

## English for Midwifery Textbook Development by Contextual Teaching and Learning Approach at the Midwifery Study Programs of Health Poly Technique, Health Ministry throughout East Java

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### Abstract

This research serves accomplishment to the need of instructional materials which are developed in accordance with the learning contexts of the students of midwifery program. This textbook development research is carried out based on the shortfalls of the existing instructional materials, of being: irrelevant to the midwifery discipline, fully artificial, instructions are dominated by audio-lingual instructional method. The product can also hopefully obtain the learning effectiveness by developing students' courage and dull existing learning techniques. The method of the research is implemented based on Borg and Gall's (1979) *Research and Development* research design, which can be summarized in four stages of research. They are: exploration, development broad implementation and dissemination stages. The resulted model is characterized on the basis of contextual teaching and learning approach, which proposes constructivism, inquiry, questioning, learning community, modeling, reflection and authentic assessment. The learning techniques resulted from that approach include: individual learning, pairing, discussion, presentation, conference, demonstration and self development. The learning tasks include: reading comprehension, vocabulary building, writing, grammar and speaking, where all of language skills are covered in the implementation of teaching and learning process.

**KEYWORDS:** English for Midwifery, Textbook Development, Contextual Teaching and Learning.

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### A. Introduction

*"The textbook is, in fact, the heart of the school and without the ubiquitous text there would be no schools, at least as we know them."* (Ian Westbury, cited in Muhammad & Kumari, 2007). Textbook is always regarded important in teaching and learning process which frames not only the achievement of the learning objectives alone, but also the management of learning activities involved. Very often, the students' overall achievement depend very much on the quality of the textbook which they make use of as the instructional materials. Even in English as Foreign Language (EFL) classes, the quality of the textbook has become one of the requirements in to carry out the sufficient learning activities in order to gain the optimum results. It is usually measured before EFL teachers make use of it in classes. The very common measurement of the EFL textbooks is *Cunningsworth* parameters which weigh the content of language skills covered in the textbooks. But in the global development of teaching and learning approach, the content of textbooks also needs to be developed, which covers the *contextual approach* parameters.

Midwifery Study Program, Health Poly Technique of Health Ministry, East Java covers English as one of the subjects of its curriculum. In order to provide the graduates with sufficient ability to develop themselves within the global perspectives, English is then given in the basis of English for Specific Purposes (ESP). ESP for Midwifery

Program students trains them English language skills which is mainly related to the realm of midwifery discipline and practice. In support to the ESP program for midwifery, the textbooks and all of the instructional materials should have been weighed accordingly. Unfortunately, the foundation has not yet assessed all of the instructional materials just before they are implemented in English classes, which results in the lacks of relevance of them with the discipline. All the more, the learning activities have not been either put in consideration.

The preliminary observation for this research shows some insufficiencies of the textbooks and instructional materials used in the ESP classes. They are, first, they are irrelevant as ESP, because no one of the four books observed is related to midwifery discipline, which becomes the main shortfall. Second, the materials are fully artificial, being separated from the real context of the language use in community. Third, the lecturers play the central role in the learning tasks and activities, where the students can only accept tasks without having chances to develop their creativities in the language use. Fourth, transfer of knowledge has become the fashion of the instruction in ESP classes. Fifth, paper-based evaluation is the only technique of measuring the students' achievement, promoting no alternative of authentic assessment.

The product of this research will be characterized as ESP textbook which also serves the learning effectiveness by serving tasks and activities within the framework of the *contextual teaching and learning approach* (CTL). It will hopefully reach the learning effectiveness and then meet the demand of sufficient textbook out of the shortfalls of the existing ones. Woolfolk (2001: 64) suggests that learning effectiveness can be reached when: (1) the learners feel happy in learning, having no worry about their shortfalls, (2) the learners are confident to do the tasks-they believe that they are able to continue learning, (3) there is courage to do learning. CTL has the answers for all of the requirements, which suggests that competence will be best achieved by students when: (1) the materials relate to the context of learners' real life, (2) the learners experience the learning process themselves, (3) learning strategies accommodate practices in real life, (4) learners work in groups to communicate ideas, (5) learners make transfer their knowledge in the different contexts to get the new knowledge (<http://www.cord.org/the-react-strategy/>).

