

Textbooks

SPEAKING ENGLISH for **MIDWIFERY**

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INTRODUCTION

It is anticipated that Indonesian society as a whole, taking into account all facets of life, will advance and establish a distinct identity. Given that health is one of the most significant aspects of human life, the health industry is not exempt from this development goal. Health care is a crucial area to focus on in order to ensure the development of a healthy human being. Even when the infant is still in its mother's womb, it needs health care. Preparing children who are healthy to grow and develop in a healthy manner, will eventually make them qualified human resources; it is the goal of health care from pregnancy, birth, and the postnatal period.

The Indonesian government continues to be obsessed with providing adequate maternal and pediatric care, despite the fact that the majority of its citizens reside in rural areas and have inadequate access to healthcare. The majority of maternity and child health care in these rural areas is provided using outdated methods, which has a negative impact on infant growth, maternal health risks, and infant mortality rates. Traditional birth attendants in this region, who lack formal knowledge in mother and child health, are typically tasked with providing medical care. They learn skills that are passed down from generation to generation with the help of experience helping with births and caring for babies.

Birth and baby care cannot be deemed to be of high quality given the conventional birth attendants' insufficient understanding. In addition to educating and training current traditional birth attendants, the government also coordinates midwifery education under the direction of the Ministry of Health in an effort to enhance health care for women and children.

Midwifery education is aimed to produce midwives who will be in charge of assisting with birth processes and maternal and child health care. According to

WHO (World Health Organization) and IFGO (International Federation of Gynecologists and Obstetricians), midwives are people who have received midwifery education and obtain permission from the state to practice midwifery.

One of the demands for a professional or prospective midwife is that she must always develop knowledge to anticipate developments, especially in the health sphere and have global-scale insights, bearing in mind that the work environment in the health sector is already oriented towards international cooperation.

Since the flow of information and the management of institutions provide health services for global standards, the health representatives are consequently required to have the ability to adapt to the managerial climate as it has been mentioned above. Thus, all health personnel, including midwives, are required to have adequate skills in their field and ability to adapt to a work environment that leads to global standardization; thus, the ability to communicate in English is unavoidable for them.

ACKNOWLEDGEMENTS

Alhamdulillah and all praise be to Allah SWT for His mercy and grace, so that the authors can complete the textbook entitled "Speaking English for Midwifery". We also do not forget to say Salawat and greetings; hopefully they will always be poured out on the Great Prophet Muhammad SAW, and thanks to him, we will come out of the realm of darkness into a bright realm.

The authors express many thanks to those who have supported and assisted us in the writing of this textbook, starting from the writing process to the publishing one, namely parents, comrades in arms, and many more that we cannot mention one by one. We realize that this textbook is far from being perfect. Therefore, we request that the readers provide criticism and suggestions for the work of this textbook so that we can continue to improve the quality of the book.

Finally, we write this textbook with the hope that readers can find out information about "Speaking English for Midwifery" that can be useful for society in a broad sense. Thank You.

Padangsidempuan, July 28, 2023

Team of Authors

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CHAPTER I

WHY ENGLISH SKILLS NEEDED IN MIDWIFERY

A. BACKGROUND

The study of midwifery includes certain requirements for English proficiency. After completing their studies, students will typically work in a medical setting, such as a hospital, health center, or in independent midwifery practice. Students who wish to continue their education can do so by using their English language skills to read materials that are primarily written in English.

Because of this, graduates of the midwifery program will need specific English skills for both their future employment and higher education. The authors conducted interviews with English lecturers and students to learn more about the English language proficiency requirements for midwifery education programs. According to the interview with the English lecturer, students must also be proficient in English skills. They should be able to grasp language skills including grammar, midwifery vocabulary, and pronunciation, as well as communication skills like speaking, listening, reading, and writing (see Appendix 6 for the transcript of the lecturer's interview).

