

**CONVERSATIONAL PRACTICE IN ENGLISH FOR HEALTH SERVICES BY
MIDWIVES IN MIDWIFERY D3 PROGRAM STUDENTS AT INSTITUTE OF
BUSINESS TECHNOLOGY AND HEALTH BHAKTI PUTRA BANGSA
INDONESIA**

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ABSTRAK

Saat ini, pentingnya bahasa Inggris di dunia kerja bukan lagi sesuatu yang diinginkan, tetapi untuk menjadi suatu keharusan. Berdasarkan kondisi ini, bahasa Inggris digunakan sebagai media komunikasi. Masih banyak siswa D3 Midwifery Program yang mengalami masalah berkomunikasi menggunakan bahasa Inggris, sehingga mereka tidak dapat mendukung profesi mereka di kebidanan. Penggunaan bahasa Inggris untuk siswa hanya terbatas pada kursus bahasa Inggris profesional. Sehingga bahasa Inggris belum digunakan secara optimal. Meskipun, bisa berkomunikasi dalam bahasa Inggris dapat digunakan sebagai dukungan bagi siswa dalam pekerjaan mereka nanti. Dengan kondisi ini diperlukan solusi, yaitu dalam bentuk pelatihan percakapan bahasa Inggris terkait dengan layanan kesehatan oleh bidan. Dengan salam material untuk bidan, ekspresi yang berguna untuk bidan, instruksi bidan, memberikan prosedur dan menangani keluhan pasien melalui berbagai teknik mulai dari brainstorming, pemodelan, pengeboran, permainan peran, hingga pelajaran mini. Pelatihan percakapan bahasa Inggris ini diadakan untuk siswa program D3 Kebidanan. Berdasarkan hasil posttest dan kuesioner di akhir pelatihan, bidan mengakui bahwa pelatihan ini membawa peningkatan positif pada kompetensi percakapan dan kebersamaan bahasa Inggris mereka.

Kata Kunci: Percakapan bahasa Inggris, bidan, bahasa Inggris untuk tujuan tertentu

ABSTRACT

Nowadays, the importance of English in the world of work is no longer something to be desired, but to be a necessity. Based on these conditions, English is used as the medium of communication. There are still many D3 midwifery program students experiencing problems communicating using English, so they cannot support their profession in midwifery. The use of English for students is only limited to professional English courses. So that English has not been used optimally. Even though, being able to communicate in English can be used as a support for students in their work later. With these conditions a solution is needed, namely in the form of English conversation training related to health services by midwives. With material greeting for midwife, useful expressions for midwife, midwife instruction, giving procedures and handling

patient complaints through various techniques ranging from brainstorming, modeling, drilling, role play, to mini lessons. This English conversation training was held for midwifery D3 program students. Based on the posttest and questionnaire results in the end of the training, the midwives admitted that this training bring positive improvement to their English conversation competence and togetherness

Keywords: *English conversation, midwives, English for specific purposes*

INTRODUCTION

It cannot be denied that the use of English is absolutely necessary in making a useful contribution to the surrounding community based on scientific disciplines in order to form a quality society. The implementation model is to make a real contribution to society. In this case, the writer feels to make a real contribution to language development, especially in teaching language and also mastering the language itself.

In today's era, fierce competition is inevitable. The importance of English as an international language is needed to support work and communication. If the mastery of English is inadequate, it will be difficult to compete with the international world.

Proficiency in English is also required for those who work as medical personnel, for example midwives. The large amount of literature that uses English, especially in the medical and midwifery fields, requires midwives to be fluent in using English.

A midwife is also required to be able to communicate with patients fluently. So the ability to be able to communicate in English is absolutely necessary considering that patients come from various backgrounds, including speaking various languages. At least a midwife is

required to be able to understand some basic English expressions and vocabulary related to the medical field. By learning and practicing medical terms in English, the midwife will be able to make foreign patients feel more comfortable, and have a better understanding of their needs.

