

THE IMPLEMENTATION OF PROBLEM SOLVING STRATEGY TO THE MIDWIFERY STUDENTS IN AKADEMI KEBIDANAN PANCA BAKTI

Problem Solving Strategy; ESP

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Abstract - *ESL students always encounter the issue of solving complicated problems in learning English. Various problem may occur during the learning process including speaking, listening, writing and reading. The most complicated issues are often faced by the students who learn English for the specific purpose for instance English for law, English for tourism, English for business or English for medical purpose. The problems may dealing with types of expression, vocabularies, standard and formal structures that will be used most of all in a specific field. This purpose of this study was to implement the problem solution strategy in the medical field especially for midwifery students in Akademi Kebidanan Panca Bakti Pontianak. The midwifery students were trained to be able to solve the problems regarding with the health issues. This study constitute an attempt to identify the common problems and how to solve by using problem solution strategy. The most common issues found were dealing with terminologies and the risk signs during pregnancy. The result showed that by using problem solution strategy, students were successful in solving the health problems. They were able elaborate the way how to deal with the health sign during pregnancy for instance the risk sign dealing with weighing the mother, the risk sign if a mother has a high fever, the risk sign if a mother has a high blood pressure, the risk sign if a mother has an abnormal pulse rate and the risk sign if a mother grows fast or slowly. By understanding how to solve the problems, the midwifery students will be more professional.*

Keywords: *Problem Solving Strategy, ESP, Midwifery students*

I. INTRODUCTION

ESP (English for Specific Purposes) is a term used for teaching English to learners whose first language is not English but they need it for a particular job, activity and purpose. It designed to need the specific needs of the learners. English for Specific Purposes (ESP) belongs to learner-centered approach to teaching English as an additional language, which focuses on developing communicative competence in a specific discipline such as academics, medical, agrology, business, IT, teaching, and engineering. English also plays an important role in medical area. Teaching medical (doctors, murse, midwifery, etc) is different to teaching standard English for example a dentist needs to use different language when dealing with a patient than a physiotherapist or an oncologist. There are different medical environment and a large part

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of medical English including the use of medical terms, the specific syllabus and lesson plan in the process of teaching and learning. Therefore, it is important for the educators to prepare the best approach in maintaining the process of teaching and learning effectively. In addition, the materials, syllabus and lesson plan given must be fit with the need of the learners as well. Midwifery is also one of the branch in medical area. English is offered in Midwifery Study Program with the consideration that the students' proficiency in this skill had a great effect on their academic and professional success. By profession, midwifery students were required to possess good command of English.

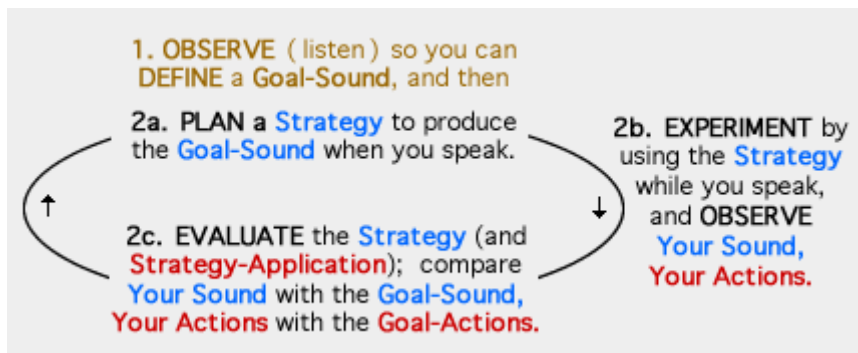
Besides, the strategy is also need to be considered in teaching English for Specific Purposes especially in medical field. The teacher must select the best strategy in order to support the teaching and learning process. Teaching strategies refer to the structure, system, methods, techniques, procedures and processes that a teacher uses during instruction. These are strategies the teacher employs to assist student learning. One of the strategy used in teaching is problem solving. The problem is a new situation which the individuals encountered and where ready methods or instruments to solve it did not exist. Since the problem is a new encountered situation, it is different than an "exercise" or a "question". Solving the problem is a situation requiring the analysis and planning of the learned information. Therefore, the problem solving requires high order thinking skill which means the students are able to solve the certain case. There are some researches regarding with the strategies and approaches that are used in teaching Midwifery field. A recent study has conducted by Hidayati (2018) about target and learning needs in English for midwifery students. The results demonstrated that students wanted to be able to communicate English fluently. Also, they wanted to understand various English texts related to their midwifery field. The result also showed that most students were at the beginner level indicating that they were just able to understand simple sentences and expressions used in a daily life. Next, Jeviza (2018) has designed English materials using task based approach for midwifery students. Task based approach is chosen because this approach provide some tasks which ask the students to complete the tasks and focus on using authentic language for speaking skill and reading skill. Moreover, there are so many publications deal with about problem solving strategy. Caliscan (2008) has investigated the

