

# DEVELOPMENT OF LEARNING PLAN WITH MIDWIFERY SERVICES MATERIAL BASED ON EXPERIENTIAL LEARNING IN ESP

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## Keyword

ESP learning, experiential learning, midwifery services.

## Abstract

To create midwifery student professionalism in the topic of learning Midwifery Services, lecturers need a structured learning design. The form of learning in Midwifery services is very suitable using the Experiential learning method. This Experiential learning method has four cycles of phases in shaping the experience of becoming professional in students. The method used in this research is Research and Development. The research subjects were Midwifery students at the Faculty of Health Sciences, Universitas Sumatera Barat. The research object is a Midwifery Service learning topic with learning materials Offering Services, Giving Direction and Persuade. The results obtained are in the form of a Learning Design which contains the learning flow of Midwifery Services in English in the Experiential Learning model. The circular phases are Active Experimentation (Students carry out oral conversation practice based on the theme of conditions experienced every day and Midwifery Services), Concrete Experience (Students are asked to demonstrate the expressions of offering service, giving direction, and persuading in Indonesian Language. The teacher plays video/audio expressions offering service, giving direction, and persuading), Reflective Observation (Learners compare functions, language structures in the utterances heard and compare with English conversation in Midwifery Services), Abstract Conceptualization (Students arrange and make conversations based on the function and structure of linguistic rules using various expressions. Students are given the opportunity to make conversations based on the theme of the conditions experienced in the practice of midwifery services).

## INTRODUCTION

One of the objectives of learning English in the Midwifery Department is to have learning outcomes, namely building good English-language communication in Midwifery services for patients. In addition to good communication in English, it requires the development of a caring attitude, empathy and courtesy towards patients. To build English communication skills and caring and polite characters, students need knowledge of the rules of communication in Midwifery services as professional. Actually experience can be a source of their knowledge. The experience of going to a hospital, clinic or other health care facility makes it a source of learning for students to be able to build language knowledge in health services.

Gaining experience by these students is also gained from practical experience of midwifery services. If the student has not yet gained practical experience, the lecturer can guide the student to conduct research at the midwife's practice house or hospital so that students can study, observe and try directly the implementation of midwifery services. This experience is very useful and suitable for building students' knowledge in implementing midwifery services in English using the experiential learning method. Experience is not passive but active and it brings a certain

change to our personality. Knowledge results from taking an active part in changing reality (Kujalová, 2005).

The experiential approach in ESL/EFL instruction (Freeman, & Freeman, 1998; Jerald & Clark, 1994; Kolb, 1984) presupposes that learners acquire knowledge and skills not through the study of theory, but rather through the experience of practical activities in which knowledge is used as the basis for action resources for carrying out these activities. Because it is the most natural method of language acquisition and communication, the experiential approach to teaching and learning second/foreign languages is very popular. Learning is the Process whereby knowledge is created through the transformation of the experience.

The purpose of this study was to find a learning model solution on the topic of midwifery services in Midwifery English courses. This idea is to provide a solution to build student professionalism in providing midwifery services using English. This requires experience to develop the concept of how to perform good and polite midwifery services in Indonesian and reflected in English.