B. SPEAKING SKILL

Students should develop their speaking abilities. Speaking exercises in a midwifery curriculum should be actual speaking practice. The exercises should include: acting out a model dialogue or monologue, creating and then acting out a dialogue, talking about and expressing opinions on a topic related to midwifery, presenting the results of the discussion, and interviewing friends about the subjects under discussion.

Before learning English for midwifery, the students stated that their primary goal was to be able to understand and use simple words and expressions. Their basic communication abilities will help them in class on a regular basis. Based on the aforementioned interview, it is evident that midwifery students require fundamental English for

everyday communication, as well as specific English for midwifery, in the form of everyday expressions and sentences.

C. LISTENING SKILL

One English skill that students of midwifery must master is listening comprehension. The lecturer should select the best learning resources for the class when teaching listening comprehension. recognizing the content of the aural text related to the midwifery context, recognizing the detail information of the aural text, identifying the meaning and pronunciation, and identifying specific expressions of the aural text which are all the examples of the content of listening materials. Students' other language abilities will be supported by their ability to comprehend aural texts.

The students then expressed their desire to comprehend what was being stated in the lecturer's audio so that they could learn the material and use it in their daily lives. The expressions may be stated by native speakers in the form of simple sentences or expressions. Based on the aforementioned interview, it can be inferred that in order to support their other English skills, particularly speaking ability, they need to train their ears, particularly in mastering simple expressions and sentences uttered by native speakers through audio in listening comprehension class.

D. READING SKILL

Students studying to become midwives must have a solid foundation in reading. Since there is a lot of knowledge to discover in the field of health, especially midwifery, reading is a good way to learn new things. Reading a text can also help you find the answers to your queries. reading a text involves assembling disjointed paragraphs, analyzing meaning in relation to context, and summarizing the text's material.

The reading text in the textbook, according to the students, is acceptable since it always relates to what they require, which is always related to learning material for midwives. According to the

midwifery students, the textbook they studied was already appropriate for their needs, based on the aforementioned interview. corresponding to the in-depth knowledge they acquire from a textbook that they can study to develop their reading comprehension abilities.

E. WRITING SKILL

Students studying to become midwives, of course, must also be proficient in a number of fundamental English language abilities, including writing. Writing in English is more difficult than it appears when you are simply spilling the contents of your head onto paper. Prioritize the following writing exercises in English: stringing together random words into coherent sentences; writing a text based on images, tables, diagrams, or graphics; writing a text identical to the model text provided using proper grammar and sentence structures; correcting incorrect sentence structures, spellings, and punctuation; writing a text conclusion; and filling in the blanks with your own words.

In addition, writing activities for midwifery students can be found in their textbooks, such as how to write a recipe. people educate themselves in English in the hopes of working overseas in the future. The aforementioned information can be used to draw the conclusion that regular exercise and an understanding of English writing fundamentals are necessary for good writing that is not sloppy.

F. GRAMMAR SKILL

The second topic that midwifery students should learn more about is grammar. In order to make an article in English more logically arranged and understandable, grammar is a process that must be followed. Grammar exercises, recognizing and fixing incorrect sentence structures, filling in the blanks in the text based on context, memorization of sentence structure/grammar patterns, and composing sentences based on the provided pattern are all necessary to improve comprehension of grammar.

The grammar they were studying was not very specific or frequent, therefore the content offered in their textbook was quite basic English grammar, according to the students' responses regarding their comprehension of grammar. Do the exercises in their textbook so that, despite the fact that there will always be challenges in each lesson, they are more or less grasped enough to produce crisp and organised writing.

G. MIDWIFERY VOCAB

The ability to retain vocabulary that is suitable to the conversation's context is a skill that is equally important for prospective midwives because it will help them communicate effectively. Determining new vocabulary from a text and finding its meaning in a dictionary, classifying new vocabulary on a table then finding the meaning based on context, and searching for synonyms or antonyms of words are some activities that need to be done to add vocabulary.