effect of problem solving strategies instruction on attitude towards physics course in an introductory physics course at university level. Results of the study indicate that strategy instruction was effective to increase students' attitude towards physics course. Sygili (2017) has investigated how well certain students in high school solve non-routine problem. Result showed that each student employed at least three problem solving strategies. Hu et all (2016) has conducted a study on the application of creative problem solving teaching to statistic teaching. The result reveal that creative problem solving teaching would affect attitude toward learning, creative problem solving teaching would influence learning achievements, attitude toward learning show significantly positive effects in learning achievements, and attitudes toward learning present notably positive effects on learning gain in learning achievements. In addition, the recent study by Tambunan (2019) analyzed the effectiveness of the problem solving strategy and the scientific approach to students mathematical capabilities in higher order thinking skill. The results showed that learning through problem solving strategy was more effective than the scientific approach to students' mathematical abilities in communication, creativity, problem solving, and mathematical reasoning.

Regarding with the problem solving, the term of problem solving is important to point out. Problem-Solving is an important skill student must have when they start life after graduation (Krulik and Rudnick; 1996). It is among the skills that are aimed to be developed as of basic education years. Verbal problems are one of the areas that contribute to the development of this skill at the highest level. When solving these problems, students not only make use of their existing mathematical knowledge but they also develop them (Wyndhamn and Saljö, 1997). Problem-Solving process is explained as a complex process that requires many skills to be used together. The elements of this process are understanding the problem, choosing the necessary information among the given choices, converting the obtained information into mathematical symbols and reaching the solution after performing the necessary operations. These elements do not follow a linear route (Olkun and Toluk, 2004. There are types of problems are observed: Routine (Ordinary) problems and non-routine problems (Altun; 1998). Routine problems may be solved with a formula, equation or

with a known method. Routine problems are the ones that help to establish a connection between mathematical knowledge and life (Xin, Lin, Zhang and Yan, 2007). Meanwhile, Non-routine problems are the ones whose results cannot be guessed in advance. They cannot be solved with a known method or formula. Analysis, synthesis, trial-error and creative enterprise are needed to solve them. In solving Non-routine problems, the thoughts and approaches used in solution process are more important rather than achieving the accurate answer (Mayer, Sims and Tajika, 1995). In other words, how the result is achieved is much more important (the strategies used, logical predictions about the result, etc.). Since non-routine problems require that one or two of Problem-Solving strategies are used, this is also beneficial in this aspect. For this reason, it helps to develop critical and creative thinking (Mabilangan, 2011). Several stages of problem solving methods, Polya (1973) state four stages, namely (1) understand the problem, (2) devise a plan, (3) carry out the plan, and (4) look back. The problem lies in understanding the problem. In order to show an understanding of the problem, we need to read the problem carefully. When we devise a plan (translate), we come up with a way to solve the problem. Setting up an equation, drawing a diagram, and making a chart are all ways that we can go about solving our problem. The next step, carry out the plan (solve), is big. This is where we solve the equation we came up with in our 'devise a plan' step. In problem solving it is good to look back (check and interpret). Basically, check to see if you used all the information and that the answer makes sense. Problem solving strategy can be carried out in many various skill or disciplines. Hite (2009) has conducted research entitled improving problem solving by improving reading skill. As a result of his research, he has found that he was able to help some individuals improve on their abilities to focus on and solve word problems by implementing reading strategies. Specifically, Craig (2011) developed the ideas of a problem solving strategy for improving pronunciation. The explanation is concluded in the following diagram;

