DESIGNING ESP MATERIALS FROM SOCIAL SEMIOTIC PERSPECTIVE: A DESIGN- BASED APPROACH

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Abstract

This research aims at developing supplementary English materials to fulfill the students' needs to improve English communication using Project-based Learning (PBL). The development of English materials for midwifery students is required to prepare midwifery students to actively engage in a communicative discourse in their authentic professional settings. This research employs a Design Based Research (DBR) (Reeves, 2006) that is conducted in four steps. The findings show that the prototype designed is seen as both more challenging and more fun to do. The most iterative cycle is in the development and trying-out phase, through which the materials undergo a careful assessment from language expert and midwifery practitioner. The reflections and feedback from the students also reveals positive responses.

Keywords*: DBR, material development, English for midwifery students*

Sari

Penelitian ini bertujuan mengembangkan bahan ajar tambahan Bahasa Inggris untuk memenuhi kebutuhan mahasiswa kebidanan dengan mengadaptasi pendekatan Project-based Learning (PBL). Penelitian ini menggunakan Design Based Research (DBR) (Reeves, 2006) yang dilakukan dalam empat fase, yakni tahap analisis awal, pengembagan desain prototipe, uji coba, dan refleksi. Hasil menunjukkan bahwa prototipe yang didesain dianggap lebih menantang dan lebih menyenangkan di saat yang bersamaan. Siklus yang terus berulang ditemukan dalam tahap pengembangan dan uji coba prototipe yang pengimplementasiannya dinilai oleh ahli bahasa dan praktisi kebidanan. Meskipun demikian, saat prototipe diujicobakan sebanyak tiga kali di kelas, refleksi dan umpan balik dari mahasiswa kebidanan menjadi pertimbangan yang penting. Pengembangan materi ajar Bahasa Inggris Kebidanan diperlukan untuk mempersiapkan mahasiswa kebidanan untuk terlibat aktif dalam diskursus komunikasi dalam latar professional mereka yang otentik. Dengan mempertimbangkan kebutuhan

mahasiswa untuk memperbaiki keterampilan komunikatif mereka, PBL dianggap penting untuk diintegrasikan dalam materi yang dikembangkan karena sifatnya yang berdasarkan pertanyaan, kolaboratif, dan memerlukan keterlibatan aktif dalam pembelajaran induktif (Krajcik dan Blumenfeld, 2006).

Introduction

This study is conducted to design and develop course materials in the field of English for Specific Purposes (ESP), particularly English for midwifery students, which is considered as English for Medical Purposes (EMP), situated in tertiary midwifery education. The tertiary midwifery education institution in which the study is conducted has a vision to prevent stunting in Indonesia. Therefore the materials will be structured according to the institution's vision. Considering the fact that midwives do not face people with disease symptoms, they take their parts by providing care and counseling, particularly targeting issues around mothers and children. This makes speaking an important skill to train to lead oral communicative skills.

Salager-Meyer (2014) observed the development of EMP courses that focus on spoken materials intending to improve the communicative skills of non-Anglophone medical students and health professionals (see Maclean et al., 2000; Shi et al., 2001; Basturkmen, 2010; Hussin, 2004) yet none of the materials developed is related to English that is of use for midwifery students in their professional context. The lack of English materials to teach midwifery students authentic oral communicative skills becomes our foremost concern to conduct this study. We incorporate Design-based Research, henceforth DBR, (Reeves, 2006) to develop the English materials. Even though no course material can satisfy the needs of every class (Tomlinson, 2010), DBR may be in help in the construction of English instructional design to accommodate the language and learning needs of midwifery students.

The design-based approach to develop English materials for midwifery students must also consider the role of language as socio-semiotic tool. Therefore, the materials that are going to be used in the classroom are reflection of the genuine social practice within the realm of midwifery practices. Following Halliday's (1978) social semiotic theory that sees language as an apparatus of meaning-making, the arrangement of the materials in this study focuses on the social interaction between the midwife students and their clients in a dialogic manner. The students' engagement will then be manifested through circle of discussion about midwifery texts and practices.

