

DEVELOPING TASK BASED ENGLISH MATERIAL FOR MIDWIFE STUDENTS

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Abstract

Nowadays, English is not only as a learning material at school, but it has become a need for people. All sciences need English mastery, even for midwifery. Most of graduation of midwifery students should have English ability passively and actively communication in order to compete in job profession. Therefore, it is important to develop learning material based on needs analysis of midwifery students. This study is based on lack of English learning material that is appropriate with context and learning goals or it is called English for Specific Purposes. The purpose of this study is to develop English learning material for midwifery students validly, practically and effectively. The long term goal is to help midwifery students to have good English mastery in order to compete in their profession. This material development is developed using task-based approach. Task based approach is chosen because this approach provide some tasks which ask the students to complete the tasks and focus on using authentic language for speaking skill and reading skill. This study is conducted by using research and development method and it is designed by using ADDIE (Analysis, Design, Develop, Implement, and Evaluate) model. The data are collected by using validity sheet, practicality questionnaire, and effectively instrument.

Keywords: *task-based approach, English materials, ADDIE model, midwifery students*

Background

A. Introduction

Recently, midwife department has been a mostly intended department. It can be seen from many midwife high schools and health academies have been built in Indonesia. Many graduated have increased every year. However, not all of graduated

were taken by government to be placed in every district and regency hospital. According the head of PP IBI Kuesno (2015), today there are two hundred thousand midwives in Indonesia and it would be twenty nine thousand midwives graduated every year. In contrary, if it is viewed from the needs of midwife in Indonesia, each midwife should be distributed to one thousand societies.

Therefore, if there are 250 million people in Indonesia, so it should be 250 thousand midwives could be distributed into all area in Indonesia. It can be conclude that there is a surplus of midwife in the future.

To solve the problems above, the government should make a regulation to distribute the midwife graduated or medical technicians to abroad. Timor Leste is one of main target area and followed by Kanada, Australia, United States, Dubai, etc. One challenge to go abroad is English mastery. The English ability has become important part to improve competitive level in midwife graduated.

English subject is one of compulsory subject for midwife students. Based on observation in midwife department of Dharmas Indonesia University, the English learning materials for midwifery students have not been arranged based on students' need analysis. In addition, the materials also have not been appropriate with the context of midwife profession. Lately the students are only given general English materials. Beside that, the materials only focus on reading comprehension skill and less of integrated skill. It makes students conclude that English is too difficult because they just often translate the reading text from English into Indonesian.

Based on the description above, it is important to develop English material effectively, practically and valid for midwife students. It is better to develop the English materials based on Task Based Approach (TBA). Task Based is the approach in learning English by completing task as the classroom

activities. TBA focus on using authentic language through some meaningful task. Nunan (2004) states that task based approach is an approach to language teaching organized around tasks rather than language structures. By doing many tasks in speaking and reading, it can make the students have good mastery in English. Therefore, this study try to develop the English material based on Task Based Approach (TBA) for midwife students in valid, practical and effective category.

B. Review of Related Literature

1.1. Material Development

Materials are a key component in language programs. Materials are anything which can be used to facilitate the learning of a language. According to Brown (1995: 139) who says that materials as any systematic description of the techniques and exercises to be used in classroom teaching. In line with Brown, Tomlinson (2011:2) states that materials could obviously be videos, DVDs, emails, YouTube, dictionaries; grammar books, readers, workbooks or photocopied exercises. Materials can give more information about the target language, guiding the learners in practicing the target language, and also encouraging the learner to use the language.

According Tomlinson (2011), there are some principles of second language acquisition relevant to the development of materials for the teaching of languages:

- Materials should achieve impact
- Materials should help learners to feel at ease

- Materials should help learners to develop confidence
- What is being taught should be perceived by learners as relevant and useful
- Materials should require and facilitate learner self-investment
- Materials should expose the learners to language in authentic use
- Materials should provide the learners with opportunities to use the target language to achieve communicative purposes
- Materials should take into account that learners differ in learning styles.
- Materials should provide opportunities for outcome feedback

Based on the basic principles of second language acquisition above, it can be concluded that materials should provide different things to give variety of learning materials accordance with the students' need.

1.2. Developing English Materials Using Task Based Approach

Task Based Approach (TBA) or it is also called Task Based Learning (TBL), or Task Based Language Teaching (TBLT) is an approach that focuses on completing tasks. Richard (2001) defines TBA as approach refer to the application of task as the main unit of planning and instruction in language teaching. Nunan (2004) also explains TBA or TBLT as an approach which focuses on the content selection and emphasize on the learning through interaction in the language target.

The purposes of using Task Based Approach in developing material are to integrate some skills in one material and move the fluency skill into accuracy and fluency. The tasks can in form of reading text, reading aloud, solving problem, role play, interview, etc. This tasks can make students more active and motivated (Doryei; 2001).

Ellis (2003) divides the task into three phase: pre task, during task, and post task. The tasks are described in the following table.

	Examples of options
Pre Phase	Framing the activity (determining outcome time Doing a similar task of the task Planning
During Task	Time pressure
Post-Task	Number of participant Learner report Consciousness-raising Repeat task

In the pre task, students and teacher plan the activity and determine activities. In this phase, students are given task description and prepare skill and comprehension needed. In example, the teacher offers some rules in doing task or asking questions about the task. In during task, the students focus on completing tasks itself. In post task, the teacher gives the students a chance to repeat the task and evaluate what they have done.

