



The Effect of The Communicative Language Teaching Through English Oral Presentation Toward Midwifery Students' Speaking Skill at Medika Suherman University

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Abstract. Nowadays, midwifery and medical work adopted many concepts, descriptions, and terminologies in English. As the demand of the curriculum in midwifery major, English took the magnificence role in facilitating students, preparation for professional requirements, trainings, and research. That was why English became the crucial part for midwifery students to research and practice their English in the real working field. The purpose of the research was to know that this research was expected to confirm and clarify the exposure and practice of Communicative Language Teaching (CLT) through English oral presentation language testing gave the better solution to enhance the speaking skill of midwifery students at Medika Suherman University. The research applied the quantitative analysis that covered descriptive analysis statistic and the t – test. In order to achieve the objective of the research which was used the pre-test and the post-test as the tool to measure the speaking skill ability. The population of the research was 50 students midwife of the second semester at Medika Suherman University, Cikarang Bekasi. The sample of the population was 30 students midwife which was selected by purposive random technique. There were four meetings of learning and researching process during the experiment. Before the experiment was conducted, the students were given a pre-test. At the end of the experiment, the students did the post-test. The result of the research proved that the post-test scores were better than the pre-test score. The research concluded that the output of the paired test sample with the Sig. (2-tailed) score was $0.000 < 0.05$. It stated that the H_0 was rejected, and H_a was accepted. Moreover, it showed that there was an effect of the English oral presentation toward midwifery students' speaking skill at Medika Suherman University. According to the result, after the exposure and practice of Communicative Language Teaching (CLT) through the English oral presentation language testing, in fact, it was the one of the effective approaches to improve the students midwife speaking skill ability and enthusiasm in learning English at Medika Suherman University.

Keyword: Oral Presentation, Speaking Skill, CLT, Midwifery

Abstrak. Saat ini, pekerjaan kebidanan dan medis banyak mengadopsi konsep, deskripsi, dan terminologi dalam bahasa Inggris. Sesuai tuntutan kurikulum di jurusan kebidanan, bahasa Inggris mengambil peran yang sangat penting dalam memfasilitasi mahasiswa, persiapan persyaratan profesi, pelatihan, dan penelitian. Itulah sebabnya bahasa Inggris menjadi bagian penting bagi mahasiswa kebidanan untuk meneliti dan mempraktekkan bahasa Inggris mereka di dunia kerja. Tujuan dari penelitian ini adalah untuk mengetahui bahwa penelitian ini diharapkan dapat mengkonfirmasi dan mengklarifikasi pemaparan dan praktik Communicative Language Teaching (CLT) melalui tes bahasa presentasi lisan bahasa Inggris memberikan solusi yang lebih baik untuk meningkatkan keterampilan berbicara mahasiswa kebidanan di Universitas Medika Suherman. Penelitian ini menggunakan analisis kuantitatif yang meliputi statistik analisis deskriptif dan uji t . Untuk mencapai tujuan penelitian digunakan pre-test dan post-test sebagai alat untuk mengukur kemampuan keterampilan berbicara. Populasi penelitian ini adalah mahasiswa bidan semester genap Universitas Medika Suherman Cikarang Bekasi yang berjumlah 50 orang. Sampel populasi sebanyak 30 orang mahasiswa bidan which yang dipilih dengan teknik purposive random. Ada empat pertemuan proses belajar dan meneliti selama percobaan. Sebelum percobaan dilakukan, siswa diberikan pre-test. Di akhir percobaan, siswa

melakukan post-test. Hasil penelitian membuktikan bahwa skor post-test lebih baik dari skor pre-test. Hasil penelitian menyimpulkan bahwa keluaran sampel uji berpasangan dengan Sig. Skor (2-tailed) adalah $0,000 < 0,05$. Dinyatakan bahwa H_0 ditolak dan H_a diterima. Selain itu, hal ini menunjukkan bahwa terdapat pengaruh presentasi lisan bahasa Inggris terhadap keterampilan berbicara mahasiswa kebidanan di Universitas Medika Suherman. Berdasarkan hasil, setelah pemaparan dan praktik Communicative Language Teaching (CLT) melalui tes bahasa presentasi lisan bahasa Inggris ternyata merupakan salah satu pendekatan yang efektif untuk meningkatkan kemampuan dan antusiasme siswa bidan dalam belajar bahasa Inggris di Universitas Medika Suherman.

Kata kunci: Oral Presentation, Keterampilan Berbicara, CLT, Kebidanan

INTRODUCTION

Nowadays, midwifery and medical work adopted many concepts, descriptions, and terminologies in English. As the demand of the curriculum in midwifery major, English took the magnificence role in facilitating students, preparation for professional requirements, trainings, and research. That was why English became the crucial part for midwifery students to research and practice their English in the real working field. Based on (The British journal of midwifery, vol 27, 2019) stated that the central method of communication is the use of language. Language is both used and experienced by all health professionals and those in their care, and so the use of medical jargon, positively or negatively skewed phrasing and for those for whom English is not a first language should all be considered.