Diagram 1 : verbal-and-visual representation of Design Method



Based on the diagram above, you choose an objective (to improve a particular sound), and they observing (listening) so you can define a Goal-Sound. After that, plan a strategy, use this strategy for an experiment to produce observations that you evaluate, which helps you plan again to begin the next round. A problem is an opportunity to make things better, in a situation where the way something is now does not match your goal for the way you want it to be. During a process of problem solving you convert the actual now-situation into your desired goal-situation.

Based on the previous explanation, English is also given to the midwifery students especially in Akademi Kebidanan Panca Bakti Pontianak. The syllabus and the lesson plan are designed mostly to the problem solving case whereas the student must be able to solve the certain case for example what to do if a pregnant woman has a high blood pressure. The midwifery students must have good abilities in solving the problem because it will be automatically support their future career. They must be professional in handling the health problem of the pregnant women. It will be fatal if they do not know how to treat the patient. They must be trained regularly in order to be a professional midwife. Besides, they also found difficulties in defining medical terms and even how to pronounce the words. In this study, the researcher would like to state some research questions namely 1) How does the problem solving strategy used in improving the pronunciation of health terms. And 2) How does the problem solving strategy used to solve the risk sign of pregnancy?.

II. METHODS

This study was carried out using a qualitative research design. Qualitative data analysis lies in the processes of describing phenomena, classifying it, and seeing how the concepts interconnect (Dey, 2012). The analysis of qualitative data can have several aims. According to Flick (2014), the first aim may be to describe a phenomenon in some or greater detail. The phenomenon can be the subjective experiences of a specific or group. The second is to identify the conditions on which such differences are based. This means to look for explanations for such differences. Third aim may be to develop a theory of phenomenon under study from the analysis of empirical materials.

The study took place at Midwifery faculty of Panca Bakti Pontianak where the researcher currently works as an English teacher. There are two classes namely A and B. One class of students consisting of 35. The second semester students of class A were involved as the participants. These students are given English material only for one semester and It is also given at the second semester only.

This study tried out the implementation of problem solving strategy. So, all the learning activities were directed toward this productive skill. Four time teaching were performed were the amount of time was around 90 minutes. The teacher gave the materials dealing with some problems during pregnancy for example how to solve the risk sign of hypertension. Then, the students find another risk signs and they need to solve the problem based on their capacities and also supported by printed relevant sources. They were free to choose their own problem dealing with pregnancy. The teacher acted as the facilitator to support the process. Principally, the process of teaching and learning were conducted based on the implementation of problem solving strategy.

Observation and semi-structured interviews were used as the means for data collection. Teaching and learning activities happening during this action research study were video-taped for detailed check. All activities were carefully observed and analyzed. Notes were made while observing or viewing the video for the purpose of accurate analysis then, interview questions which were developed by considering the aspects in learner-centered framework were also used to hear the voices of the participants concerning their teaching and learning experiences in using problem solving strategy. Five participants were carefully selected from around 25 students involved

in this study. To analyze the interview data, the transcripts were carefully checked and observed to search for common themes.

III. FINDINGS AND DISCUSSION

Problem and Solution Strategy in improving pronunciation of the health terms.