Thein et. al. (2012) reported that practitioners were not supposed to be treated as subjects undergoing scrutiny but as co-participants. Since the result of students' needs analysis reveals students' expectation to learn oral communication skills, we then take this revelation into account. DBR is then use to guide us through the process of designing and developing materials, trying the materials in the class, and reflecting how the materials should be further improved within a two-year project. We follow Parmaxi & Zaphiris (2019) suggestion to conduct a longitudinal engagement of iterative Cycles to prepare for possible delays and unintended failures in DBR implementation. The principle of collaboration in this study addresses the gap to observe teachers' use of materials to achieve the objectives of teaching, teachers' insights and decision-making, and learners' attitude towards materials that is missing from the literature (Garton and Graves (2014) by transparent and continuous discussion and evaluation between the researcher and the instructor. This hopes the results of the current study fill gap between the needs and praxis which still rarely explored and investigated. The research question guides this study is: "How do the students and teachers perceive the semiotic-based ESP materials in listening class in the context of midwifery college?"

Methods

Design based research (DBR) is adapted in the study as it is in line with the aim of this study to "improve educational practices" (Wang & Hannafin, 2005) by designing and developing English materials in midwifery context. The design follows Reeves (2006) cycles involving four stages.

(1) initial analysis which includes theoretical foundation observation, analysis of teaching documents, and needs analysis;

(2) prototype design development to attain constant model that is tested empirically which is initiated by syllabus and lesson plan design and prototype design development validated by experts in English Language Teaching (ELT) and midwifery education;

(3) testing and evaluation of the design prototype to measure product effectiveness by distributing questionnaires to students and lecturer;

(4) documentation and reflection on prototype design to finalize the module.
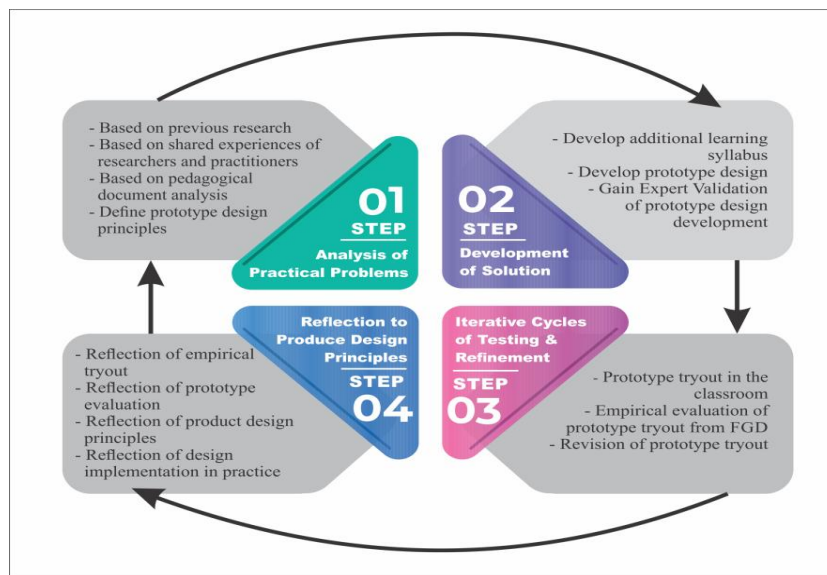

Figure 1. Design-based research, based on Reeves (2006)

To trace to what extent the supplementary materials are appropriate with students' needs and professional demand. The data are garnered through questionnaires, observation, and focus group discussion. The qualitative data are analyzed using three-dimensional model of critical discourse analysis (Fairclough, 2015) while the quantitative data are processed following Likert Scale from 5 very good up to 1 very bad. The analysis is conducted through statistical description and narrative interpretation.