It meant that every student midwife was expected to be talkative in speaking English in order to have the better position in their working field, to rise the self-esteem and to create the conducive speaking atmosphere with another medical officers, staff and patients who had English as their first language. The most important thing was the students midwife were ready to compete with another medical officers such as the doctors, nurses, pharmacists etc. if they were drilled well in speaking English through the oral presentation test.

(Jeremy Harmer, 2007) said that speaking lesson must have the usual pattern of preparation, presentation, practice, evaluation, and extension. Speaking helped people to communicate the thoughts, deliver the idea suggestions, and comments. Moreover, speaking was not only the action of delivering people's thoughts, and feelings in spoken way to each other but speaking also a tool for the people to communicate with. When people spoke a language correctly, the thing that people needed was not only to learn the vocabularies and the grammars, but it was also the meaning of the context in which words were applied.

(Eralingua Journal, Arifah, 2022) said that CLT was a teaching approach proposed in the 1970s to fulfill the need for more teaching practices considered lacking in what is considered as the more traditional approach (Mohd-Asraf, Hossain, & Eng, 2019). (Richards, 2006) stated and applied the CLT principles was addressed of focusing on authentic

communication, allowing students to try out knowledge, tolerating learners' error, developing fluency and accuracy, connecting the four language skills, and letting students discover grammar rules. The one of the methodologies which implemented these principles was known as Content-Based Instruction (CBI). CBI also focused the lesson target on the content or information learned through a language instead of learning the language. One of the everyday activities was usually conducted in a CBI lesson was classroom oral presentation. CBI was designed for the students who studied English as the special purpose, in this study named by English for midwifery.

The oral presentation was the one of the kind of language speaking testing test which was usually believed to enhance the speaking ability. It was considered that speaking in front of the audiences could be challenging for many people, when it was done in a foreign language classroom like English as a Foreign Language (EFL) classroom, for example in the midwifery English classroom. It could give a more significant challenge because the presenters had not only to master the technical skills on delivering the topics or ideas but also needed to think and speak in the language that they were not used daily or still trying to learn in midwifery classroom.

The purpose of this research was to know that this research was expected to confirm and clarify the exposure and practice of Communicative Language Teaching (CLT) method through English oral presentation language testing gave the better solution to enhance the speaking skill of midwifery students at Medika Suherman University.

METHOD

The research was conducted at Medika Suherman University. There were 50 students midwife of the second semester as the population of the research, and it took 30 samples for the research. The purpose of the research was to know that this research was expected to confirm and clarify the exposure and practice of English oral presentation testing gave the better solution to enhance the speaking skill of midwifery students at Medika Suherman University.

The research applied the quantitative analysis that covered descriptive analysis statistic and the t – test. In order to achieve the objective of the research which was used the pre-test and the post-test as the tool to measure the speaking skill ability. There were four meetings of learning and researching process during the experiment. Before the experiment was conducted, the students were given a pre-test. At the end of the experiment, the students did the post-test.

RESULTS AND DISCUSSIONS

RESULTS

The research was conducted in four meetings. The students midwife was given the pretest through the oral presentation by taking the topic of the presentation, and the topic was *being a professional midwife was my future profession* without any preparation and intervention at all. After taking the pretest score, the lecture was implemented by giving the general English lessons and the strategies how to present their English presentation in front of the audience.

The population and the sample are shown in the table below.

Table 1. Population and Samples

Class	Population of S1 Midwifery Program	Amount of Sample
A	25	15
B	25	15
Σ	50	30

The rating scale for the speaking test was developed by (Walter Bartz, 1983). It will be shown follow:

Table 2. Speaking Test Ratig Scale by Walter Bartz

Scores	Fluency	Quality of Communication	Pronunciation	Effort to Communicate
1	Speech is so halting and fragmentary that conversation is virtually impossible.	Speech consists mostly of inappropriate isolated words and or incomplete sentences with just few very short complete sentences	Speech consists of very poor pronunciation	Students withdraw into long periods of silence, without any apparent effort to complete the task
2	Speech is very slow and uneven except for short or routine sentences.	Speech consists of many of inappropriate isolated words and or incomplete sentences with some very short complete sentences	Speech consists of mostly inappropriate pronunciation	Students make little effort to communicate, what he does is "half-hearted" without any enthusiasm
3	Speech is frequently hesitant	Speech consists of many of inappropriate	Speech consists some	Students make some effort to

Scores	Fluency	Quality of Communication	Pronunciation	Effort to Communicate
	and jerky, sentences may be left uncompleted.	isolated words and or incomplete sentences with many very short complete sentences	inappropriate pronunciation	communicate, but still show a rather “disinterested” attitude
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.	Speech consists of hardly and isolated words and or incomplete sentences with mostly complete sentences	Speech consists of hardly incorrect pronunciation	Students make an effort to communicate but do not use any non – verbal resources, such as gestures
5	Speech is effortless and smooth, but perceptibly non – native in speed and evenness.	Speech consists of isolated words only if appropriate and almost always complete sentences	Speech consists of always – appropriate pronunciation	Students make a real effort to communicate and use some non-verbal resources such as gestures
6	Speech on all professional and general topics as effortless and smooth as native speaker.	Speech consists of isolated words only if appropriate, otherwise always “native-like” appropriate complete sentence	Speech always native-like pronunciation	Students make a special (usually high) effort to communicate and use all possible resources, verbal and non-verbal, to express himself or herself

In line with the previous table explanation above, the highest mark of speaking test was 6. It meant that 6 was the indicator of the successful achievement of the speaking test. To find the scores of the test, it counted up all score from the four indicators of the midwifery students.