In learning English, most of ESL students face the difficulty. The difficulties may be in form of lexical, speaking, reading and writing abilities. The midwife students were also has the same problems. There are some materials given by the students but most materials were done smoothly during the process. Speaking is one of the challenge skill that they often faced during the process especially in pronouncing some difficult health terms. By doing observation and recording process, The writer then identify the most common error found which is the result were in terms of defining medical terms and how to pronounce them. There were so many medical terms used in the process of teaching and learning. Those medical terms are related to the field of study. The table below shows some terms used by them that are need to be highlighted

No.	Terminology	Meaning
1.	Admission	The process by which a person gains entry into a maternity ward
2.	Cervix	The narrow, lower end of the uterus that softens and opens during labour to allow the baby to come out.
3.	Breech	when the baby is positioned inside the uterus with its bottom or feet down, instead of its head
4.	Contraction	During pregnancy and labor the womb will sometimes squeeze up and become hard
5.	Baby blues	Mild depression that follows childbirth; usually the result of hormonal swings

6.	The bag of water breaks	When a healthcare practitioner bursts the sac holding the amniotic fluid using an instrument with a pointy tip. Often used to speed up a labour that has slowed
7.	Haemorrhage	Excessive bleeding
8.	Morning sickness	Nausea, vomiting and aversions to certain foods and smells that affect most pregnant women to some degree. Morning sickness can occur at any time of day, usually begins at four to eight weeks gestation and generally subsides by week 16 of the pregnancy
9.	Vacuum cap or ventous	A suction cap that is sometimes used during birth to help to pull the baby out of the birth canal
10.	Labour	The process a woman's body goes through when her baby is born

The problem faced by the students is that they didn't know what is the meaning of the health terms and how to pronounce it. Most of the relied on the dictionary to get the meaning and some tried to ask the teacher about the meaning and how to say it. To solve the problem, the writer used problem solution strategy. The teacher offered one example of a problem solving task and below outline the lesson structure on which divided into the following steps;

a) Step 1 — Define the Goal-Sounds: The teacher gave listening activity practice.

The students listened to the news entitled *signs that labor is near*. Then they observed the sounds of native speakers by listening carefully, so they develop a clear-and-accurate memory for each sound when it's pronounced properly. After that the teacher asked the students to write on the medical terms found and tried to imitate it. During the process of step 1, the students needed time to think about what has been said by the speaker in the recording. To overcome this, the teacher repeated the recording many times until the get the overall ideas and also the teacher monitoring the process of writing the medical terms.

b) Step 2 — Experiment, and observe-evaluate-adjust: There are some terms given but in this second step, the students chose a sound or term that they want to im-

prove. In an effort to produce, they tried a variety of Speaking Strategies by imitating the teacher and also they looked up the way how to pronounce it on the dictionary or video lesson. The teacher gave them time to practice and still the activity was monitored by the teacher. In this step, the students felt excited because they were free to use their own strategy in pronouncing the terms. They repeated the words many times and memorize it.

- c) Step 3 — Transfer the sound quality into conversation: After they learned how to pronounce. The teacher asked the students to practice using these sounds in speaking situations that become more complex and realistic. The teacher divided them into some group. They made a dialog of certain problem in pregnancy by using the terms given. After that, they acted out it in front of their friends. The result showed that they were more professional in understanding and pronounce the terms. Besides they also felt confidence to present their dialog in front of the class.

At the end of the meeting, the teacher also gave feedback. The ideas are also proposed and supported by Ruspult (2011) stated when you learn a foreign language, one goal is to pronounce each sound properly, the way most native speakers say it. Focus on one sound for a while, then shift your attention to another, until all of the sounds have been improved. In most two-person conversations, asking for feedback is appropriate.

The Problem Solution Strategy in handling the risk signs during pregnancy.

Midwifery students are assigned to be professional in their career. The profession of midwife is not a common profession. It requires good skill because it is related to human body. Lyon (2017) stated that midwives provide vital, often life-saving support to women and babies during delivery. Therefore, they must be good at their skill. There are so many risk signs that will be faced by the mother during pregnancy. In this section, the writer only discuss some cases and how the students solve the problem using problem solution strategy.

- An unscaffolded problem is tackled individually by students. Students are given about 20 minutes to tackle the problem without help, and their initial attempts are collected in by the teacher

- Teachers assess a sample of the work The teacher reviews the sample and identifies the main issues that need addressing in the lesson. We describe the common issues that arise and suggest questions for the teacher to use to move students' thinking forward
- Groups work on the problem. The teacher asks students to work together, sharing their initial ideas and attempt to arrive at a joint, group solution that they can present on a poster. The pre-prepared strategic questions are posed to students that seem to be struggling.
- Students share different approaches Students visit each other's posters and groups explain their approach. Alternatively a few group solutions may be displayed and discussed. This may help for example, to begin discussions on the assumptions made, and so on.