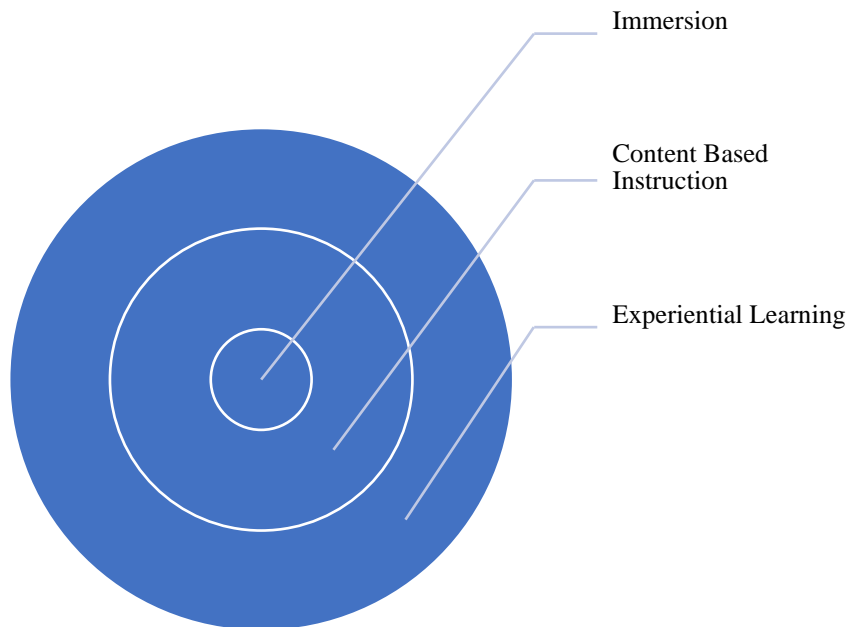
#### Experiential learning Method in ESP

Children acquire their native language through the use of it in a diversity of life-experience gaining activities. Similarly, adult language communication is not performed for the sake of communication, but rather to facilitate a number of extralinguistic activities. Therefore, when implementing the acquisition of a second/foreign language by using it for communication designed to ensure extra-linguistic activities, the language is acquired subconsciously and with significantly less effort. If the extra-linguistic activities are relevant to the students' major, they will acquire the language for professional communication through exposure to professional content.

On the one hand, it makes ESP learning an integral part of mastering a student's prospective profession, thereby increasing their language learning motivation and effectively resolving the issue identified in the second point addressed in the introduction of this article. This approach to the experiential learning of ESP in postsecondary institutions, on the other hand, is based on content-based instruction. Brinton, Snow, and Wesche (1989) define content-based instruction as the integration of the subject matter of non-linguistic academic disciplines with language teaching objectives. It presupposes (a) parallel acquisition of knowledge from certain nonlinguistic disciplines and communication skills in the target language, (b) basing the target language syllabus on the syllabus of the courses on certain nonlinguistic disciplines so that the language/communication content follows the requirements of acquiring the subject matter content of the nonlinguistic disciplines, and (c) focusing students' attention on the acquisition of the subject matter content. Thus, content-based instruction eliminates the distinction between the language course and the student's main courses.

The description of content-based instruction in the preceding sentence illustrates its similarity to experiential teaching and learning. If experiential learning requires learning a second/foreign language through communication designed to ensure extra-linguistic activities, then content-based instruction determines the objects and content of those activities to integrate them into the overall scheme of students' professional training (Tarnopolsky, 2012). In addition, if the experiential learning approach is chosen for teaching a foreign language for professional communication at a postsecondary institution, the teaching/learning process must be content-based in professional disciplines, as there is no other way to make it both experiential and strictly profession-oriented. Integrating experiential learning and content-based instruction has an additional significant benefit: It paves the way for the implementation of English immersion in the instruction of professional courses beginning in the third or fourth year of university study (after completion of the required English course). English immersion, that is, teaching academic professional subjects in the target language and not in students' first language (L1) (Clark, 2000), is the most effective method of integrating professional content matter with language teaching objectives (Walker & Tedick, 2004).

Therefore, it may be considered the highest level of content-based language instruction. Immersion is the most advanced form of experiential learning. The relationships between experiential teaching/learning, content-based instruction, and English immersion in postsecondary institutions are depicted in Figure 1.



It can be concluded from Figure 1 that experiential teaching and learning is not always content-based (and that this is the case in General English classes where there is no specific, profession-oriented content for the teacher and students to follow). In Midwifery class, however, content-based ESP instruction must be experientially based. Without this, it will be impossible to meet the third of the aforementioned requirements for content-based instruction, which is focusing students' attention on the acquisition of the subject matter content of certain nonlinguistic disciplines through the target language in order to develop communication skills in that language as a byproduct of the integrated content/language learning process. The same holds true for English immersion, the most sophisticated form of content-based instruction.