Those are evidence which have encouraged the researcher to conduct the research entitled *English for Midwifery Textbook Development by Contextual Teaching and Learning Approach at the Midwifery Study Programs of Health Poly Technique, Health Ministry throughout East Java*.

## B. Method

The method of the research is *Research and Development* (R & D) adopted from Borg and Gall (1979). Out of the ten steps as suggested by Borg and Gall (1979), this research simplify the mechanism of the whole research by four stages, they are:

### 1. Exploration stage

The objective of this stage is to assess the quality of the existing textbooks. The data are document of four textbooks used by midwifery study programs. Data analysis techniques applied are assessment the textbooks by applying Cunningsworth's (1995) model for the lengauge skills content, and Ericson's (2005) model for the class activity management. The output of the exploration stage is the thorough description of the shortfalls of the existing textbooks.

### 2. Development stage

The data are obtained under the *class action research* design. The methods of collecting data are class observation and *focus group discussion* with stakeholders

(students, lecturers, institution representatives, and experts) to analyze the data. The output of this stage is the recommended model of textbook.

### 3. Broad implementation stage

The implementation stage is carried out by quantitative approach, with experiment research design. The populations are midwifery study programs of health poly technique, health ministry, East Java. The samples are taken in cluster-random sampling technique drawing three study programs, representing respectively the west area, the central big cities area and the east area of East Java. The data are drawn by experiment-control tests. The output of this stage is the experimental acceptance of the model for the broad area.

### 4. Dissemination stage

This stage is carried out to spread the results of the research locally, nationally and internationally. The methods of dissemination stage are: *seminar* and conference to introduce the results of the research towards the competent practitioners; publishing the results of the research in the international journal; and printing the product textbook.

## C. Findings and Discussion

Findings and discussion will be explained in line with the stages of the research, which are explained as follows:

### 1. Exploration

The exploration stage is likely a need assessment on the existing textbooks used in English class. Before reaching the recommendation for the need of the new textbook, the exploration begins with weighing the four existing textbooks. The parameters used to measure the quality of the four existing textbooks are: (a) *Cunningsworth's* (1995) scale, which measure the quality of the books based on the content of the four language skills; (b) students and lecturers' perception about the existing textbooks. The results of assessment are described as follows:

#### a. *Cunningsworth* (1995) Scale

The results of the *focus group discussion* using *Cunningsworth* scale are described as follows:

Table 1.2  
*Cunningsworth* (1995) Scale for the Existing Textbooks

No	Language Skills	Average Score (FGD)			
		Book 1	Book 2	Book 3	Book 4
	<b>Listening</b>				
1	The kind of listening material in the course contains: - Listening form part of dialogue/conversation work. - There are specific listening passages.	-	-	-	3.5
2	There are specific listening passages or kinds of activities (comprehension questions, extracting specific information, etc).	-	-	-	3
3	Listening material sets in a meaningful context.	-	-	-	3
4	There are pre-listening task, questions, etc.	-	-	-	2
5	The record material on audio-cassette like in term of sound quality, speed of delivery, accent, authenticity.	-	-	-	2.5
6	There is video material for listening.	-	-	-	1
7	It is good use made of the visual medium to provide a meaningful context and show facial expression, gesture,	-	-	-	1