Participants

Participants involved 50 sophomore midwifery students, who were women, in a three-year midwifery academy program with age ranging from 21 to 22 years old. Their English proficiency level is considered as novice. Participants are recruited to join the research project and they deserve the right to withdraw from the study. This study also

invited the English teachers of the school as the participants. All participants voluntarily involved in the study. Before the study starts, the researchers held a meeting with the participants informing the consent form they may sign. During the study their identity is kept anonymous. The course's duration is 120 minutes and is conducted in 16 weeks in a private midwifery school in Banten Province-Indonesia.

Results and Discussion

Materials and syllabus

The materials and syllabus run in the research setting is presented in the following table 1.

Table 1. Materials Classification

Type of Teaching Material	Jumlah	English Skills	Bibliography
Book	3	Grammar, reading, writing	Azar, BS. Understanding and Using English Grice, Tony. (2011). Oxford English for Careers Nursing 1 Practice. UK: Oxford University Press Murkoff, Heidi and Mazel, Sharon. (2009). What to Expect the First Year. New York: Workman Publishing.
Module	1	Reading, writing	Astuti, Kh. Endah Widhi. (2015). English in Midwifery Practice. Jakarta: Pusat Pendidikan dan Pelatihan Tenaga Kesehatan Badan Pengembangan dan Pemberdayaan Sumber Daya Manusia
Article	8	Reading	Text is retrieved from https://www.nmsupport.org.au/news/what-is-it-like-being-a-midwife Accessed on 21/08/2018 at 12.07 Article is retrieved from: http://www.who.int/nutrition/topics/complementary_feeding/en/ accessed on 21/08/2018 at 14.22 Text is retrieved from: https://www.ontariomidwives.ca/sites/default/files/2017-07/Postdates-pregnancy-English.pdf accessed on 22/08/2018 at 09.48
Presentation Slide	15	Reading, writing, speaking	Lecturer self-made materials
Video	2	Listening	Video is taken from documenter series The Midwives Season 1 Episode 1 Delivering under Pressure Sumber video dari: I Wanna Be A Midwife: A Day in the Life of A Midwife

It reveals the lecturer's focus to develop reading and writing, she provides presentation slides adapted from varied sources and books. Two sampling books were used frequently refereed as Book A and B. The books selected due to the high assignment numbers given to students.

Table 2. Number of Text and Assignment focusing on English skills

English Skills	Textbook	Total Number
Reading texts	Book A	13
	Book B	32
Reading taks	Book A	30

	Book B	17
Writing texts	Book A	7
	Book B	2
Writing tasks	Book A	17
	Book B	2
Speaking texts	Book A	0
	Book B	3
Speaking tasks	Book A	0
	Book B	2

Although Book B provides more varied texts and tasks (*speaking*, *reading* and *writing*), focusing on reading skills only which are not evenly distributed throughout the chapters. On the other hand, book A widens the focus to reading and writing tasks distributed more evenly throughout the chapters. It is visible that the reason driving lecturer to opted those books is to train students' writing skills. The researcher distributes online survey to 50 students to gain a perception on the content of the syllabus following *Teacher Behavior Checklist* (TBC; Buskist et al., 2002).

Table 3. Ratings for 10 Qualities from the Teacher Behavior Checklist

No	Teacher Behavior Checklist Quality	Availability
1	Approachable/personable	√
2	Creative/interesting	-
3	Effective communicator	-
4	Encouraging/cares for students	√
5	Flexible/open-minded	-
6	Happy/positive attitude	√
7	Knowledgeable	√
8	Present current information	√
9	Promotes critical thinking	-
10	Realistic expectations/fair	√