Then, despite the fact that there are hundreds of words in the dictionary at first glance, midwifery students claim that remembering phrases like "medical terms," "names of health equipment," "medicines," and so forth is more crucial and should be prioritized. From the aforementioned interview, it can be inferred that learning new vocabulary through imagery, connecting it to an understanding, memorizing new vocabulary, and comparing it to other words with the same meaning or vice versa are all effective methods. more emphasis on the medical vocabulary that midwifery students need.

H. PRONUNCIATION

Because it differs significantly from texts written in Indonesian, pronunciation is yet another aspect of English that is crucial for producing good and correct pronunciation. Pronunciation in English should always be taken into account and practiced to ensure that you can communicate effectively with others who also understand and speak the language. For this reason, it is crucial to engage in activities

like: reading aloud while looking up the pronunciation in a dictionary; pronouncing each sentence accurately, paying attention to the teacher's tone and stress; listening to and repeating what they say.

Then, when English classes start, midwifery students reportedly frequently interact with their peers, frequently listen to native speakers speak through audio in class, or seek them out and then use earphones to listen to them in order to improve good and correct pronunciation, so that when communicating is not stuttering and can run well. It can be inferred from the interview above that listening to recordings of native English speakers speaking will help you pronounce words in English more accurately and well. The simplest method is to repeat what you hear the professor say again after you've understood how to pronounce it.

CHAPTER II

LEARNING ABOUT VERB – ADVERB & NOUN ADJECTIVE

A. CONTENT VERB – ADVERB & NOUN ADJECTIVE

Noun is a word used to name people, things, animals, places, and abstract concepts. Nouns have variations such as:

1. Countable nouns

These nouns are nouns that can be counted, whereas uncountable nouns cannot be counted.

2. Noun clause

Noun clause is a dependent clause that functions as a noun. The clause begins with a question word (5w+1h), if/whether, or that.

Meanwhile, adjective is a word used to describe a noun which can be a person, place, animal, object or abstract concept. Verb is a word that functions to show the action of the subject and shows events or conditions. Auxiliary verbs are verbs that appear before the main verb in a sentence to modify the meaning of the main verb. Unlike the main verb, the auxiliary verb does not have a meaning of its own. They consist of primary auxiliary verbs (be, do, have) and modal auxiliary verbs (can, could, may, might, will, would, shall, should, must, ought to).

There are several kinds of Verb consisting of:

1. Infinitive, the root word of a verb.

In English, when we talk about infinitives, we are usually referring to the most common present infinitive. However, there are actually four other forms of the infinitive: perfect infinitive, perfect continuous infinitive, continuous infinitive, and passive infinitive.

2. Subjunctive

This Verb is a form of the verb to express needs, suggestions, hopes, or suppositions that are different from reality.

3. Causative verb

This verb is a verb that is used to show if the subject is not directly responsible for the action that occurs, but someone or something else that performs the action.

4. Gerund

This is a verb (verb) added ing (verb + ing) and functions as a noun (noun). The gerund is almost the same as the form in the present participle/V-ing. The difference from present participle is that it is a noun while present participle is an adjective.

5. Adverb

Adverb is a word that functions to describe a verb, adjective, or other adverb.

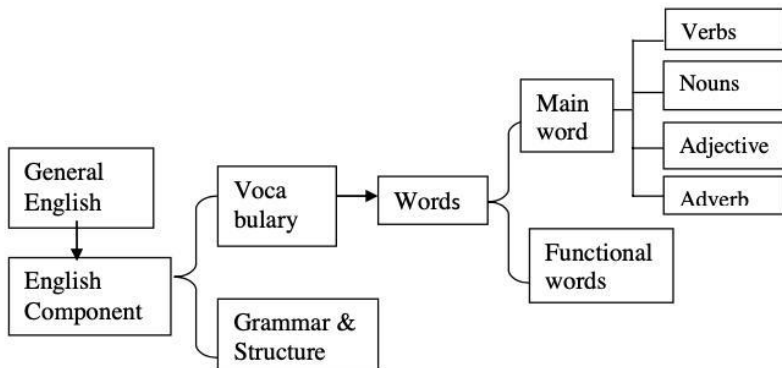


Figure 1. Verbs – Adverbs & Noun Adjective

B. PRACTICE

Please answer the questions about Verb – Adverb & Noun Adjective.