	etc				
<b>Speaking</b>					
1.	There is emphasis spoken English in the course book.	2.5	3.5	2.5	3
2.	Kind of material for speaking in the course contains: - Oral presentation and practice of language items, Dialogues, Role-play, Communication activities (information gap)	2	2.5	3	3.5
3.	There are specific strategies for conversation activities or other spoken activities, e.g debating and giving talks.	1	2.5	2	2
4.	Material practice includes to help learners to cope with unpredictability in spoken discourse.	1	2.5	2.5	2
<b>Reading</b>					
1.	Reading text is used for introducing new language items (grammar and vocabulary), consolidating language work, etc.	3.5	1.5	3	3
2.	There is a focus on the development of reading skills and strategies.	2.5	1	2	3
3.	The reading material is linked to other skills work.	3	1	2.5	3
4.	There is emphasis on reading for pleasure and for intellectual satisfaction.	2	1.5	3	3
5.	There are many reading text and they occurs frequently.	2.5	1	2	2.5
6.	In the early course, there are texts appeared (at elementary level).	3.5	1	3	3.5
7.	There are the texts. The texts encourage intensive/extensive reading.	2	1	2.5	3.5
8.	The texts are authentic.	2.5	1	2	2.5
9.	The subject matter appropriate (interesting, challenging, topical, varied, culturally acceptable, unlikely to date).	3	1.5	2.5	3
10.	There are types of the texts and the texts are appropriate.	2.5	1	3	2.5
11.	The texts are complete or gapped.	4	1	3	3.5
12.	Materials help comprehension by: - Setting the scene, Providing background information - Giving pre-reading questions	1.5	1	2	2
13.	Kinds of comprehension questions are asked: - Literal (surface) questions, Discourse-processing questions - Interference questions	3	1.5	2.5	3
14.	The material involves the learner's knowledge system (knowledge of the world).	2	1	2	1.5
<b>Writing</b>					
1.	The materials handle: - Controlled writing, Guided writing, Free or semi-free writing	2.5	1	2.5	2.5
2.	There are appropriate progression and variety of tasks.	2	1.5	2	3.5
3.	The conventions of different sorts if writing are taught.	2	1	2	3
4.	Paragraphing is taught adequately.	2	1	2	3
5.	There is emphasis on the style of written English.	2	1	2.5	3
6.	Giving attention to the language resources specific to the written form, such as punctuation, spelling, layout, etc.	2	1	2	2.5
7.	There is emphasis on accuracy.	2.5	1	2	3

8.	Learners encourage to review and edit their written work.	1.2	1	1	1.5
9.	Readership identifies for writing activities.	2	1	1.5	2

Notes:

Book 1: Kerr, Rosalie. 2000. *Nucleus*. New York: Harcourt Prince Ltd.

Book 2: Anita Andiani. 2004. *English Conversation for Nurses*. Surabaya: Erlangga.

Book 3: Swastiargo. 2005. *English for Nurses*. Surabaya: EGC.

Book 4: Grolier. 1999. *Grolier English Course*. London: Grolier Co.Ltd.

Scores: 0= very poor, 1= poor, 2= fair, 3= good, 4= excellent

Within the framework of *Cunningsworth's* (1995) Scale, the results of the assessment by the *focus group discussion* are shown in table 1.1. Listening skill is not taught in three out of four recommended textbooks, except *Grolier English Course* which offers all of the language skills. Being consulted to the findings in interview with the stakeholders, it is found that English teaching and learning process focuses on reading and writing skills, where listening and speaking have become compulsory; they are trained only in relation to the practice of other skills (reading and writing). They confirm that reading and writing are crucially needed to cope with students needs in getting mainly written information and then present it in written form also. While listening and speaking are only related to writing and reading skills because of the status of English of being a foreign language where oral communication is very rarely encountered. Reading and writing have become more important to develop knowledge in campus and performance in works. *Grolier English Course* is the only textbook which offers listening in it. Based on the assessment of the *focus group discussion*, the listening section is good as the materials for Standard English.

Speaking skill has its portion from fair to good in all of the four recommended textbooks. Although speaking skill is not the main focus in English subject, the four textbooks offer speaking skill to be taught as the instructional materials. The textbooks arrange the materials for the speaking skill in the forms of examples of dialogue to show the language use in speech. Some spoken expressions are also shown through the examples of conversation, which is mainly found in *Glorier English Course* textbook. The other three textbooks show more examples of the use of the technical terms (registers) which belong to *nursery* discipline, which are then recognized as a part of *English for Specific Purpose* in nursery. The communication strategies and techniques are not specifically developed through the three textbooks, except *Glorier English Course* textbook, which identifies the techniques and strategies of communication to be developed.

Reading skill occupies the dominant portion of all of the four textbooks. The assessment of the reading skill by the *focus group discussion* against the four textbooks is good to excellent. It means that reading skill has become the priority as the instructional materials of the textbooks. Not only varieties of topic, but also some strategies of reading are introduced to be developed in the textbooks. Reading topics maintain the consistence on the nursery discipline. None of the reading topics, however, copes with the *midwifery* discipline. The types of text are also offered, from reading for pleasure to reading for intellectual satisfaction, which are also interesting, challenging and culturally acceptable. There is relationship of reading skill materials and the other language skills through strategies of reading presentation of the class tasks.