From the students' assessment (Buskist et al., 2002), the varied answers from (a) the topics in the course can be easily understood and are familiar and relevant with midwifery English, (b) topics are hard to understand and not really relevant with midwifery English, and (c) topics and materials in this course are hard to understand and the English is too general. Last, the participants answer three demographic questions regarding the syllabus as a whole. Results from the online survey discussing syllabus content used to organize learning activities and English for Midwifery Students teaching materials can be seen in the diagram below.
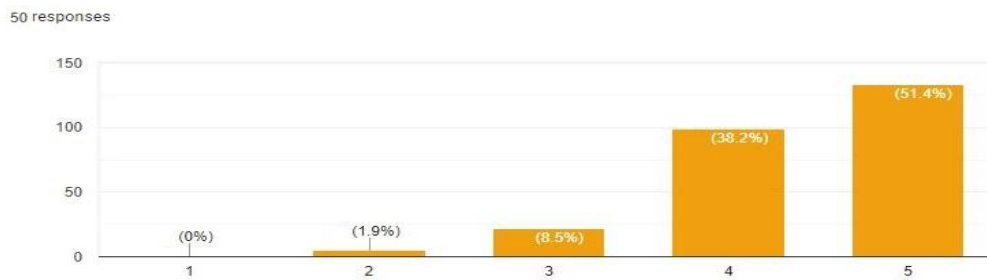
Figure 2 Result of the Survey on Syllabus Evaluation

Considering students' perception on the syllabus organized by the lecturer to teach English for midwifery students, components such as approachable/personable, encouraging/cares for students, happy/positive attitude, knowledgeable, present current information, realistic expectations/fair is regarded very good since it fulfills the TBC. Some components such as creative/interesting, effective communicator, flexible/open-minded, promotes critical thinking need to be improved in terms of topic content and available materials in the syllabus. As a result, the researcher proposes English for midwifery students' module design addressing components that are still need improvement in the development phase of the research.

Richards (2006) reports that the effectiveness of teaching materials can be affected by several factors such as instructor, students and contextual variable. The effectiveness of teaching materials can be affected by teachers' language ability, training and implementation, cultural background and how they select and use teaching models. Students' behavior, needs, motivation, and interest may also bring impacts on materials effectiveness. The English lecturer realized that general English materials are not appropriate for midwifery students' interest. The following is the lecturer's statement about it.

> When I taught, the secretary of study program gave me the syllabus used by the teacher before I came and the materials included were mostly general English that had nothing to do with English that midwifery students might encounter in their academic writing task or communicative practices.

From the English lecturer's statement above, can be concluded that the syllabus used in English for midwifery is designed in general English. The previous English materials are also general English without any midwifery contexts. Therefore, the English lecturer takes an initiative to add several materials which based on midwifery contexts. The following is the lecturer's statement about it.

> As time went by, I realized that teaching English to midwifery students could not be taken like teaching general English to high school pupils. Hence, in 2016 onward it dawned on me that I needed to specify the teaching materials which were more relevant to midwives-clients communicative context. I then added short articles about baby care and breastfeeding as well as video documentary about midwifery practices in Britain that might arise midwife-students' interest due to topic familiarity.

The English lecturer added some English materials of midwifery communicative context. She specified the English learning topic such as baby care and breast feedings which are appropriate to the midwifery's study. Moreover, she modified the syllabus by changing the topic materials into midwifery context. Unfortunately, during her teaching experiences, she could not arrange the English materials properly. She expected to have an additional English materials that cover teaching and learning in midwifery context. The following is the lecturer's statement about it.

> The syllabus was then modified to accommodate the pertinent text that was closer with their practical reality. Even though a more apt selection of teaching materials was adapted, I was still not sure whether or not what I picked was more suitable than the previous teaching topics in the existing syllabus. This happened because I did not know to whom should I consulted my dubiety as discussing English teaching issues with colleagues from midwifery discipline could not enlighten my confusion.

