

An Analysis of Speaking Activities in English Practice Class for Midwifery Students

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ABSTRAK: Speaking skill is important for every people, the success of communication is depend on the speaking skill. This was aim at finding out, analysing and describing about speaking activities in English practice class for midwifery students at Politeknik Kesehatan Siteba Padang. This study focused on the teaching learning process in the class, the interaction between lecturer and students during the teaching learning process. This study also focused on the students' problem with speaking activities The research design in this study was a case study. The data was collected through observation in English practice class and interview then the data could be analyzed completely. The finding of this study showed that in pre speaking activity, two kinds of activity did not find during observation. They were telling the purposes of speaking lesson and showing the format of speaking lesson. In whilst speaking activity, all of the activities were done by the lecturer and the students. On the other hand, there was no activity for post speaking activity. Besides, the students were shy and afraid in practicing English through speaking in class.

Keywords: speaking activites, midwifery students

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INTRODUCTION

In Indonesia, midwifery students learn English as foreign language. They also learn English in order to get opportunity to work in international standard hospital. The goals of English subject for midwifery students are to make students able to comprehend the journals and book reference written in English and do conversation related to medical context. In addition, the objectives of English language subject for the midwifery students are making the summary, writing the journals, translating the medical articles and doing the conversation in both formal and informal situation by using English especially in medical context.

In order to achieve one of the objectives in National Curriculum for Midwifery on 2013, Politeknik Kesehatan Siteba Padang makes a requirement subject called English Practice. Based on Institutional Curriculum of Midwifery on 2011 at Politeknik Kesehatan Siteba Padang, English Practice is a subject applied for one semester. The purpose of this subject is to give chance for students to practice English especially in speaking skill. So that, the activities in English practice class for midwifery students are focused on speaking activity.

In order to get more information about the English practice class, the researcher did the informal interview with the Head of Midwifery major in this campus. It was found that this class purposed to prepare the midwifery students to work in international standard hospital later. This class is hoped to give chance to the students to practice English speaking skill and conversation in class like a hospital situation. Moreover, it was found that this campus already made a cooperation agreement with some hospitals in West Sumatera, Riau, Batam and Jakarta. This campus also gives the students the opportunity to practice by sending them to International Hospital standard. Furthermore, some of students who graduate from this campus are mostly working in Public Health sector. Besides, the Head of Midwifery major also added that English language is one of the factors that is needed by students to get a job because they are demanded to speak English well. She told that many alumnus of midwifery major work in hospital national standard just now but only a few students were accepted in international hospital standard.

Related to these reasons, researcher interested to conduct a case study in English practice class for midwifery students especially for speaking activities. Based on the researcher's observation during the teaching and learning process in English practice class for Midwifery students at Politeknik Kesehatan Siteba Padang, The lecturer had difficulty to give an appropriate topic because the students had different ability. The students also came from the different educational background.

Dealing with the phenomena above, the researcher was really interested in doing the research about speaking activity in English practice class for midwifery students at Politeknik Kesehatan Siteba Padang.

REVIEW OF RELATED THEORIES

a. Teaching Speaking

Teaching speaking can be defined as an interaction of oral communication between teachers and students in the classroom. Byrne (1997:30) states that the main goal of teaching speaking is to enable the students to communicate in English Fluently. In addition, Brown (2001:86) states that teaching speaking provides speaking skill such as fluency, accuracy and interaction. It requires teachers to be creative in the classroom by creating a warm classroom atmosphere and providing the students with opportunities to speak in the classroom. In teaching speaking, the teachers have a big responsibility to create a good classroom situation to make the students more active and creative in the classroom. According to Bailey (2003:49)

b. Problems of Speaking Activities

According to Ur (2000), there are some problems faced by the learners in speaking activities. The problems include inhibition, the lack of theme to be spoken, the low of participation, and the use of mother tongue. Those problems are (1) inhibition, students are often inhibited about trying to say things in a foreign language in the class room. They are worried about making mistakes, fearful of criticism or losing face. (2) Nothing to say, even if they are not inhibited, students often complain that they cannot think of anything to say. (3) Low or uneven participation, only one participant talks at a time or he or she dominates the group while others speak very little or not at all. In a large group each member gets very little talking time. (4) Mother-tongue use, all learners share the same mother tongue, they are likely to use it. It is easier and it feels unnatural to speak to one another in a foreign language.

c. The Importance of Speaking Skill for Midwife

According to McKena and Slevin (2008) caring for the whole person and her/his many needs, instead of concentrating on only one aspect of care, for example, physical health needs. The second reason, good communication skills help midwife to appreciate and understand the woman's feelings and perspectives, for instance her perception of health needs. This understanding constitutes part of empathy (Arnold 2007).

The third reason, speaking skill will be able to show and empathy feeling. Based on Andrews and Boyle (2008) empathy feeling includes an appreciation of the woman's perspectives related to aspects of diversity: for example, her culture, spirituality, ethnic group, age, gender, sexual orientation and gender identity. The last reason is some women have specific communication needs. It is not possible to provide assessment, care and treatment unless the midwife adapts her/his communication to the client's needs related to their specific communication skills and problems (Arnold 2007).