Based on a preliminary research in the form of non-formal interviews conducted from August to September 2022 for D3 midwifery program students, the information was found, such as: (1) many students were not able to communicate well in English; (2) most students have problems in mastering English conversation; (3) students who are able to communicate in English are only limited to professional English courses and have not yet become a habit in the language. The problem above must be found a solution.

In this case, the author conducted research in the form of "Conversational Practice In English For Health Services By Midwives In Midwifery D3 Program Students At Institute Of Business Technology And Health Bhakti Putra Bangsa Indonesia. Grice (1989) has formulated the theory related to the conversational that is cooperative principle. It is hoped that with this research and training, the author can help midwifery D3 program students to communicate actively in English. So that,

they no longer experience difficulties when there are demands to use English when carrying out their duties.

This research is intended for midwifery D3 program students in professional English courses. They are the fifth semester students of the midwifery D3 program in professional English courses with a total of 25 students. The ability to speak English is of course a competency that must be possessed by midwives in relation to their duties. This research and training is intended to provide knowledge and to improve English language skills, especially conversations related to health services for Midwives In Midwifery D3 Program Students At Institute Of Business Technology And Health Bhakti Putra Bangsa Indonesia.

METHODS

Understanding to the real needs in the field regarding the importance of having the ability to use English to communicate in the world of work, the author for D3 midwifery program students are trying to conduct research as well as focused training by providing English material related to the world of work. In this case, it is focused on training efforts and conversation assistance in English. This research and training focuses on conversations in English related to health services for D3 Midwifery program students.

To assist midwives in improving their English conversation skills, they will receive training on the importance of conversational skills in English at the beginning of the meeting, followed by training and conversation assistance, as well as holding a test of ability to converse in English as material evaluation.

Because the target of audience for this research and training activity are D3 midwifery program students, this English training is based on teaching English for special purposes (English for specific purposes/ESP) (Hutchinson & Waters, 1990); Dudley-Evans (1998). So that several methods of implementing activities are carried out specifically.

The method in carrying out of the research activities is carried out in several stages, that is:

1. Observation

This activity was carried out as the initial activity with the aim of obtaining a description of the condition of the targeted in community, this is by holding a meeting with D3 midwifery program students.

2. Socialization

In this stage, the author will provide and explain the research plan as well as the training that will be carried out so that time and various technical requirements can be arranged in connection with the implementation of the training including space and participants as a whole.

3. Implementation of Conversational training in English

The implementation of this research and training was carried out in collaboration with related Institution, that is, D3 midwifery program students from the Institute of Business Technology and Health Bhakti Putra Bangsa Indonesia. In this training, D3 midwifery program students will be given an explanation of the importance of having the ability to master of English, especially conversational skills, providing conversational material in English related to the medical world including

tips and tricks for communicating in English.

4. Mentoring

After the D3 midwifery program students attend the training, they will individually be given English conversation material that is needed in the world of work, especially in the medical world. The certain teaching techniques adapted to adult learners and teaching English for specific purposes. This teaching technique is tailored to the needs of D3 midwifery program students in preparation to become professional midwives in the future.

This research activity as well as training will be evaluated using a posttest and a questionnaire. Posttests are carried out by giving certain situations between patients and midwives randomly to find out the competence of midwives in carrying out English conversations. Besides that, a questionnaire is needed as additional information on the implementation of English conversation training at the end of the activity, to find out the success of the training and mentoring process as well as the implementation and response of participants in general in the research and training activities.

RESULT AND DISCUSSION

The implementation of this research activity was carried out in several stages, including:

1. Observation

Observation activities were carried out as the initial activity with the aim of obtaining a description of the condition of the intended community from August to September 2022, this is

by holding a meeting with the head of the D3 midwifery study program. In this activity, the writer informally made observations about the needs of midwives with regard to the English skills that the writer would provide.

The observation phase was carried out 3 times. The first visit was made to meet the head of the midwifery D3 study program to find out the needs of midwifery D3 program students regarding learning English through informal interviews. Besides that, several lecturers also provided information about the needs of learning English and the competency conditions of the D3 midwifery program students.