Furthermore, the ESP materials should appropriate to the midwifery students' interest and needs. The online interview with the students shows that their English is considered as *novice*. Eight students know how to use some vocabulary and idiom in midwifery context but find grammar difficult. 87% of the students reveal their wish to be able to write and speak in English because they want to have a bargaining power to compete in the global arena. They also want to learn the meanings of midwifery terminologies they find while reading books. 13% of the students state they want to continue their study to a higher level abroad. Considering the challenges students find during learning, 95% of the students find it difficult to search the equivalence of a certain vocabulary, new terminologies about midwifery in English, and to be able to master English. All students show their interest to learn English in midwifery context. 78% of the students reveal they like to be in a group discussion, do the role play as midwife. They wish the instructor to provide scaffolding during the learning process and instruct them explicitly.

> "I find English for midwifery interesting, because I can guess and try to understand what is

being discussed because it has something to do with midwifery practices."(Student 1)

"I think my English still needs improvement particularly with my limited English vocabulary and idioms. I hope with the developed materials I can communicate orally or in my writing to support my future career after graduating." (Student 2)

"I prefer the lecturer to explain and set example before assigning tasks so I know what to do. I am happy to involve in a group discussion so that I can learn from others' opinion as well as stating my own."(Student 3)

The English lecturer showed that the existing learning sources were not appropriate to guide teaching and learning process in the midwifery classroom context. The lecturer and the midwifery students need supplementary module which focus on the midwifery skill and provides vocabulary list to accompany the existing English materials. The input and insight gained during the interview are considered for the next phase of developing the English module for midwifery students. The process of project-based work (Wrigley in Donna and Carol (1998, p. 2) as well as explanation of module design using Cunningsworth's model (1995) are classified using Maksum (2009) in Syaifudin (2015) are presented in the following table.

Table 7. The Result of ELT Expert Validation

Aspect	Score of First Expert	Score of Second Expert	Highest Score
Design	24	17	30
Objective and Approach	20	15	25
Organization	28	24	35
Language Content	40	31	50
Language Skill	16	16	20
Topic	16	16	20
Methodology	28	21	35
Procedure of PBL	29	26	40
Total Score	201	166	255
Percentage	78.82%	65.10%	100%
Mean		71.96%	

The assessment of prototype by midwifery expert follows these 6 criteria: design, objective, organization, language content, language skill, topic.

Table 9. The Result of Midwifery Expert Validation

Aspect	Score	Highest Score
Design	24	30
Objective	16	20
Organization	24	30
Language Content	28	35
Language Skill	17	20
Topic	21	25

Total Score	130	160
Percentage	81.25%	100%

We can see that the midwifery expert grade the draft 130 out of 160 or 81.25% and it is considered good. The prototype has been appropriated for midwifery use and has been organized according to the curriculum. The suggestion and evaluation from the expert can be seen in table 10.

Table 10. *Summary of Expert Validation*

Experts' Evaluation	Revision
Expert 1	
a. Choose the primary projects in every chapter	a. The final project was chosen as the primary of the project in every chapter
b. Change the name labels of project into exercises for every chapter	b. All name labels of project which not included on the primary project was changed into exercises in every chapter
Expert 2	
a. Enlarge some pictures in the cover of the draft	a. The pictures cover was enlarged to be more clearly
b. Change some icon pictures which not match with the theme of the book draft for nursing students	b. The icon pictures were changed in lead-in page to support the theme and topic being discussed
c. Revise the vocabulary organization in one stage	c. The vocabulary organization were changed into one stage to make it simply and easy for the students when they are searching the vocabulary information
d. Add phonetic transcription in the first page of the draft	d. The phonetic transcription was added in the first page of the draft to help the student understand the phonemic symbols
e. Change the language instruction in exercises which had grammar errors and unclear instruction	e. All language instructions in each exercise was changed into clear instruction
f. Add rubric assessment in the draft	f. Every chapter had rubric assessment to help the teacher and the students measure the English competence
g. Change the language instruction in the projects which had grammar errors and unclear instruction	g. All language instructions in each project was changed into clear instruction

During the tryout, the researcher observes how the lecturer implement the module prototype. At the end of the tryout, the researcher distribute questionnaire to the lecturer and students to trace their perception of the module prototype. Tryout is done three times which inform the revisions needed to improve the prototype. In each 135-minute meeting, the tryout is conducted, respectively on 5, 12, and 19 October 2020. The participants joining this phase are 23 students. Prototype tryout has been conducted in three iterative cycle of prototype evaluation, prototype tryout after evaluation, and prototype revision as can be seen in figure3. The revision is done after each tryout is completed which is based on questionnaire responses and classroom observation. It can be implied that the prototype developed consider students' and lecturer's needs.