Table 3. The Result of the Pretest and The Posttest:

No	Code	Pre Test Score	Post Test Score
1	M-1	15	20
2	M-2	14	19
3	M-3	14	18

No	Code	Pre Test Score	Post Test Score
4	M-4	18	23
5	M-5	12	19
6	M-6	15	20
7	M-7	16	20
8	M-8	16	19
9	M-9	15	21
10	M-10	14	20
11	M-11	14	21
12	M-12	13	19
13	M-13	16	18
14	M-14	16	19
15	M-15	16	19
16	M-16	10	15
17	M-17	14	20
18	M-18	10	14
19	M-19	18	23
20	M-20	19	23
21	M-21	10	16
22	M-22	18	22
23	M-23	18	22
24	M-24	17	23
25	M-25	15	20
26	M-26	16	20
27	M-27	20	23
28	M-28	19	23
29	M-29	17	22
30	M-30	17	21

Table 4. Mean of Pretest & Posttest

	Mean	N
Pretest	15.40	30
Posttest	20.07	30

Based on the pretest result was 15.40, meanwhile the posttest score was 20.07. the population sample was 30 students midwife. In line with the mean of pretest score was 15.40 < less than the mean of the pot test score was 20.07, it showed descriptively that there was a significant difference speaking score using the oral presentation toward the midwifery students at Medika Suherman University.

Table 5. Paired Sample T-Test

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pretest-Posttest	-4.667	1.241	.227	-5.130	-4.203	-20.596	29	.000

From the table above, it concluded that the output of the paired test sample with the Sig. (2-tailed) score was $0.000 < 0.05$. It stated that the H_0 was rejected, and H_a was accepted. Moreover, it showed that there was an effect of the English oral presentation toward midwifery students' speaking skill at Medika Suherman University.

DISCUSSION

According to the research, the writer had the similar technique with the previous researchers that stated if the oral presentation was the best way to enhance someone speaking skill ability. (Widyasari, 2017) said that the oral presentation was applied by active learning in teaching learning process in which each student must be active participant and creative in each activity, so the students were able to develop their ability in English especially for doing the presentation in learning the English lesson. The English oral presentation was as the tool of the systematic presentation media that had to be mastered by the midwifery students at Medika Suherman University. The strategies given of the good oral presentation through the classroom activity were introduction, preparation, equipment, delivery and language. The first was introduction, there were think about the goals, prewriting strategy, outline and diagramming. Second was preparation. It consisted of goal, audience, time, method, content, structure, venue, notes, and rehearsal. The third was equipment, and they were notebook, whiteboard, LCD Projector, and marker. Fourth was delivery, and they were introduction, body and conclusion. The last was the language. It consisted of introducing, starting, explaining, giving example, summarizing and finishing the presentation based on the midwifery terminologies.

In line with the writer, (Al-Darwish & Taqi, 2015) also stated that the adequate time to practice was the key to a successful presentation, improved fluency, and less nervousness). In addition, (Whai and Mei, 2012) proved that students with the lacked opportunity to speak English. Thus, making themselves that opportunity with or without the help of others might be one of the solutions to the problem in oral presentations. (Boroujeni and Fard, 2013) Stated that it was

mandatory for students in numerous fields of study to learn English. It helped them to easily communicating with other peoples around the world, having access to the new-developed scientific knowledge of other countries and having a better practical life. In midwifery context, the students learnt some topics related to their field interest.

CONCLUSION

According to result of the research, the writer concluded that English was very crucial in this era, especially for the midwifery working field. Even though English for midwifery purposes was difficult, the writer believed that the students still tried to continue to learn because they wanted to communicate with a patient who used the English language. The writer knew that being a student midwife had double challenges. First was to study about the academic lesson of midwifery itself, and the second was to master the English terminologies which was consist of midwifery care such as: antenatal care, Postnatal care, Intra natal care, maternal-neonatal emergency care, therapeutic communication, etc. Finally, the success of learning English for Midwifery Purposes also depended on the support of campus, learning environment, teachers and students' competency, instructional materials, campus policy, and availability of learning facility. At last, to achieve the goal of being fluent in speaking English for the students midwife, the writer suggested to implement the oral presentation language testing as the one of the best exposures and practices to enhance the midwifery students' speaking skill ability at Medika Suherman University.

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