The writer elaborates the information by giving the topic and the sample works. Not all of the topics are used in the discussion. The topics were selected based on the observation during the process of teaching and learning. To support the information, the sample works and tables are stated as well.

Topic 1: Weighing the mother

The teacher arranged the students in a group of 4/5. Before the main activity began, the students were given pre-exercise related to the mother's body check up in the prenatal checkup. The students listened to the reading to the recording. Then, they put the tick to the point related to the mother's body checkup for example there is an information of weighing the mother in the script so they put the tick on the word weighing the mother. During the process, the teacher gave the feedback especially on terms and pronunciation used. Before the next activity, the teacher explained about the healthy sign. After that, the teacher distributed the worksheet of scenario on issues dealing with weighing the mother of what to do if they find the risk sign. The teacher was also assisted the students and invited to present their finding in the class. Finally, the teacher gave feedback. The sample of the scenario is as follows;

Table 1
Weighing the mother

Healthy sign	Risk signs
<p>Mother slowly and steadily gains 9 to 18 kilograms during pregnancy. This is the same as $\frac{1}{4}$ to $\frac{1}{2}$ kilogram per week or 1 to 2 kilograms each month. Most of the weight is gained in the second half of pregnancy.</p>	<ul style="list-style-type: none"> • Mother is very thin or does not gain at least 9 kilograms during pregnancy. • Mother is very fat or gains more than 19 kilograms during pregnancy • Mother gain weight suddenly – more than 1.4 kilograms in one week or $3\frac{1}{2}$ kilograms in one month, especially in the last two month of pregnancy

During the process, the result showed that their discussion came up to the following suggestions. The overall group were easily identify the solution because they had prior experience and knowledge about it. They found the information from the books also especially medical books. From the teacher’s feedback, they did the correction of grammar as well. Therefore, the following answer is used to sum up

Sample work

What to do if you find the risk sign dealing with weighing the mother:

- Mother is very thin or does not gain enough weight

If the mother is very thin or does not gain enough weight, try to figure out what may be causing the problem. Ask the mother about her diet, nausea and vomiting, signs of parasites, drug use or AIDS. If none of these things seem to be causing the problem, get medical advice.

- Mother is very fat or gains to much weight

Extremely fat women may have problem in childbirth. The problems are;

- The mother may feel weak and gave less energy
- The mother may have diabetes

- The midwife may have trouble in finding the position of the baby, the size of the womb and the baby's heartbeat
- The mother may have trouble pushing the baby out
- The baby may get very big and be hard to deliver.
- Mother gains weight suddenly
If a mother gains weight suddenly near the end of her pregnancy, it may be the sign of twins or pre-eclampsia

Topic 2: Taking the mother's temperature

For the second topic, the teacher used the group work of 4/5. First of all, the teacher gave the students text asked the some questions to discuss in the group. The questions example is what is the normal temperature. The students had so many different answer and then to make sure about the answer the teachers gave feedback by showing them video clip that show the high temperature and all the consequences. As usual, after that, the teacher distributed the worksheet on which contain of the t scenario and the question what to do if they find the risk sign. The following table showed the second scene;

Table 2
Taking the mother's temperature

Healthy sign	Risk signs
Temperature is 37 degree centigrade (C) or 98.8 degree Fahrenheit (F). Woman feels cool	Temperature is above 37.2 degree centigrade (C) or 99 degree Fahrenheit (F). Woman feel hot to touch

In this topic, the students were easily to solve the problem because they have got the information from the teacher's explanation and the video give. The students did the sharing activities in their group. During the process, the teacher assisted them by circulating to each group. Some of the group sometimes asked about the meaning of the words in English. Their solution is that;

Sample work

A high fever (38 degree Centigrade or 100.4 degree Fahrenheit) need to be treated to bring it down. Give the woman paracetamol 500mg every 4 hours, and have her drink a lot of fluid. If the fever does not come down in 8 hours, get medical help.