In the end of the implementation, the researcher distributed questionnaire form to the lecturer and the students. It was carried out to find out the response from the students and the lecturer toward the draft being tried out. There were eight aspects to be assessed

in the questionnaire namely design, objective, organization, language and content, skill, topic, method, and procedure. Table 11 was the result of the questionnaire try out 1 from the lecturer.

Table 11 The Lecturer's Response to Try Out 1

Aspects	Response	Mean
Design	87%	
Objective	87%	
Organization	80%	
Language Content	93%	87%
Language Skill	80%	
Topic	90%	
Method	90%	
Procedure	90%	

The design, objective, organization, language content, language skill, topic, method, and procedure are in excellent category. Meanwhile, the researcher also distributed the questionnaire to the students. Table 12 was the result of the questionnaire try out 1 from the students.

Table 12 Students' Response to Try Out 1

Aspects	Students' Response	Mean
Design	93.56%	
Objective	92.87%	
Organization	84.60%	
Language Content	92.64%	88.95%
Language Skill	79.66%	
Topic	88.97%	
Method	92.76%	
Procedure	86.55%	

From the table 12, the students' response toward the draft is categorized into excellent (88.95%). The design, objective, organization, language content, topic, method, and procedure are in excellent category while language skill aspect is categorized into good. At the end of the second try out, the researcher distributed the questionnaire to the lecturer and the students. There were eight aspects to be assessed in the questionnaire as shown in table 13.

Table 13 The Lecturer's Response to Try Out 2

Aspects	Lecturer's Response	Mean
Design	100%	
Objective	93%	90.87%
Organization	87%	

Language Content	87%
Language Skill	80%
Topic	100%
Method	90%
Procedure	90%

The score of 90.87% is categorized into excellent. There were 20 items that represent eight aspects to be assessed in the questionnaire as shown in table 14 as the result of the questionnaire try out 2 from the students.

Table 14 Students' Response to Try Out 2

Aspects	Students' Response	Mean
Design	93.56%	
Objective	94.48%	
Organization	85.06%	
Language Content	91.72%	90.52%
Language Skill	87.93%	
Topic	91.03%	
Method	91.03%	
Procedure	89.31%	

The students' response toward the draft module in try out 2 is 90.52%. It is categorized into excellent. It means that the draft in try out 2 was implemented well in the classroom. As conclusion, the material had progression to meet the students' needs of English for midwifery program. However, to make it feasible draft module, the researcher got some suggestions for the revision of the final draft materials.

Related to the draft content, the students seemed already understood the explanation about language function, grammar, and vocabulary focus. Most of the students could finish all activities well without any problem. From the table 15, the mean of the lecturer's response toward the draft in try out 2 is 92.37%. It is categorized into excellent. The design, objective, organization, language and content, skill, topic, method, and procedure are in excellent category.

Table 15 The Lecturer's Response to Try Out 3

Aspects	Lecturer's Response	Mean
Design	93%	
Objective	100%	
Organization	93%	
Language Content	93%	92.37%
Language Skill	80%	
Topic	100%	
Method	90%	
Procedure	90%	

The students also appreciated the modul positively as shown in the following table 16.