On the second visit, observation were made through informal interviews with midwifery D3 program students who were more in-depth about needs and competencies related to the use of English. In general, they feel shy and even lazy when they need to improve their competence in using simple English. For example: to say hello, ask for identity, ask for problems faced by patients. As a result, these patients can get treatment quickly and precisely. Besides, that they cannot rely on only a few of their colleagues who are qualified in verbal communication with patients. On this occasion, the author get information about what can be prepared for the training later. Related to this, professional English courses are actually very necessary in their preparation for the world of work later.

On the third visit, the author attempted to extract information related to the track record of grades in previous English courses. This was done because it was to find out how deep the midwifery

D3 program students' understanding of English was. The values are collected and become a guide for the writer how deep and accurate the material in the English conversation training is. It does not let the material that has been made by the author in the exercise is out of the box with the needs of D3 midwifery program students. The needs and materials in the training must be appropriate and cover all the needs of the students related to the English language training (Van Els, Bongaerts, 1984).

Based on the results of these informal observations, it is known that D3 midwifery program students need more English skills to communicate verbally with themes related to foreign patients who mostly use English who seek treatment at hospitals, so adequate English speaking skills are needed.

2. Socialization

After going beyond the observation stage, the writer conducts socialization. In this stage, the author provides and explains the research plan to be carried out so that time and various technical requirements can be arranged in connection with the implementation of research as well as training including space, learning media, materials and participants as a whole. This socialization was carried out in October 2022.

This stage was carried out in two visits. On the first visit, the author gave a letter of introduction and explanation to the Rector of the Institute of Business Technology and Health Bhakti Putra Bangsa Indonesia and the head of the D3 midwifery study program, so that they could later convey the aims and

objectives of this activity to D3 midwifery program students.

The second visit was carried out as an effort to obtain confirmation from the Institute of Business Technology and Health Bhakti Putra Bangsa Indonesia represented by the head of the D3 midwifery study program regarding the schedule of activities. This is related to the day and time of the training, the background of the participants, the number of participants, and the preparation of the materials.

3. Implementation

In this training, the D3 midwifery program students were given an explanation of the importance of mastering English, especially conversation skills, practicing to have conversations in English including tips and tricks for communicating effectively, efficiently and politely in English Stern (1986).

This training phase will be held in November and December 2022, consisting of 8 meetings. Each meeting is held for 90 minutes. The material provided is based on a textbook entitled "Professional English in Midwifery" written by Leo A. Pramudya (2009), published by EPN Consultant.

The material provided for this conversation training includes (1) greeting for midwife (expressions used by midwives to greet patients and patient responses), (2) useful expressions for admission (expressions that can be used when registering at the hospital and patient responses); (3) midwife instruction (expression in giving instructions to patients and patient responses); (4) giving

procedures (expression of procedures for carrying out health procedures and patient response) which includes giving injections and administering drugs; (5) giving procedures (expression of procedures for carrying out health procedures and patient response) which includes taking blood and providing X-ray results; (6) handling patient complaints (expressions related to protests/complaints from patients and how midwife handle them) which includes health services; (7) handling patient complaints (expressions related to protests/complaints from patients and how midwives handle them) which includes administrative activities; (8) posttest and distribution of participant response questionnaires.

The training methods used are generally similar across several learning techniques. Training is always opened with brainstorming, asking D3 midwifery program students about any words in English that are related to the theme or discussing assignments given at the previous meeting. After that, modeling was carried out, this is giving examples of the use of English expressions by the author, as well as the videos that had been prepared. Then, drilling was carried out, such as, giving examples followed by pronunciation or re-pronunciation by midwifery D3 program students on expressions according to the theme. Then, D3 midwifery program students were asked to work in groups to do role play, role play to practice conversations according to situations randomly given by the author who had previously been given time to prepare themselves. During the preparation, the author went around

accompanying D3 midwifery program students to give mini lessons, short lectures to groups that had difficulty pronouncing or understanding the situational orders they received. At the end of each meeting, D3 midwifery program students always receive structured assignments, for example bringing in registration forms, bringing some medical equipment, for example medicine or syringes, and remembering patient complaints. Besides that, D3 midwifery program students are always asked for their opinion regarding the activities carried out at each meeting. The learning technique has been modified from Brown (2008) and Larsen-Freeman (2000).