1. It's time to push yourself past your comfort level. What is It's in the sentence?
2. This morning, he truly did something foolish. What is foolish in the sentence?
3. Wait here until he returns. What is until in the sentence?

4. In my kitchen, how many knives do I truly need? What is knives in the sentence?
5. She suddenly decided against selling her home. What is suddenly in the sentence?

CHAPTER III

LEARNING CONJUNCTION - INTERJECTION - COMPARASION & PRONOUN - PREPOSITION

A. CONTENT CONJUNCTION - INTERJECTION - COMPARASION & PRONOUN - PREPOSITION

The words used to substitute nouns, which can be things, people, animals, places, or abstract concepts, are called pronouns. The two types of pronouns are those used as subjects and those used as objects.

What about preposition? A preposition is a word that connects a noun, pronoun, or noun phrase to other words by being placed in front of it. The conjunctions are words employed in phrases that serve as a link between clauses or sections of sentences, whether they take the shape of arguments (opinions) or happenings (events). There are a many types of conjunctions.

1. Coordinating conjunctions

These conjunctions are linking words that link related sentences; in English, these sentences are known as compound sentences.

2. Subordinating conjunctions are connecting words that connect multilevel sentences,; these sentences in English are called complex sentences.

Degrees of Comparison, namely the level of comparison. In Indonesian, degrees of comparison use prepositions or word affixes that mean levels (ordinary, more, and most). There are 3 types of comparisons:

1. Positive (ordinary level)

In this pattern, there is no change in the addition of certain words or letters as in ordinary sentences that use adjectives. The pattern of the sentence: S + to be + as adjective as

2. Comparative (level of comparison)

This pattern functions to compare one thing to another. Well, in this pattern there is an addition to the adjective. These additions are in the form of *more* or *-er*.

The sentence pattern is: S + to be + more/-er + adjective + than + O

3. Superlative (highest degree)

This pattern is intended for sentences that have the most meaning. In this pattern, the adjective is prefixed or the most/-est suffix.

Sentence pattern: S + to be + the most/-est + noun phrase

So, Interjection is a word that is spoken either in the form of a phrase or a sound that is expressed suddenly or with strong feelings.

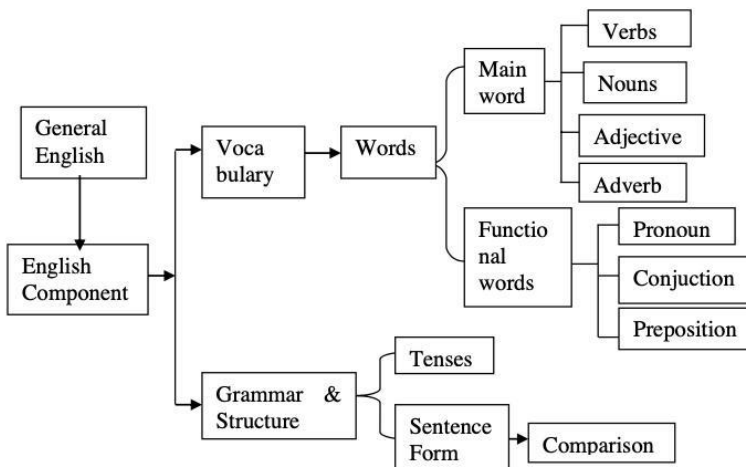


Figure 2. CONJUNCTION – INTERJECTION – COMPARASION & PRONOUN – PREPOSITION

B. PRACTICE

Please fill in the blank to finish the sentence

1. Which is _____ lead or iron?
 - a. heavy
 - b. heavier
 - c. heaviest
 - d. most Heavy
 - e. more Heavy
2. John _____ Paul made The Beatles