Table 16 Students' Response to Try Out 3

Aspects	Students' Response	Mean
Design	96.55%	
Objective	96.78%	
Organization	87.59%	
Language Content	95.86%	92%
Language Skill	84.14%	
Topic	91.38%	
Method	94.48%	
Procedure	90.00%	

As the students evaluated the draft during the instructional implementation, all aspects are categorized into excellent as well. In the reflection, a Focus Group Discussion (FGD) was conducted in the end of the try out 1 to get some criticisms and suggestions from all parties to the draft being implemented. In the FGD, the researcher invited an English lecturer, and three students to give suggestions to the draft module. The following is the quotation of the lecturer's statement about the draft material.

> Oh yeah ... in general the material is pretty good, then the suggestion is that the location of the content in activity 1 on the first page should be presented after the conversation is done, then there are comments on what are the phrases and responses from the conversations that have been read or if it could be at the same page. It would make the materials easier for students to do the exercises. That's all, in general everything is good.

Meanwhile, the students said that the material was good and interesting because the dialogue conversation in chapter 1 was appropriate with their midwifery program. They learned what they need. It helped them to practice some conversation as the real situation in midwifery job.

> I think the draft module helps us in learning English. The material is also included in our needs as midwifery students because it relates to health. (Student 1)

> In my opinion, all the material is quite interesting and fun. There are many examples of dialogue about midwifery that we have never been able to provide for additional learning.(Student 2)

It was also strengthened by the result of FGD in try out 2 revealed that the students felt activity 3c was confusing. The following is the quotation of the student's statement while conducting FGD about the draft material.

> In my opinion, in Chapter 2 there are a lot of pictures that makes the activities are very interesting and it is in accordance with the midwifery program. Then there are also introductions about the types of drugs as well, it is very suitable with midwifery material. Only the activity in part 3c that made me confuse. It is because I did not familiar with the

> name of the drugs based on the pictures. I think, it is better if there is keywords name of the drugs and we match with the pictures. (Student 3)

The result of the FGD, the quality of the input was good enough and the materials were appropriate with the topic, syllabus, and curriculum. However, the lecturer said that the listening material was very good enough which came from native speaker.

> "In my opinion, the listening is already good and not too difficult, it is just a practical use of the listening audio that need to repeat it several times to get used to it. So in my opinion there is no need for a revision that is too drastic. Maybe you want to replace it like anything if you speak natively, the results will be the same. For the native size, the speaking has been slowed down, if you want to slow it down again, maybe it will end up talking so confused.(Lecturer)

The lecturer's reflection revealed that the second and third tryout have been well delivered, even though the first tryout could not run well as expectation. The lecturer stated that there is an adaptation before the lecturer and the students engaged with the draft materials in the first tryout using online learning. The lecturer also report that teaching and learning using Project-based Learning needs more scaffolding during online learning to make the students understand the projects inside the draft module. The lecturer narrated:

> I think the second and third try out have been well delivered, even though my teaching may not exceed expectation. However, the Project-based Learning may need more scaffolding, which can be challenging if it is delivered online. The planning stage, if it is going to be following SFL-based project making, needs extra amount of time to scaffold students in their critical text construction. As a consequence, I need to improve my teaching strategy to gear students meta linguistic awareness in constructing midwifery conversation or multimodal text construction.

From the lecturer's statement while using and practicing the draft material in online class above, can be concluded that she needs extra effort to make the students understand the materials and do the project in each chapter during online learning. However, the draft module is designed using Project-based Learning that include several instructions to do the project clearly. Those instructions help the lecturer during the scaffolding process and make the materials is delivered well. The lecturer narrated:

> This is sure quite challenging for me, but also exciting at the same time. Considering students' excitement, I think executing project-based approach to teach English in midwifery context is an ideal step to make sure the content, language, and critical thinking-based learning is delivered in a non-threatening and fun manner.

All participants expressed in their reflections that learning using English for midwifery module was useful as it allowed them the time for studying the topics relate their midwifery program anytime and anywhere this helped minimize feelings of anxiety.