At the 8th meeting, the posttest was carried out by forming groups randomly and given situations according to the theme of the previous training. In addition, the author also distributed questionnaires as additional information on the implementation of English conversation training at the end of the activity. Questionnaires were formulated to find out the success of the training and mentoring process as well as implementation in general.

After conducting research activities on D3 midwifery program students at the Institute of Business Technology and Health Bhakti Putra Bangsa Indonesia, the author understand that the English language skills of midwifery D3 program students vary widely. Based on the results, of the posttest, some D3 midwifery program students were very enthusiastic because they had previous background knowledge, so Learning English in this case conversation helped them greatly, especially when their work environment forced them to use English (Brown, 2008). For example:

when dealing with foreign patients. However, there are also a number of midwifery D3 program students who still find it difficult to speak English because they do not have enough English vocabulary. Moreover, the use of English among midwifery D3 program students is relatively rare so that when conversing they have difficulties. The difficulties also occur when they pair up with other D3 midwifery program students who have more abilities. So, they show a passive attitude. However, facing this, the author always try to provide encouragement and motivation to these D3 midwifery program students who are still passive activities. So, they are always enthusiastic about learning. The author tries to create a fun situation, so that they will not hesitate to continue learning and even use mixed language to get their point across. In addition, the author will continue to accompany the D3 midwifery program students during conversations. So that, if difficulties are encountered, they will be resolved quickly.

In addition to this, in this training, the author found the fact that the active participation from participants could be said to be extraordinary. This can be seen from the number of participants that exceeded the estimate. However, the author is trying to welcome this condition. So that, the large number of participants will be balanced with positive activities as well.

Based on the results of the evaluation that the author did through a questionnaire, midwifery D3 program students were very interested in this training in a fun way of learning. They also responded positively to this training because they provided handouts that they could use as pocket books. This can be used by midwifery D3 program students if at any time they

serve foreign patients. Another benefit that midwifery D3 program students get is that some of them feel that their English speaking skills have progressed, although not significantly, but they admit that the training is very useful to support their ability to communicate with foreign patients so that some of them feel able to communicate without relying on three of their colleagues who were already proficient in communicating with foreign patients before.

Besides that, through this training the midwifery D3 program students get other benefits in the form of increasing solidarity and cooperation among midwifery D3 program students who get to know more about English conversation in health services. They will help each other in fluency in communicating in English. In general, the midwifery D3 program students provide advice to hold training like this on a regular basis. So that, they will always hone their ability to communicate in English.

CONCLUSION

From the research activities as well as the training that has been carried out, it can be concluded that English conversation training is urgently needed by the midwifery D3 program students. This is because this activity is proven to be able to hone the abilities of midwifery D3 program students in using of English in their environment. This conversation training is proven to help midwifery D3 program students in carrying out their duties and they will continue to be enthusiastic about learning English. So that, it will indirectly have a positive impact.

Apart from increasing

competence, this English conversation training has also proven to be able to increase a sense of solidarity and togetherness among participants to help each other to improve their English language skills (Richardson & Rodgers, 2005) From this activity the midwifery D3 program students were encouraged to take the initiative to learn English conversation again outside the training program and hoped that there would be a follow-up program. So, they could study again even though the training session had ended. In response to this, the author promise to rearrange the time, so they can carry out follow-up activities on other occasions. This is of course a separate point for midwifery D3 program students because the training that was held produced results, this is increasing the participants' motivation to study and learn more in conversing in English.

In addition, the head of the midwifery D3 study program specifically conveyed that they could receive further training assistance in the future. This is specifically for D3 midwifery study program students who have not been able to attend the training opportunities in this session. In response to this, the author is trying to accommodate opinions and convey if later there is another opportunity. The author is also willing to organize follow-up activities of this training.

SUGGESTION

It is hoped that the D3 Midwifery study program students at the Institute of Business Technology and Health Bhakti Putra Bangsa Indonesia can follow up by forming their own study groups after receiving English conversation training

material. Or at least use the handout as a handbook to communicate with patients who come for treatment.

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