#### Review on Literature

Numerous previous studies have demonstrated the utility of the experiential method for a variety of school and university learning formats. (Susanto et al., 2020). Experiential learning theory centers learning around experience. Kolb's four-stage experiential learning cycle suggests that effective learners must thoroughly engage in each stage of the cycle – feeling, reflection, thinking, and action (Bohon et al., 2017). One of the most essential aspects of learning English, particularly vocabulary, is facilitating students' acquisition of vocabulary in a meaningful and relevant context. In addition, introducing young learners to new vocabulary through direct experience is highly applicable (Star et al., 2017). As opposed to splintering the learning process into cognitive, affective, and psychomotor skill acquisition, experiential learning challenges all learner domains holistically (Knutson, 2003). (Mantra et al., 2018) The Experiential Learning method is a suitable means to improve students' speaking skills because they have the opportunity to practice and gain experience prior to receiving the theory. This is consistent with the objectives of the microteaching course (Supiyanto, 2017) as experiential learning emphasizes direct experience. Teachers must devote time to encouraging reflection for experiential learning to occur. This is not only time-consuming, but also necessitates the construction of a comfortable, relaxed classroom environment as well as complete questioning skills on the facilitator's part.

The outcomes of taking the necessary time for periods of reflection cannot be measured quantitatively (Knutson, 2003).

## RESEARCH METHODS

### *Method Types and Research Design*

This research is a type of development research. The research design used is the development plan according to Plomp (1997).

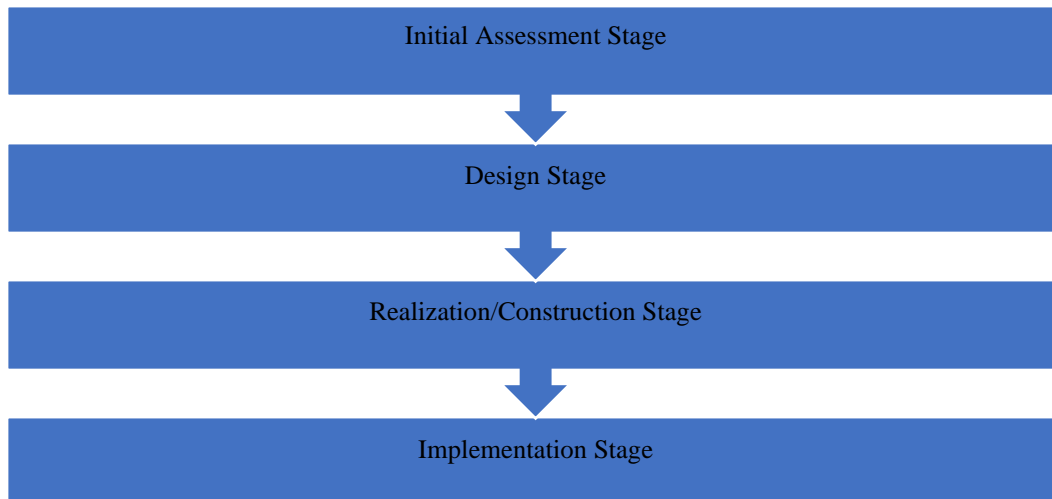


Figure 2. Plomp Model Development Research Design

Research activities to be carried out are research and development methods (Research and development) or R&D. The general steps of the R&D method are schematized in Fig