They also considered it fun and creative activities, different from face-to-face classroom. Regarding students' experiences, they had both positive and negative experiences, while learning general English in the classroom. The students reported that they had positive experience learning English using the draft module through virtual learning. Most of students enjoyed their online learning process. For example, Lila (pseudonym) said:

> I could familiar with the materials since learning at the first meeting. It was simple and easy than the English materials before which talking about English grammar. We could also discuss every materials learned by casual chatting and put much attention on the important discussions. I had learned a lot from online discussion. I could see how my classmates organized their dialogue conversation about pregnancy consultation. This topic inspired me so much as a future midwife.

Further Nina (pseudonym) wrote:

> Learning English using Project-based through virtual made my learning activities fun and interesting. Through online discussion I could follow the instruction from the project in each chapter that is being learned. This learning process helped me built my confidence of speaking that I felt uneasy in the face-to-face classroom. I was very happy the way my lecturer encouraged me and my friends to contribute to online discussion and practice the conversation.

The two students' reflections indicate that learning English using draft English for midwifery module through virtual learning were positive for them because the topic materials are familiar with their study program. Students' voices here reveal that flexibility, agency, engagement, confidence, skill-set, and the ability to collaborate using Project-based learning through online discussion are the important point that the students experienced during their English learning in midwifery context.

Even though the participants felt that learning English using the draft module was useful and attractive, they also described factors that made difficult and inconvenient. One of these involved frequent disturbances. Due to unstable internet connection, there was difficult to access the learning materials and students were difficult to join the online discussion. Tuti (pseudonym) said, "To me the frequent constraints in the learning teaching activity process are the problem of unstable internet connection. Especially when the weather in the area is slightly dark, it will certainly affect the good quality of a signal in the area and cause uncertainty to access the learning materials". Regarding this, Lawrence and Tar (2018) reported that teachers in using technology are frustrated when the Internet is slow and inaccessible; when clicking on a link, it needs a very long

time to open it and when the page is open, it is not useful anymore. She added "I think the quality of learning process become ineffective because sometimes there is a distance between students and lecturer that make a passive learning. I got a boring time when I should learn online all day. I cannot face to face meet my friends and my lecturer as usual in the classroom. Yanti (pseudonym) added that

> Online class sometimes is not effective because during the project of role-play I cannot engage with my partner due to the limited time and unstable internet connection. And I can't stop loving face-to-face classroom. Personally, I miss the time to learn face to face in the classroom and I hope we can be back to normal situation soon.

The summary of reflection from the lecturer and students about the implementation of the draft module of English for midwifery revealed that both lecturer and students are enjoying using the module and practice the materials using Project-based Learning. There were several practical difficulties when conducting the materials in virtual class due to the internet connection issues. However, all the parties stated that the daft module is feasible to be used in the midwifery classroom.

Conclusion & recommendation

This research comes with some points. (1) Lecturer's role; materials developed collaboratively by the researchers can support and assist the lecturer to teach English and improve her role as facilitator, motivator, and manager in the class. By using Project-based Learning approach that is applied inside the material, the activity in the class becomes more interesting and varied. The lecturer can be a facilitator who gives the students opportunities to be actively involved in every activity in the class. (2) Students' motivation; "Basic English Skills for Midwifery Practice" was designed based on the students' need and skill program and therefore the topic is something related to their world. It can attract students' attention. The material they learned was appropriate with their study program because it relates to their midwifery program and thus they will have more interest in learning English because they know that it is important for their future job. The strong motivation of learning can improve the students' achievement. (3) Students' ESP learning may benefit them in making meaning skills to prepare them to be a critical and reflective midwife. This midwifery-specific vocabulary building and project making can gear midwife students' English skills particularly those that are related with written and spoken communication, as well as enrich students'

attentiveness in listening and reading midwifery-specific articles. (4) The use of learning material; by using "Basic English Skills for Midwifery Practice", the situation and condition of the class will be interesting. The activities are designed in interesting way which varied projects. To widen the scholarly discussion, there needs more studies which design and develop English for midwifery module and how it is implemented within diverse cultures.

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Conflict of Interest

There is no conflict of interest reported.

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