METHOD

This research was a case study. Wilson (1998: 29) states that case study is an effort to describe and analyze the complexity of a single case. The product of case study can be intensive, holistic, descriptive and analysis of single phenomena or social unit. The setting of the study was in Politeknik Kesehatan Siteba Padang. The campus is located in Jln. Jhoni Anwar Lapai Padang. The participants of this study were midwifery students and the English lecturer. This study was done in English practice class for midwifery students. They studied English in this class for a half an hour per meeting. The instruments used in this research were observation, interview guideline, and written document.

a. Technique of data validation

The researcher used peer observation to gain the trustworthiness of the data. Peer observation means getting the help from other observer to closely watching and monitoring classroom interaction in order to gain an understanding of some aspect of teaching learning. In this study, the researcher invited an English lecturer who also teaches English for midwifery students in medical school. The peer observer took notes about the classroom interaction in English practice class.

b. Technique of Data Collection

The researcher did observation during the class activities in several times until the data were completed. The data was all about lecturers and students' activity in teaching learning process of English practice class. The researcher clearly defined about the lecturer's activity and the students' activity whether the lecturer and the students' actions match with the speaking activities being observed or not. Field notes and photographs were used to record the object. Photographs gave factual information from particular point of view. Thus, the researcher took photos while teaching and learning process. The indicator of speaking activities can be seen as follow:

Table 1. The Indicator Of Speaking Activity

Indicator	Sub Indicators	The activities
Teaching speaking activity	Pre speaking activity	<ul style="list-style-type: none"> • Teacher prepares the students for the main speaking lesson
		<ul style="list-style-type: none"> • Teacher helps students bring their background knowledge or schemata to the specific context of the lesson.
		<ul style="list-style-type: none"> • Students share ideas about the topic
		<ul style="list-style-type: none"> • Teacher tells the topic of speaking lesson
		<ul style="list-style-type: none"> • Teacher shows the purpose of speaking lesson
		<ul style="list-style-type: none"> • Teacher tells the format of speaking, or whether it is a conversation, discussion, presentation, formal speech and so forth.
	Whilst speaking activity	<ul style="list-style-type: none"> • Teacher encourages students in interactive exchange of information
		<ul style="list-style-type: none"> • Teacher allows students to use classroom speaking activities
		<ul style="list-style-type: none"> • Students use speaking activities such to play a role given to them or problem-solving activities, or they play in an interesting game that teacher introduces
		<ul style="list-style-type: none"> • Teacher gives opportunities to students to express themselves in speaking skill such as express their feelings, describe things, ask question discuss things and so on
	Post speaking activity	<ul style="list-style-type: none"> • Students reflect speaking lesson
		<ul style="list-style-type: none"> • Teacher facilitates students to bring language that they have acquired into more focus
		<ul style="list-style-type: none"> • Teacher asks students to focus on ideas they have just come up with
<ul style="list-style-type: none"> • Students produce spoken language integrated with other skill, two or more skill simultaneously 		

(Adapted from Millrood (2001))

c. Technique of Analysis Data

The data were analyzed qualitative. They are: data collection, data reduction, data display and drawing conclusion or verification.

RESULT

a. Pre speaking activity in English practice class

There were six activities in pre speaking activity that should be applied in classroom. The activities were (1) teacher prepares the learners for the main speaking activity; (2) teacher helps students bring their background knowledge; (3) students share their ideas about the topic; (4) teacher tells the topic of speaking lesson; (5) teacher shows the purpose of speaking lesson; (6) teacher tells the format of speaking. The use of each activity in English practice class for midwifery students is shown in the table below

Table 2. The Activities Of Pre Speaking Activity

No	The activities in pre speaking activity	Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 5
1	Teacher prepares the students for the main speaking lesson	√	×	√	√	√
2	Teacher helps students to bring their background knowledge to the specific context of the lesson.	√	×	√	√	√
3	Students share ideas about the topic	√	×	√	√	√
4	The teacher tells the topic of speaking lesson	√	√	√	√	√
5	The teacher shows the purpose of speaking lesson	×	×	×	×	×
6	The teacher tells the format of speaking.	×	×	×	×	×

As a conclusion, four activities in pre speaking activity applied in English practice class for midwifery students at Politeknik Kesehatan Siteba Padang. The lecturer helped students to build their background knowledge by using several ways such as asking some questions and showing the pictures. The students also share their ideas about topic. They answered some questions to explore their ideas related to the topic. On the other hand, the lecturer did not tell the purpose of the speaking lesson and the format of speaking to the students. These activities were not implemented in English practice class.

b. Whilst speaking activity

There were four activities in whilst speaking activity. The activities were (1) teacher encourages students in interactive exchange of information; (2) teacher allows students to use several kind of classroom speaking activity; (3) students use the classroom speaking activity; (4) teacher gives opportunities to students to express themselves in speaking skill. The detailed information of each activity in whilst speaking activity in English practice class for midwifery students is shown in the table below:

Table 3. The Activities Of Whilst Speaking Activity In English Practice Class Of Midwifery Students

No	The activities of whilst speaking activity	Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 5
1	Teacher encourage students in interactive exchange of information	√	√	√	√	√
2	Teacher allows students to use the classroom speaking activity	√	√	√	√	√
3	Students use classroom speaking activit	√	√	√	√	√
4	Teacher gives opportunities to students to express themselves in speaking skill such as express their feelings, describe things, ask question discuss things and so on	√	√	√	√	√

The table above showed that the use of whilst speaking activity in English practice class for midwifery students in five meetings. All of the activities were used by the lecturer and the students in class. It can be concluded, all of whilst speaking activities were done by the lecturer and the midwifery students in English practice class at Politeknik Kesehatan Siteba Padang. The lecturer engaged the students to do the interaction among them. It was done to increase their speaking ability in classroom. The students also did some classroom speaking activities to help them practice English speaking skill.

c. Post speaking activity

There were four activities in post speaking activity that can be done by the teacher and students. They consisted of; 1) students reflect the speaking lesson; 2) teacher facilitates the students to bring language that they have acquired into more focus; 3) teacher asked students to focus on ideas they have just come up with; 4) students produce spoken language integrated with other skill to promote their critical thinking in language development.

Table 4. The Activities In Post Speaking Activity In English Practice Class O Midwifery Students

No	The activities of post speaking activity	Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 5
1	Students reflect the speaking lesson	×	×	×	×	×
2	Teacher facilitates students to bring language that they have acquired into more focus	×	×	×	×	×
3	Teacher asked students to focus on ideas they have just come up with	×	×	×	×	×
4	Students produce spoken language integrated with other skill, two or more skill simultaneously.	×	×	×	×	×

As a conclusion for post speaking activity, the students could not reflect their comprehension about the lesson because they did not enough time to do it. The lecturer only ended the class by calling the students' name for taking attendant list. As a contrast, the lecturer and the students carried out all of the activities in whilst speaking activity. The lecturer asked students to do some classroom speaking activities to practice their speaking skill. It was similar with

pre speaking activity, four activities were done by the lecturer and the students. The lecturer built the background knowledge of the students through asking some questions and showing the picture.

DISCUSSION

The finding of pre speaking activity showed that not all of the activities done by the lecturer in the English practice class. The lecturer invited the students to speak through asking some questions. This way made students to speak more in the class. Besides, finding showed that the lecturer also showed the picture and object to build the background knowledge of students in order to make them know about the lesson. However, the lecturer still had problem in using pre speaking activity in classroom especially for telling the purpose of speaking lesson and the format of speaking activities.

Pre speaking activity should be prepared by the teacher or lecturer before coming to the classroom to teach. The teacher or lecturer should plan about activities that used in teaching and learning process. According to Frantzen & Magnan, (2005) type of teacher's planning is best for helping students perform and it can minimize their anxiety in doing some speaking activities. It means that, the teacher or lecturer is hoped to make a planning to organize about the activities should be used in classroom. This activity can be done through making a good lesson plan before teaching in class and in this planning paper, the teacher or lecturer should describe the clear activities which help students to practice English speaking skill.

On the other hand, the lecturer and the students use all of activities of whilst speaking in English practice class. Based on the finding, the lecturer invited all of the students to use some classroom speaking activities in class. They use these activities to increase their skill in English speaking skill. According to Millrood (2001) in Razeai (2003) says whilst speaking activity is a body in teaching speaking. It means that this activity is a central part in teaching and learning process. The teacher or lecturer explains the teaching material and she or he also gives a big chance to the students to practice speaking skill more in this activity.

CONCLUSIONS

There is a speaking activity in English practice class of midwifery students. The activities consist of three activities. The finding showed that the lecturer did not follow all of the activities in pre speaking activity. The lecturer did not mention the purpose of speaking lesson and the format of classroom speaking activity in the beginning of lesson. It was different with the students. The students told their ideas about the topic. Besides, the lecturer did all of the activities in whilst speaking activity. The lecturer invited the students to do the classroom speaking activity to practice English. However, the lecturer did not follow the activities. The lecturer ended the class by calling the students' name for attendant list. The finding indicated that the lecturer and the students did well in pre speaking activity; they also used the activities in whilst speaking activity. On the other hand, the lecturer still had weaknesses in post speaking activity. Based on the finding, this study implies the lecturer should tell the purpose of speaking lesson to the students to inform the students about the function of speaking lesson in daily life. The lecturer should allow the students to reflect what they learned in English practice class.

Based on the research findings, there are some suggestions for the teaching speaking activity in English practice class of midwifery students; the lecturer should follow the speaking activities in order to make the process of teaching better, the lecturer should provide the various things in pre speaking activity. Playing the video and media can be one of the ways that can make teaching speaking activity better, the lecturer should motivate the students to speak English everyday in order to make them fluent in speaking English so they are easy to pass the job field later, the students should practice a lot to increase their speaking skill inside and outside of the class. and the lecturer should provide various topics which suitable with student's need and the topics can be implemented with speaking activities.

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