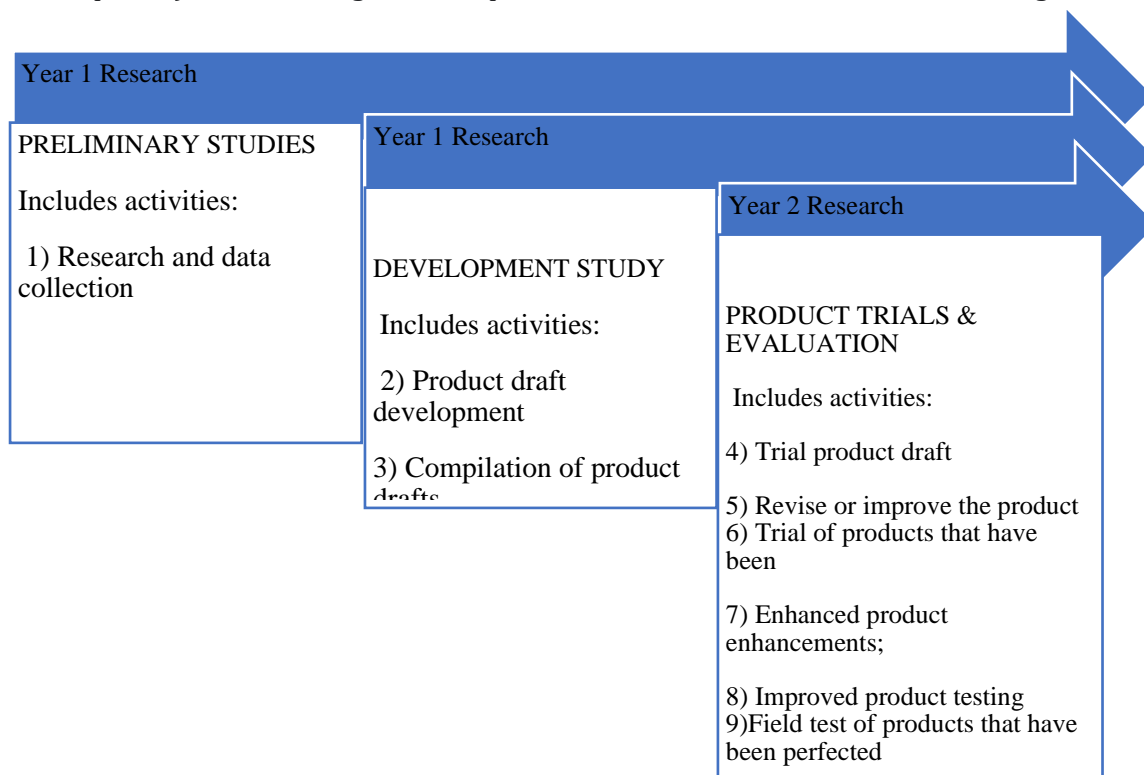


Figure 3. General Steps of Product Research and Development

Research subject

This research was conducted in the Midwifery Undergraduate Study Program, in semester VI students taking Midwifery English courses.

### Implementation of Research Year I

This development inquiry will focus on developing two components, namely:

- (1) experiential learning-based learning model;
- (2) learning tools to facilitate the experiential learning-based learning model for Midwifery Services.

### Model Development

The stages of developing the experiential learning-based learning model correspond to the four stages of developing the Plomp model (1997: 6-15): (a) the initial assessment stage, (b) the design stage, (c) the realization (construction) stage, and (d) the testing, evaluation, and revision stage (second year). (a) syntax, (b) social system, (c) reaction principle, (d) system support, and (e) instructional impact and accompaniment. The activities performed at each stage are described in detail below.

#### 1) Initial Evaluation Phase

At this stage, the following activities are carried out: (1) studying learning models theoretically, focusing on: (a) model rationality, (b) theories that support the model, and (c) model components: syntax, social systems, reaction principles, support systems, and instructional and accompaniment impacts; and (2) studying theories of midwifery services in English based on experiential learning and their impact on teaching skills.

#### 2) Design Stage

The primary activities at this stage are as follows: (a) designing an outline of the experiential learning-based learning model's components. Which includes (1) syntax, (2) social systems, (3) reaction principles, (4) support systems, and (5) instructional and accompaniment impacts, (b) develop outlines for supporting theory models. d) Determine the type of Midwifery services video that will be produced.