- a. and
 - b. or
 - c. but
 - d. of
 - e. so
3. Today's concert isn't as _____ as yesterday
- a. good
 - b. goodly
 - c. goodest
 - d. goodie
 - e. the good
4. Who is the _____, The Beatles or Rolling Stones
- a. better
 - b. best
 - c. good
 - d. luck
 - e. ugly

CHAPTER IV

LEARNING PAST & PRESENT TENSE

A. LEARNING PAST & PRESENT TENSE

The first tense we will learn is Simple Present Tense. The simple present tense is used to describe everyday actions, universal truths, and future actions that have already become commonplace. Everyday, often, frequently, infrequently, never, occasionally, typically, once a week, once a month, once a year, etc. are common time adverbs employed. Format for Simple Present Tense is:

(+) S + V1 (s / es) + O

We eat chicken

(-) S + do / does not + V1 + O

We do not eat chicken

(?) Do / Does + S + V1 + O or S + V1 (s / es) + O

Does she eat chicken? Or Who eats chicken?

(?) S + do / does not + V1 + O

Who don't eat chicken

The second tense is the present continuous tense. This tense is used to indicate both ongoing activities and activities that are being done at the time of speaking. The most often used adverb of time is currently. So, the format for Present Continuous Tense is:

(+) S + to be + V1(ing) + O

We are eating rice.

(-) S + to be1 + not + V1(ing) + O

We are not eating rice.

(?) To be1 + S + V1(ing) + O?

Are we eating rice?

The Simple Past Tense is used to express activities that occurred in the past and ended in the past as well as a clear description of the time. Descriptions of time that are usually used are yesterday (yesterday), last week (last week), last... (... ago), two days ago (two days ago). The format for this tense is:

(+)S+V2+O

They went to mall yesterday.

(-) S + did + not + V1+ O

They did not go to the mall yesterday.

(?) Did + S + V1+ O?

Did they go?

The next tense is Past Continuous Tense. This tense form used to indicate that an action occurred at a specific point in the past (past). This phrase denotes that the action took place before (began before), continued during (was in process during), and maybe continued after (continued after) other earlier actions. The past continuous tense is used to convey that an action began, proceeded, and concluded in the past; to show that one action occurred first and was ongoing when the second action occurred. Usually used in conjunction with simple past tenses to demonstrate the simultaneity of two actions. Two different

past continuous tenses are frequently used in a same statement. So, the format for this tense is

(+) S + be (was/were) + V1(ing) + ...

She was eating

(-) S + be (was/were) + not + V1(ing) + ...

She was not eating

(?) Be (was/were) + S + V1(ing) + ...?

Was she eating?

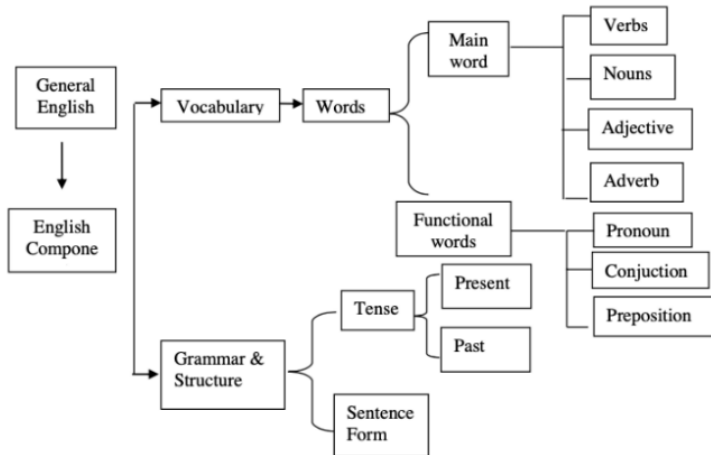


Figure 3. PAST & PRESENT TENSE

B. PRACTICE

Please fill in the blank the correct answer.