Writing skill, like reading skill, has dominant portion in the textbooks. Based on the evaluation of the *focus group discussion*, writing skill in the textbooks are scored 'good' in average. In spite of the dominant portion of writing skill, the techniques and strategies of writing tasks are not varied. Most of the writing skill tasks cope with giving examples and activities of writing medical reports of nurse as a member of the medical team. Students are first asked to read the examples of the medical report, to learn the constituents of the report and then compose the medical reports within a certain conditions being asked in classes. Despite the learning tasks arranged by the students, the results of the students' works are not reviewed by the lecturers. The learning tasks focus on the accuracy of the use of nursery terms and grammar.

In summary on the review of the textbooks, the evaluation of the textbooks results in the conclusions as follows: (1) the coverage of language skills in the textbooks is not complete, where listening skill is not offered. The main reason for the uncompleted coverage of the language skills is that English is fully used as foreign language, where spoken information is very rarely found. (2) The topics in the textbooks do not relate to the midwifery discipline, rather than nursery discipline; which are covered in the three textbooks. While *Glorier English Course* textbook even offers general English without any specification of discipline. (3) Teaching strategies do not allow students to learn actively; rather they passively accept the instruction of the class just as given by the lecturer. Self development is very poor in the four textbooks.

#### b. Students and Lecturers' Perception about Existing Textbooks

The following discussion is about perception of the students and lecturers on the existing textbooks. The assessment of the textbooks through students and lecturers perception concerns on parameters which are not covered under Cunningsworth (1995) parameters, which cover the language skills content in the textbooks. The aspects of textbooks which are not covered through those parameters relate to learning techniques which guide the students' learning activities and the existence of topics in relation to the midwifery discipline. The students and lecturers' perception about the existing textbooks will be guided by some questions as described below:

Table 1.2  
Students and Lecturers' Perception

No	Aspects	Most Response	
		Students	Lecturers
1	To you, do the existing textbooks help you understand the topics in midwifery discipline?	No	No
2	To complete the tasks given in the textbooks, do you need to search information out of the textbooks?	Yes	No
3	Do the textbooks require students to develop/ apply questioning skill in completing the tasks given?	No	No
4	Do cooperation and collaboration become important in completing the tasks given in the textbook?	No	No
5	Do you think that modeling in the language use important in building good language skills?	Yes	Yes
6	Has modeling sufficiently performed in the textbooks?	No	No
7	Do you think that reflection (reviewing on learning experience, summarizing, evaluating learning process) is	Yes	Yes

	important?		
8	Has reflection been well performed in the textbooks?	No	No
9	Has authentic assessment been accurately performed in the textbooks?	No	No

The questionable aspects which relate to the learning activities and existence of the textbook in the midwifery discipline are shown in table 1.2. above. The question (1) asks about the relevance of the textbooks with the midwifery discipline. The answer for the question is mostly “no”, which means that the topics delivered in the textbooks are not relevant to the midwifery discipline. The lack of relevance of the topics in the textbooks has become the most crucial to be accounted for by the supplier of the textbooks in midwifery discipline.

The question (2) relates to the interaction of the students with learning resources in the learning process. The more learning resources the students can cope with, the better learning outcome they can obtain. The rich resources of information can help students build the complete understanding about the learning material which can be implemented in the different contexts. This aspect is assessed differently by students and lecturers. Students think that books like dictionary are included the different resources, while lecturers suggests that different resources are the origins of the information which are used to complete the learning tasks, where dictionary is not included in these resources.

In question (3), questioning skill is regarded to be very crucial as the basis of activities of getting information or knowledge. This skill can be developed by designing textbooks by including learning tasks for this purpose. Unfortunately, the existing textbooks have not yet developed the questioning skill for the students, according to the students and lecturers perception. Do to the important role of questioning skill in getting information or knowledge; it should be included in the development of the new textbook.

Collaboration in learning process, as stated in question (4), is also one important aspect of learning process. By collaboration, students can share their knowledge, by giving and receiving information, so that they will have the complete concept of knowledge. It has not yet been developed within the existing textbooks. The coming textbook should have addressed the need for the learning community in the learning process.