#### 3) Construction/Realization Phase

At this stage, prototype I of experiential learning-based learning models was developed through the use of models and groups to enhance students' dialogue skills. The prototype was comprised of four parts: (a) rationality, (b) supporting theories, (c) components, and (d) implementation instructions. This prototype I will continue to be refined during the subsequent phase of development. The Midwifery Study Program at the University of West Sumatra was used to evaluate the learning model, prototype included.

#### b. Device Development

The development of learning aids based on experiential learning models involves the following phases of creating the "Plomp model"

##### 1) Initial Evaluation Phase

At this point, a study was conducted on: (1) the format of the to-be-developed learning aids, namely Learning Plans (RP) and Midwifery Services in English based on experiential learning.

##### a) Construction/Realization Phase

In this paper the author only describes one of the products of this learning tool, namely the Learning Plan for the S1 Midwifery Study Program. This prototype I was then tested, evaluated, and revised at the next development stage.

## RESULTS AND DISCUSSION

In this discussion the author tries to explain the results of the learning design that will be carried out. This learning design describes the cycles or phases of experiential learning that students will go through in the material for Midwifery Services in English. The following is the form of the "Midwifery Services" Learning Design with the Experiential Learning method.

SEMESTER LEARNING PLAN
University: University of West Sumatra

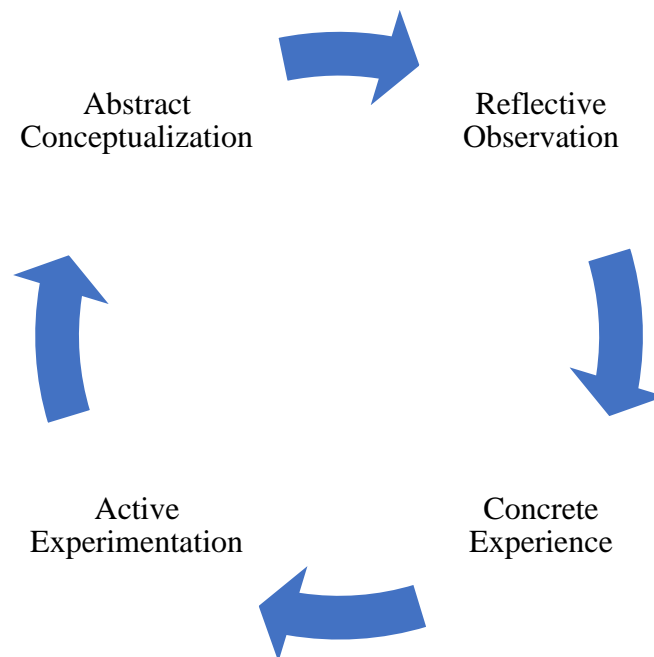
Course Subject: English for Midwife
Level/Semester: Semester 2
Title : Midwifery Services
Main Material: Conversation offering service, giving direction, persuade
Time Allocation :

A. Learning Objectives and Media

Learning objectives	Instructional Media
After following the learning process, students are expected to be able to: <ol style="list-style-type: none"> <li>1. Identify and arrange (C6) phrases used for greeting expressions in English.</li> <li>2. Identify and arrange (C6) phrases of offering service in English.</li> <li>3. Identify and arrange (C6) expressions of giving direction (showing directions, instructions for using drugs, etc.) in English</li> <li>4. Identify and arrange (C6) phrases of persuade (approach to patients) in English.</li> </ol>	Media: handouts, worksheets, assessment sheets Tools/materials: LCD, laptop, Internet network Learning Resources: Midwifery English Module

B. Learning steps

Introduction	
Orientation, Apperception <ul style="list-style-type: none"> <li>➤ The lecturer greets, greets and leads the class to pray, the lecturer reviews the previous material.</li> <li>➤ The lecturer divides students into several groups based on jobsticks and shows learning spots.</li> <li>➤ Students prepare themselves and choose group friends and study spots based on instructions and the course of the jobstick.</li> </ul>	
This activity (Learning Model Syntax)	