1. Dr. John and Dr. George _____ a black hair
 - a. has
 - b. have

- c. had
 - d. have not
 - e. has not
2. She was on duty when you _____ her
- a. called
 - b. was called
 - c. were called
 - d. were calling
 - e. were called
3. She _____ taking a nap when you rang the bell
- a. when
 - b. is
 - c. was
 - d. had
 - e. have
 - f. were
4. They _____ tall and big
- a. was
 - b. were
 - c. are
 - d. am
 - e. have
5. She _____ very helpful and patient
- a. is being
 - b. was
 - c. were
 - d. are
 - e. have

CHAPTER V

LEARNING PERFECT TENSE & FUTURE TENSE

A. LEARNING PERFECT TENSE

The first perfect tense that we will learn is the present perfect tense. This tense is used to express activities that have occurred in the past and the time is not clear, expressing activities that have been done repeatedly. So the format for this tense is

(+) S + have/has + V3 + O

She has begun the training.

(-) S + have/has + not + V3+ O

She has not begun the training.

(?) Have/Has + S + V3+ O? Have

we begun the training?

The present perfect continuous tense is used to express activities that have occurred in the past and are continuing until the present time. Adverbs of time that are usually used are for (during), since (since), all morning (all morning), all day (all day), and all week (a full week). The format for this tense is

(+) S + have/has + been + V1(ing) + O

She has been telling them.

(-) S + have/has + not + been + V1(ing) + O

She has not been telling them.

(?) Have/Has + S + been + V1(ing) + O?

Has she been telling them?

Past perfect tense is a tense that describes an event that occurred before a specific time in the past and was completed before other events that occurred in the past as well. This tense consists of a combination of the perfect (before a specific time in the past) and the past (past) time frame. The form for this tense is

(+)S + Had + V3

We had eaten

(-) S + had + not + V3

We had not eaten

(?) Had + S + V3?

Had we eaten?

The function of the past perfect continuous tense is to tell an action that has taken place and was taking place in the past up to a certain point in time in the past, used in type III conditional sentences and indirect sentences (reported / indirect speech).

Have got and have can be used as verbs (words English work) to show ownership (for showing possession), stating a relationship (for stating a relationship), describing someone or something (for describing someone/something), their physique or character, saying that they have to do something.

Have got is usually used in the present tense, not in the future or past tense, while have can be used for all tenses. Used to is used to express activities or activities that were usually carried out in the past which are no longer carried out in the present. The form for this tense is

Used to is always followed by to infinitive

(+) S + used + to infinitive (-) Subject + did not + use + to infinitive (?) Did + subject + use + to infinitive?

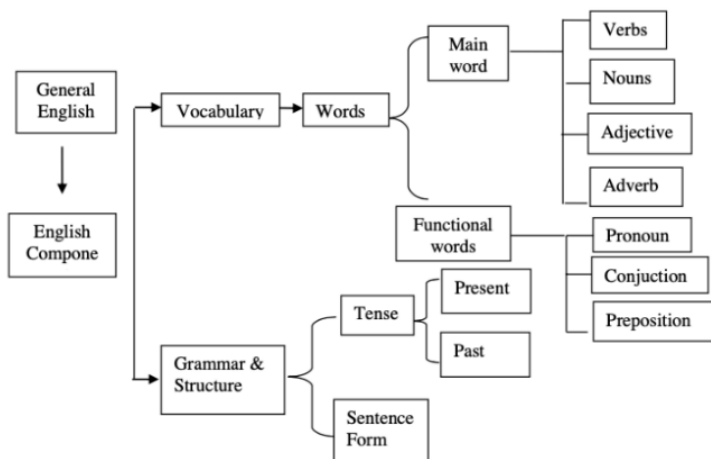


Figure 4. PERFECT TENSE

B. LEARNING FUTURE TENSE

There are several points where we apply the use of the future tense. In general, future tense sentences are used to describe activities or events that will occur or will be carried out. The future tense sentence, among others, is also used when we make promises or predictions. The use of the future tense varies, namely there are future tense sentences that use the auxiliary verb will and future tense sentences that use the auxiliary verb going to. The form for this tense is