To end the meeting, the teacher gave the feedback in terms of their grammar.

Topic 3: Taking the mother's pulse

In the third topic, the teacher still use group work of 4/5 but consist of the different person. the first activity is that the students were elaborated the standard operating procedure of how to do something for instance how to take a blood pressure, how to take temperature and how to take the mother's pulse. The explanation about procedural text was given especially in terms on how to take the mother's pulse. The next activity is that the students were assigned to solve the problem of how if the mother's pulse beats fast. The scenario of the risk sign was distributed to them. The scenario question is what to do if the mother's pulse is 1000 beats per minute.

Table 3
Taking the mother's pulse

Healthy sign	Risk signs
Pulse is about 60 – 80 beats per minute when the mother is resting	Pulse is 1000 beats per minute or more when the mother is resting

Based on the result, the students felt confused what to do because they did not has experience on measuring the mother's pulse. To overcome the problem, the students were given chance to ask the teacher and to find related source dealing with it. The teacher kept monitoring the process of discussion. After the big discussion, they finally get the solution. And the solution is described as;

Sample work

If the mother's pulse is 100 beats per minute or more, she may have one or more of the problems such as tension, heavy bleeding, anemia, infection of fever thyroid

problems, heart trouble drug use (for example cocaine, diet pills, heroin, or morphine)

At the end of the meeting, the students felt excited and happy because they know how to solve the problem if they find the risk to her patient later. Some of the group that the problem solution activities help them to solve the certain health problem especially in the pre natal checkup.

Topic 4: Taking the blood pressure

This topic became the most wanted topic to learn by the students. It is because the students were familiar with the discussion. The process was mostly the same as the previous ones. They had to do this activity in group in order to solve the problem easily because by working in group, the goal will be achieved well. It also supported by Chappel (2014) highlighted about the pedagogic functions of group work including build interpersonal relations between students, develop and extend knowledge of the topic, develop oral fluency, emphasis language form and function. By having a group work, they work together to solve the main issues in health problem. There were 6 groups of all on which consists 4/5 in each group. The meeting began with the reading comprehension text entitled blood pressure. During the activity, they were given several questions related to the text. The questions are: 1) Why is it so important to take patient's blood pressure regularly, 2) What is blood pressure, 3) What is the normal blood pressure. The students answered the questions based on what they have read from the text. The main activity is solving the problem with the scenario as follows;

Table 4
Taking the blood pressure

Healthy sign	Risk signs
Blood pressure stays between 90/80 and 140/90 and does not go up much during pregnancy.	<ul style="list-style-type: none">• The top number is over 140, or goes up 30 or more points during pregnancy• The bottom number is over 90, or goes up 15 or more point during pregnancy.

The process on how they solve the problem was done smoothly and well arranged. Solution of the problem of what to do if they find a risk signs dealing with the high blood pressure of the mother was discussed deeply. They elaborated so many solutions on the problem. Here is one of them;

Sample work

If the mother has high blood pressure the first time you take it, have her lie on her left side. Talk to her in a friendly way to help her relax (feeling tense can cause high blood pressure to go up). In 10 – 30 minutes, take her blood pressure again

- If the blood pressure goes down to a normal level, things are probably OK
- If the blood pressure does not go down, there may be a problem. To find out, take her blood pressure at least 3 times in the next week.
- If the the top of the blood pressure is over 160, or if the bottom number is over 100. Get medical help

At the end of the meeting, the feedback was given to make check their understanding toward the discussion of the topic.