Modeling, as stated in questions (5) and (6), is regarded important for the students in the learning process, but again, it has not yet maximally developed in the textbooks. Modeling is regarded important, because students can have the fixed reference about the proper use of the language aspects and skills. The defects of the language use are mainly caused by the lack of model when students are holding the process of learning. By the model, the students will be sure to make use of linguistic aspects to be use properly. It is therefore important to be developed in the new coming textbook.

Reflection, as one of the necessities in learning process, is not either developed in the existing textbooks, based on the question (7) and (8). Reflection is used to have a look and evaluate the students own process of learning, so as to know what has been obtained and nurtured along the way with the learning process. The new coming textbook is also recommended to include reflection in the end of the learning process.

Authentic assessment, question (9), has become the most appropriate type of evaluation against the learning outcome, where evaluation is not merely in the form of formative test, but there are many types of evaluation to have the closest state to

reality. Authentic assessment is not performed yet in the existing textbooks, which offer formative test only in measuring the students' achievement. As it regarded to be the most appropriate assessment model, it should also be developed in the new coming textbook.

## 2. Development

The assessment of the existing textbooks as described in the exploration is then used in this stage to develop new textbook which can hopefully make up the shortfalls of them. This phase includes explanation about the required textbook (proto model) which is proposed based on the result of the assessment and the development process by implementing it in classes.

### a. Proto Model

The proto model regards the need for the English language skills and the regulation of the learning activities through techniques suggested in each learning tasks of the whole unit. The language content includes: reading, vocabulary, grammar, writing and speaking. While listening skill is developed through the implementation of each technique in the new textbook, but not literally designed in the textbook. Speaking skill as proposed in the new textbook is only to make the users of the book aware about natural set of expressions just the way the native speakers make use them in real communication.

Out of the language skills content, which adopt the existing textbooks – especially for reading and writing skill, the textbook being developed through this research is characterized by Erickson (2005) parameters. The most important feature of the developed textbook is that it covers the midwifery discipline to which the parameters are then applied. Those parameters are as follows:

Table 2.1  
Proto Model of Contextual Teaching and Learning

CTL Aspects	Descriptor	Indicators
Constructivism	Construct new knowledge by themselves based on the prior knowledge	Utilities of topics in midwifery discipline. Brainstorming technique is used to initiate learning.
	Meaningful learning experience	The use of English in doing tasks: demo, discussion, peer reviewing
Inquiry	Develop critical thinking skill	Discussion, peer- reviewing on the basis of grammatical adequacy in different contexts
	Observing, questioning, analyzing individually or in group	Discussion, peer- reviewing, presentation to obtain best answers
Questioning	Used in learning tasks to help students find the answers	Lists of questions about texts and related resources
	Used by lecturers to encourage, guide and evaluate learning. Used by students to search for information.	Planned in learning scenario. Peer feedback/ reviewing
Learning Community	Share and communicate information to others	Pairing, discussion, peer reviewing, presentation
Modeling	Standard use of English shown	Giving examples of the standard

	by lecturers, and audiovisual aids of natives	variety of English.
Reflection	Thinking of what have been learned	Summarizing, reviewing
	Share feeling, experience of learning	Share feeling and experience at the end of learning process.
Authentic Assessment	Done by lecturers to evaluate learning progress	Progress reports
	Obligation to apply in wider contexts	Development and tasks
	Works	Real results of learning for evaluation

The above table shows the aspects of the contextual teaching and learning approach which will be fitted to the proto model of the textbook being developed. Most of the aspects characterize the learning activities, which are student-centered. These types of learning activities indicate the difference between the existing textbooks and the new one. By the use of this textbook, it is hoped that it will encourage the students to have the active learning process. Then the development of the new textbook with those parameters is done in a real teaching, and evaluated by a *focus group discussion* to bring about the best model of the textbook.

b. Implementation in Real Teaching Practice and Review of FGD

The proto model of the textbook, which is designed by the contextual teaching and learning approach, is the applied in real teaching to be developed to model. The teaching and learning process by using the proto model is then observed and reviewed by *focus group discussion* (FGD) consisting of: student representatives, lecturers, foundation representatives and experts. The objective of this stage is to bring about the model which has been accepted by parties in the FGD. When the FGD recommends revision on any type of the content, the proto model is the revised so as to be applied again in the teaching and learning process. This mechanism takes place more than once for the different constituent being revised respectively. A brief summary of the evaluation by the FGD is shown in table 2.3 below.