- Abstract Conceptualization
  - Students arrange and make conversations based on the function and structure of linguistic rules using various expressions.
  - Students are given the opportunity to make conversations based on the theme of the conditions experienced in the practice of midwifery services
  - Participants choose a theme or situation they experience.
- Reflective Observation
  - Learners compare functions, language structures in the utterances heard.
  - Students identify and write down the differences and similarities in the functions of linguistic structures in the expressions they have heard.
  - Students make a reflection note of the similarities and differences.
  - Learners compare the different functions of the linguistic structure of the expressions they have heard.
- Concrete Experience
  - Students are asked to demonstrate the expressions of offering service, giving direction, and persuading in Indonesian Language.
  - The teacher plays video/audio expressions offering service, giving direction, and persuading.
- Active Experimentation
  - Students carry out oral conversation practice based on the theme of conditions experienced every day and Midwifery Services.

## DISCUSSION

Concept of experiential learning:

1) Learning through the Experiences

A teaching approach that encourages learners to develop language skills through hands-on real world experiences. In this concept try to describe about knowledge midwifery serving when the students have experience in their field practice.

2) Learning by doing

Students learn languages by doing and making and performing things with it.

3) Experience is the best teacher

It emphasizes the importance of learning through direct experience.

There are two parts to Kolb's Experiential learning Theory

1) The first is that learning follows a four stage cycle

2) The second part of Kolb's theory focused on learning styles

Description of the four stage cycle and learning style of Midwifery student with the subject Obstetric Services on Experiential Learning

➤ Active Experimentation

Planning or trying out what was learned

Planning to carry out midwifery service practices by students with partners or groups. The practice of midwifery services is inseparable from language ethics, greetings used, offering service sentences, giving direction and persuading. Between the active experimentation phase and the concrete experience phase, students experience the transfer of knowledge from experience and practice midwifery services using English (Accommodating).

➤ Concrete Experience

Doing or having an experience

In this phase students are guided to use greeting words, offering service sentences, giving direction, and persuade using English. The teacher also plays a video about the practice of midwifery services in English. Students are guided to practice pronunciation and compose conversational sentences in English. Between concrete experience phases students feel and remember experiences that have been experienced and watch forms of conversation in midwifery services that speak English (Diverging).

➤ Reflective Observation

Reviewing or reflecting on the experience

In this phase, students will be guided to compare greeting words, offering service sentences, giving direction, and persuading midwifery services using regional languages, Indonesian and English. Students will study and compare the structure of the language used, the pronunciation of words and sentences and the meaning. Between the reflective observation phase and the abstract conceptualization phase, students begin to think and watch about linguistic knowledge in conversations in midwifery services in English (Assimilating).

➤ Abstract Conceptualization

Concluding or learning from the experience

In this phase students have practiced midwifery services according to placements from universities such as midwife practice houses, PUSKESMAS, and hospitals. In this practice students have first-hand experience of how to provide real midwifery services to patients and serve various other midwifery activities. In this service student, of course, students still use local languages or Indonesian. In this phase students are enriched with experience and knowledge and absorb and implement it.

According to the cycle, learners experience first what is expected to be learned in the process and then they are asked to make reflections of what they have learned or experienced. The next stage, the learners are expected to recall what they have got from the external institution and implement their findings in the form of a creation or in this research, in the form of a journal writing (Komalasari, 2013).



## CONCLUSION

Midwifery English learning with the topic of learning Midwifery Services which has several materials such as offering services, giving direction and persuade is very suitable if using the experiential learning method. In this method the learning phase is divided into four cycles that form a circle that influences one another. The four phases are Active Experimentation, Concrete Experience, Reflective Observation, Abstract Conceptualization. From these four phases students' knowledge is built from experiences gained from themselves during midwifery practice, from lecturer illustrations given in class and learning videos which are then reflected in English by studying and comparing the language structure between Indonesian and English. After obtaining an understanding between these different language structures, students will try to learn and practice conversational dialogue in midwifery services. Materials and practices of midwifery services are inseparable from politeness materials in language such as greetings, greetings, sentences of sympathy, empathy and apologizing.

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