Topic 5: Measuring the mother's womb

The last topic is measuring the mother's womb. This prenatal checkup was also became the interesting topic for the students. This is also one the important aspect that must be considered during pregnancy. To begin the activity, the teacher asked the students to translate the text. The text is entitled measuring the mother's womb. In the text, there is the discussion of healthy signs. Then to gain their deep understanding, they had to answer questions including 1) how big does a womb usually grow each month?, 2) When you measure the womb, what are three things that this will tell you, 3) Where is the top of the womb at 5 month? 4) Where is the top of the womb in the weeks right before birth?. The answered was checked together. The problem on which assigned here is what to do if the midwife measuring correctly but she do not find the top of the womb where she expect it. The table showed the detail scenario;

Table 5

Measuring the mother's womb

Healthy signs	Risk signs
<ul style="list-style-type: none">• The top of the womb matches the due date the first time you check.• Womb grows about 2 finger width a month	<ul style="list-style-type: none">• The top of the womb does not match the due date the first time you check.• Womb grows more or less than 2 finger widths a month

From the discussion, the students also found difficulties in elaborating the ideas dealing with this health problem. Even they had problem in translating the text. Many of them got confused with the unfamiliar words given related to the text because the text is long. They spent much time on translating the text into good Indonesians. Some of them was also stated that the topic is rather difficult. To make the process become more effective, the teacher kept assisting students by circulating in each group to monitor the process of translation. The teacher used text because this is not an easy topic therefore they need a reliable source to support their prior knowledge. The process of translation is also beneficial in gaining deep understanding. After having a discussion, the teacher gave feedback for the students to revise the wrong information that they have translated and answered. Moreover, the solution on what to do if you find the risk sign in measuring the mother's womb. It was illustrated below;

Sample work

If you are measuring correctly and you do not find the top of the womb where you expect it, it could mean 3 different things:

- 1) The due date you got by counting from the last monthly period is wrong
 - This is usually because the woman is not sure of the date of her last monthly period
 - Sometimes a woman misses her period without being pregnant, then gets pregnant later.
 - Sometimes a woman still gets some monthly bleeding after she is pregnant
- 2) The womb grows fast
 - The mother may have twins

- The mother may have too much water in the womb
- The mother may have a tumor. Sometimes a woman gets pregnant, but a tumor grows instead. There is no baby inside. This is called a molar pregnancy

3) The womb grows too slowly

- The mother may have high blood pressure
- The mother may have a poor diet
- The mother may be drinking, smoking or using drugs
- The mother may have too little water in the womb
- The baby may be dead

To conclude, the process of teaching and learning at this topic was done smoothly. Most of the students could identify the problem and made the possible solutions to overcome certain health issues in the prenatal checkup or before birth. Students' motivation in learning on problem and solution is improved. They stated that problem and solution strategy can make them more confidence in learning English.

This study reported findings on the implementation of problem-solving strategy in teaching and learning process in AKBID Panca Bakti. The literatures are added to support the arguments as well. The findings and discussions will be divided into some aspects including a brief discussion on the process of teaching and learning in Akademi Kebidanan Panca Bakti, Problem and Solution Strategy in improving pronunciation of the health terms and The Problem Solution Strategy in handling the risk signs during pregnancy. The topic and sample works will be given to support the information.

Before begin with the detail explanations of the main discussion, the writer elaborates on the process of teaching and learning activities in AKBID Panca Bakti to gainfully an understanding of the whole process. The process of teaching and learning English in AKBID Panca Bakti was slightly different than in the common regular classes especially in terms of materials and teaching strategy. Firstly, dealing with materials, the syllabus and lesson plans have already prepared by the institution meanwhile the book was prepared by the lecture. The book used is entitled English for Midwife. Then, The competence that must be achieved by the students are verb tenses (The simple tense, the progressive tense the perfect tense and the progressive