Table 2.3  
Summary of the FGD Review

Aspects Reviewed	Items of Aspect	Score				Description
		1	2	3	4	
<b>Reading</b>						
Reading practice	Participation/readiness				√	
	Eagerness				√	
Pairing	Distribution of roles			√		
	Achievement			√		
Peer-feedback	Class Participation			√		
	Variety of opinion			√		
	Time allocation				√	
	Distribution of roles				√	

Role of lecturers	Manage activities				√	
	Give explanation				√	
<b>Vocabulary</b>						
Discussion	Distribution of roles				√	
	Skill of exchanging information				√	
Role of lecturers	Manage activities				√	
<b>Grammar</b>						
Individual learning	Work				√	
	Time allocation			√		
Demonstration	Readiness				√	
	Receive other opinion				√	
	Class participation		√			
Role of lecturers	Guides activities				√	
	Explain substances				√	
<b>Writing</b>						
Individual learning	Work				√	
	Motivation				√	
	Time allocation			√		
Presentation	Readiness				√	
	Performance				√	
	Class participation			√		
Roles of lecturers	Control activities				√	
	Explain substances				√	
<b>Speaking</b>						
Pairing	Motivation				√	
	Mutual support				√	
Development	Work				√	
	Time allocation			√		
Roles of lecturers	Modeling			√		

Scores: (1) does not exist, (2) not yet well-performed, (3) fair, (4) good

The implementation of the proto model in the real teaching yields many learning techniques, each of which is observed, reviewed and evaluated. The techniques resulted from the implementation of the proto model in real class are:

- a. *Reading practice*, where students practice reading the text for the fluency and good pronunciation. This technique is done loudly in turn, which is then evaluated by the partner or class.
- b. *Pairing* is done by students in pair, which is used to share information and mutual evaluate the activities like reading and exercising.
- c. *Peer feedback/ review*, is a process of giving feedback or review done by the other students based on their own knowledge. This activity is used to develop the critical thinking skill.
- d. *Discussion* is used to share and or to cooperate in doing tasks. This technique is used to train students to have communication skill, problem solving skill and critical thinking skill.

- e. *Individual learning* is used to develop self-regulated learning and individual responsibility in learning.
- f. *Demonstration* is used to show student's individual or group work for the class so that the class may adopt the better information to be used in practice.
- g. *Presentation*, can be individual or in group to perform a work and to be reviewed by others to get the best formulation of information.
- h. *Development* will be in the form of learning activities which is not covered in the teachers' instruction. It can be done in the forms of self-regulated learning and self-practice out of the class.

### 3. Broad Implementation

The result of the broad implementation all over East Java, which is drawn from experimental design of research, can be summarized in the following table:

Table 3.1  
Summary of the result of Hypothesis Test  
ANOVA

ACHIEVEMENT					
	Sum of Square	df	Mean Square	F	Sig.
Between Groups	1388.360	1	1388.360	33.040	.000
Within Groups	14035.065	334	42.021		
Total	15423.426	335			

The one-way anava computation under SPSS Release 13 program results in F by 33.040 being referred to the  $F_{table}$  by 3.86, where the  $F_{computed} > F_{table}$  which means that  $H_0$  is refused and  $H_1$  is approved. The hypothesis testing brings about statement that there is significant difference of achievement for students being taught by conventional and CTL method. By that statement, the developed textbook is experimentally accepted by all midwifery study programs, health poly technique, health ministry throughout East Java.

### 4. Dissemination

Dissemination which is carried out by seminar, publishing journal and publishing textbook can be done well in support to the success of the midwifery textbook development by contextual teaching and learning approach for the students of midwifery program of health poly techniques, health ministry throughout East Java.

### C. Conclusion

The conclusions of the analysis can be summarized as follows:

1. The existing four recommended textbooks at the midwifery study program are not relevant as evaluated through Cunningsworth and students and leacturers perception parameters.
2. The new textbook is developed by contextual teaching and learning approach bearing some learning techniques being relevant to the approach.
3. The resulted textbook is approved broadly throughout East Java by experimental design.
4. Dissemination is well done.

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