list-style-type: none"> <li>1. Grammar focus : to be (is, am, are)</li> <li>2. Introducing herself</li> <li>3. Call the name of patients politely</li> <li>4. Offering services</li> <li>5. Giving direction</li> <li>6. Persuading</li> </ol>	
3-4	Students know and can explain about role and responsibility of midwife	<ol style="list-style-type: none"> <li>1. Reading about the role of midwife</li> <li>2. The responsibility of midwife</li> <li>3. Speaking with confidence</li> </ol>	
5	Students can explain about part and job of hospital	<ol style="list-style-type: none"> <li>1. Simple present WH question and statement</li> <li>2. Vocabulary about hospital part and job</li> </ol>	
6	Get the midwifery terminology	<ol style="list-style-type: none"> <li>1. Terms and vocabulary in midwifery terminology</li> <li>2. Sign and symptoms of pregnancy</li> <li>3. Consoling/soothing</li> <li>4. Encourage/motivating</li> </ol>	
MID TEST			
7	Identify and describe about abbreviations which use by health practitioners	<ol style="list-style-type: none"> <li>1. Reprimanding patient politely</li> <li>2. Abbreviations and symbols</li> <li>3. Praising</li> </ol>	4.
8-9	Students arrange the explanation about reproduction system	<ol style="list-style-type: none"> <li>1. Listening of part and function of male and female reproduction</li> <li>2. Explaining</li> <li>3. Describing</li> </ol>	4.
10-11	Students can explain about sign and symptoms	<ol style="list-style-type: none"> <li>1. Common pregnancy symptoms</li> <li>2. Asking question</li> <li>3. Apologizing</li> </ol>	
12	Students get explain about the information about Baby friendly Hospital Initiative	<ol style="list-style-type: none"> <li>1. Read about Breastfeeding policy</li> <li>2. Watch and listen about Management of breastfeeding video</li> </ol>	

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		3. Role play of instruction
13	Students explain and do practice English in delivering baby process	<ol style="list-style-type: none"> <li>1. Listening and watching the video about conversation between midwife and patient</li> <li>2. Grammar focus “be going to” and “will”</li> <li>3. Reading about different kinds of childbirth and delivery methods</li> </ol>
14	Student can build the skill of speech	<ol style="list-style-type: none"> <li>1. Listening and watching the video of speech</li> <li>2. Write the speech</li> <li>3. Practice the speech</li> </ol>
15-16	Able to write the academic writing	<ol style="list-style-type: none"> <li>1. Abstract</li> <li>2. Introduction</li> <li>3. Literature review</li> <li>4. Theoretical framework</li> <li>5. Method of research</li> <li>6. Result and discussion</li> <li>7. Conclusion</li> <li>8. Bibliography</li> </ol>
	FINAL TEST	9.

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## Conclusion

Based on the research findings, the researchers can get the result that previous English material learning for midwifery students in Faculty of Health Sciences Universitas Sumatera Barat is not ESP and it is not suitable with the student needs. The effects of that learning make the student have low competence in English especially in the Midwifery field. From that problem, the research made the solution to improve their English ability by finding the need, lack and want of students as the source for building the English material for midwifery students in curriculum design. The Lack of students is less skill in English vocabulary regarding the knowledge what they learn in the midwifery field. The Needs of student are skill of communication, self confidence in English, writing skill in academic. The Wants of student are wanted the learning process to be carried out in a more interesting and fun way, for example by using games, song, you tube, and video learning.

From that discussion we can see the comparison of the previous syllabus and material learning of English general with the new syllabus and material learning which is focused on English material learning for midwifery students. So, the author has to develop the suitable English learning material based on Midwifery field lacks, needs, and wants. The English materials learning in ESP have been conducted by KKNi to build the student competence of critical thinking.

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