tense), function of structure (verb pattern, adverb, adjective expression of quantity, vocabulary all in health terms (word fo together, multi-word verb), reading comprehension (skimming the text to obtain the gist, scanning text to locate specific information, identifying stages of an argument development idea, identifying examples presented in support of an argument), Writing skill all are in health terms (write correct an appropriate sentences, report writing, letter writing, translation), listening skill (listening for specific information, obtaining gist what is being said, following directions, following instructions, recognition of functions of structures, speaking and conversation skill is all in health terms (intonation patterns, questions and answer, practice conversation and speech, translation), and overcoming health problem issues occur during pregnancy. The materials including the lesson plan and syllabus belong to the essential parts that must be considered and prepared well to support the process of teaching and learning effectively. All materials are designed based on learners' learning needs. "Students particularly more sophisticated adults and teenagers need to feel that the materials from which they are learning have to be connected with the real world and at the same time they must be related positively to the aspects of their inner makeup such as age, level of education, social attitudes, the intellectual ability and level of emotional maturity." (Cunningsworth, A., 2010). The usage of materials to help the learners to learn easily and well is one of the most important basements of teaching and learning activities and processes. Because providing a natural learning environment motivates the students well and helps them to take part in the learning, teaching and experiencing processes. The materials which are given to them must be based on the real condition which also enables them to think critically. Besides, A key feature of effective teaching is the selection of instructional materials that meet the needs of students and fit the constraints of the teaching and learning environment (Moore et al, 1997). By selecting the appropriate materials, the students will be able to use and apply it in the real context. Midwife students in Akademi Panca Bakti must be trained to have a good skill in handling the health problem of the patients. They have to build a good communication process also to make them more professional. They were trained with all the four skills during the semester. The process started from February up to April 2019.

Secondly, in the instructional process in teaching, the teacher mostly used collaborative learning activities. This is chosen because the ability to use English by most of the students are low. They are passive. The collaborative learning used were in the form of having a dialogue and group work, for instance the students were asked to make a dialogue about pre-natal check such as weighing the mother, arranged admission, taking the mother's temperature, pulse and blood pressure. According to proponents of collaborative learning, the fact that students are actively exchanging, debating and negotiating ideas within their groups increases students' interest in learning. Importantly, by engaging in discussion and taking responsibility for their learning, students are encouraged to become critical thinkers (Totten, Sills, Digby & Russ, 1990). Many researchers have reported that students working in small groups tend to learn more about what is being taught. Moreover, they retain the information longer and also appear more satisfied with their classes. Having group work will increase the students' interest in learning because they can share information and most important thing is that they work together to solve the problem. During the process, the students were asked to present the dialogue in front of their friends. The result showed that most of the students still got the problem of choosing the appropriate words to describe health problems. To overcome it, The teacher gave feedback and monitoring the activities. Next, translation was also used in the process. Kroulek (2016) stated that translation spreads ideas and information. It allows ideas and information to spread across cultures, it can overcome language barriers and transcend international boundaries. Most of the students come from different backgrounds of culture sometimes they need to figure out things based on their culture first. The translation process helps them to understand the context especially the medical context. The process of Translation in AKBID Panca Bakti was dealt with the medical texts for example signs that labor is near, feeling the mother's belly, listening to where the baby's heartbeat is strongest, and measuring the mother's womb. The teacher asked the students to translate the text from English to Indonesian so that they will have knowledge not only in terms of vocabulary used but also how to handle certain cases during pregnancy. For the translation process, the students still had difficulty in translation the certain terms and how to describe in Bahasa. But overall, the results of the translation was acceptable and understandable.

IV. CONCLUSION

Teaching ESP (English for specific purpose) requires a good skill. It is more complicated rather than teaching general English. The most important difference lies in the learners and their purpose for learning English. ESP students are usually adult who are already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular related function. The designed syllabus and lesson plan must be fit with the students' needs. There are some fields regarding as ESP including business English, tourism English or medical English.

Midwifery students in Akademi Kebinaan Pancabakti is also belongs to ESP students. They learn English specifically to support their future career. The syllabus and lesson plan used mostly about how to deal with the health problems. Therefore, they need a problem solution strategy to handle the health issues. The problem solution strategy has a benefit in learning English. It made the midwifery students improve the ability in English especially in terms of health terms and risk signs. They work together in group to identify and solve the problems, they also use so many sources to support the information. The students felt satisfy during the process of teaching and learning. They knew not only to solve the problems but also to express the certain case found during the pregnancy.

This study will give the guidance for the teacher or lecture who teach ESP especially for midwifery students. To add their knowledge on how to deal with health issues. This study will also help the medical students to be more professional in their future career. Besides, it is suggested for the next researcher to conduct the same research in the different point of view.

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