S + will + V1

S + be + going to + V1

C. PRACTICE

Please fill in the blank with correct answer

1. He _____ offered her a three times salary of her last paycheck, but she is not interested
 - a. is
 - b. are
 - c. have
 - d. has not
 - e. have not
2. They _____ poverty since their company went bankrupt
 - a. has living
 - b. had living
 - c. have living
 - d. has been living
 - e. have been living
3. She was sad since you _____ her
 - a. has been contacting
 - b. have been contacting
 - c. has not been contacting
 - d. had been not contacting
 - e. had not been contacting

CHAPTER VI

AUXILIARY VERB

A. LEARNING AUXILIARY VERB

Auxiliary verbs are words that are placed before the main verb to modify the meaning of the verb. This word is used to express willingness, ability, necessity or possibility. This form for auxiliary verb is:

(+) S + auxiliary verb + V1

(-) S + auxiliary verb + not + V1 (?) Modal auxiliary verb + S + V1?

(?) Modal auxiliary verb + S + V1?

There are the types of auxiliary verb:

1. Can & Could

Can and could are words that describe ability. Could is used to indicate capacity (ability) in the past (past), which is the difference. Both words can be used as modal verbs. They might also be employed to request authorization before taking action. Example:

- Can I borrow your money?
- You can do that
- No, I can't eat that food
- You could finish your study 3 years ago
- Could you lend me a car?

2. May & Might

You can indicate potential in the present and future with the verbs may and might. To convey potential outcomes in the past, the auxiliary verbs may and might can be introduced. The distinction is that whereas might is used

for a circumstance that has been proven, may is used to state a hypothetical situation that has not been confirmed. In cases where the modal verb is more formal than can, may can be used to request permission (permission). As for might, which is more formal than the modal verb could when used to request permission (permission). Might is more tentative (uncertain) than may in terms of events. Examples:

- He may go to the gym today
- You may forget about that incident
- May I go to the store now?
- If I finish my homework, might I play video games?

3. Will & Would

Will to express willingness (will). Will can be expressed in conditional sentence type 1 or invitation. Would can also be used to express willingness, but is more polite. Apart from expressing willingness, will and would can also be used to discuss possibilities or make predictions. Just would can be combined with auxiliary have and past participle (verb-3) to form conditional sentence type 3. Would is to express the action you want to take in the past. Examples:

- I will travel to Japan tomorrow
- I will take 2 shift tomorrow night
- Would you like to see my car?
- If you had remembered, I would attend your party
- She will come tonight

4. Shall

Shall is solely used in the first person singular I and we to convey the simple future, unlike will. Shall [US English] is primarily used for formal, first-person queries. This modal verb can also be used to indicate a duty in a formal setting, such as at a meeting or in a legal document. This

modal verb can be used with both the second and third person in this context. Examples;

- We shall overcome it someday.
- Shall we pay him?
- The HR manager shall report the employee performance to Director.

5. Should

Should offer counsel (advice) or ideas (suggestions). Examples

- You should see the doctor if you're not feeling well
- You should meet her if you're interested

6. Must

Must is combined with not to express prohibition. In addition, this modal verb can also be used to express obligation or necessity. Examples

- You must not give up on her
- You must go to the hospital now

7. Ought to

Ought to is used to state what is right or proper.

Examples:

- I ought to go now
- We ought to select the best one to accompany us.