Some researchers also have designed English materials using Task Based Approach, such as Yulita (2016), Wahyudi (2016), Wicita (2015), Sismiati and Latief (2012). Sismiati and Latief (2012) develop

instructional material in English oral communication for nursing students. The materials were developed in some steps: analysing needs, developing syllabus and material, validating by expert and product testing. The result shows the product can be applied for nursing students. Then, Wicita (2015) also developed instructional materials task based learning for broadcasting management students. Yulita (2016) also develop English material Task Based Approach for Politani students.

This research was designed in Research and Development (R & D) method. Research and development methods are methods used to produce a particular product, and test the effectiveness of the product (Sugiyono, 2017: 297).

Research Methods

This research applies R & D method with ADDIE model that is adapted from Branch (2009: 2). This method consist of phase analysis phase, design phase, development phase, implement, and evaluation phase. The purpose of the analyze phase is to identify the probable causes for a performance gap (Branch, 2009: 17). In the analysis phase researcher only synthesized 2 aspects (1) Need analysis, (2) Situation analysis. Next, the design stage is to verify the desired performances and appropriate testing methods . In the design stage conducted three stages such as design the English teaching material based on task, lesson plans, and assessment instruments. Then, the develop stage is to generate and validate the learning resources that will be required during the life of the instructional

modules. The purpose of this stage is to develop English teaching material based on task for midwifery students with valid, practical, and effective criteria. The implement phase is to prepare the learning environment and engage the students. Implementation is a real step to implement the learning system created. Lastly, the evaluate phase is to assess the quality of the instructional products and processes, both before and after implementation. In the evaluation stage, the quality analysis of English language teaching materials based on the task was evaluated from the validity, practicality, and effectiveness

a. Analysis Phase

The first step in this research is analysing needs and situation. Based on need analysis, it is found that midwifery students need to learn English in order to compete with other countries in ASEAN and face free trade area. The students also need to learn English that focus on their profession as midwife. Then, the result of situation analysis is known from interview with midwife students which said that the learning method is only conducted by presentation. This condition makes not all students are active in the learning process. In addition, the lack of specific English teaching materials for midwifery students make it difficult for them to understand English well. Therefore, researcher creates English teaching materials that try to engage students actively in the work of many tasks that focus on reading and speaking skills.

b. Design phase

The researcher designs the lesson plan and the material for teaching English Task Based

Approach. Design the lesson plan in task-based teaching materials include learning process consisting of three stages namely, pre-task, during task and post task). In this phase, validation sheet, practicality sheet, and effectiveness sheet also have been designed. In the section of validity sheet, there are three components of the assessment of English teaching material: content validation, construction validation, and language validation. In the results of the design of the practicality sheet, there are guidelines for aspect assessment which is filled by practitioners from lecturers and midwifery students in the form of a response questionnaire. Then, the effectiveness sheet was designed into 10 questions in form of completing the conversation and 10 multiple choice questions.

c. Development phase

In the development phase, the validity, practicality and effectiveness were tested. Based on the result of validity testing of English teaching material, the average of the percentage is 88.1% which is in very valid category. Then, the lesson plans were valid in 89.22%. Moreover, the result of the average value of the lecturer's response questionnaire to the English teaching material is 86.25% and it is ready to be tested. The result of the students' questionnaire is 82.5% and in the very valid category. After that, the practicality test also showed that the material were practical, 80%. The result of the study test on English teaching material based on task based approach get the percentage of 95,65% with 22 students who get complete, and 1 student that is not complete.

d. Implementation phase

In the implement stage the researcher was distributed the questionnaires to get the midwifery students' responses or

assessments of the English teaching material. It can be seen in the practicality sheet which obtained an average value of 82.06%.

The results obtained a fairly low score in the statement number 2, 3, 4, 8, 9 and at number 1, 5, 6, 7, 10 tend to be higher. Based on the 10 statements given, the assessment of English teaching material tends to be lower that was in the statement number 4. It can be seen that the statement refers to English teaching materials still have not made students more active to learn and perform activities contained in the english teaching material.

The result of the learning test on English teaching material based on task based approach got the percentage of 95,65% with 22 students who got pass, and 1 student that was not pass. The test consists of 20 questions, of which 10 questions of completing conversations and 10 multiple choice questions. Around 11 students who answered incorrectly on numbers 1, 8, 10, 19 and 9 others tended to answer the questions correctly. 11 students who answer incorrectly this was because the question number 1,8,10 has made the students confused. While in question number 19, it was because the material that described before the test was not clear enough.

e. Evaluation phase

The product revisions were conducted after validity test and practicality test by the experts. Product revisions refer to experts' suggestions and comments. The material has been completed by interesting picture which are related to midwife profession. The material also has been

appropriate with the structure task activities

Conclusion

Based on the result of the developing English teaching material based on the task based, English teaching material meets the desired criteria that are valid, practice and effective. According validator judgment, the English material for midwifery students were valid and meet the students' need. In developing the material, revision also had been done based on some suggestion from validator. Then, the English material for midwifery students is also practical; it is proved by the easiness in implementing the material in the classroom. After conducting evaluation to the students, it was found that the material were effective for midwifery students. The material can improve students' comprehension and students' activity in learning English.

This research prove that the developing English teaching material based on task based approach has been in accordance with the needs of midwifery students. English teaching materials for midwifery students are developed as self-briefing in competing in the world of work in ASEAN countries. In addition, the use of English teaching materials also tested the level of effectiveness that is seen from the results of learning tests that have over standar minimum criteria value. This implies that the future of English teaching material based on the task based approach for midwifery students can be applied in the learning process of English for specific purposes.

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