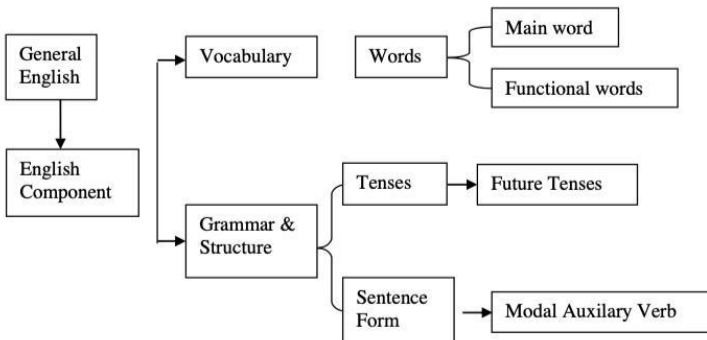


Figure 5. AUXILIARY VERB

B. PRACTICE

Please fill in the blank to complete the sentence

1. ____ you check my homework?
 - a. Could
 - b. Can
 - c. Shall
 - d. May
 - e. Will
2. If I ask you about your past job, _____ you answer it?
 - a. would
 - b. will
 - c. should
 - d. shall
 - e. could
 - f. may
3. You _____ pay your bill, sooner
 - a. should
 - b. can
 - c. could
 - d. will
 - e. would

CHAPTER VII

PASSIVE VOICE & CONDITIONAL WISH

A. LEARNING PASSIVE VOICE

Passive voice is a sentence form in which the subject of the sentence accepts the action, not performs the action. Unlike active voice which focuses on the party performing the action (doer of action), this form focuses more on the party or object that receives the result of an action (receiver of action). To form passive sentences, the following simple formula is usually used but must still be adjusted to the tense of the sentence. The form for passive voice is

Subject + to be (am/is/are) + past participle (pp)

Tenses	Form	Examples
Simple Tense	am/is/are + pp	Is tested
Present Continuous	Am/is/are being + pp	Is being tested
Simple Past	Was/were + pp	Was tested
Past Continuous	Was/were + being + pp	Was being tested
Present Perfect	Has/have + been + pp	Have been tested
Past Perfect	Had been + pp	Had been tested
Simple Future	Will be + pp	Will be tested
Future Continuous	Am/is/are + going to be + pp	Are going to be tested
Future Perfect	Will have been + pp	Will have been tested

Because it results in a sentence structure that is overly complex and challenging to understand, the usage of passive sentences with

perfect continuous tenses is typically uncommon. As a result, even if it is grammatically correct, this should be avoided. The following circumstances typically call for the passive voice:

When the doer is unknown	My wallet has been stolen
When the doer is obvious and no need to be mentioned	Wheat is grown in Karawang
When the doer is known but keep it secret	Mistakes were made
When the doer is people in general	MRT is used as an transportation public to avoid traffic jam
When the doer of the action has been mentioned in the previous sentence (if it is in a paragraph)	Ms. Julia caught Ben stealing money. So he was caught by police

In some conditions the use of passive voice, by- phrases (phrases declaring the perpetrators of the action) are not used for several reasons as written above. However, we can actually include the perpetrator if the information is very important or in conditions:

When there is new information (second sentence)	Arabica Gayo comes from the farmer from Aceh. It is produced by Coffee Roastery from Aceh
When you know the clear name of the perpetrator or the perpetrator of the action is a famous person.	Catcher of the Rye written by J.D. Salinger
When the identity of the perpetrator is very surprising or not taken into account.	It is hard to believe that Lionel Messi joined to Inter Miami

The word get can also be used in the passive voice to replace to be (am/is/are). Usually the passive voice with the word get is used in informal conversations. Just like when using to be (am/is/are), the

form of get used must also be adjusted to the tense of the sentence.
The form is

Subject + to be + past participle (pp)

Tenses	Form	Examples
Simple Tense	Get/gets + pp	I get tested
Present Continuous	Am/is/are getting + pp	Is getting tested
Simple Past	Got + pp	Got tested
Past Continuous	Was/were + getting + pp	Was getting tested
Present Perfect	Has/have + gotten + pp	Have gotten tested
Past Perfect	Had gotten + pp	Had gotten tested
Simple Future	Will get + pp	Will get tested
Future Continuous	Am/is/are + going to get + pp	Are going to get tested
Future Perfect	Will have gotten + pp	Will have gotten tested

B. LEARNING CONDITIONAL WISH

Because it results in a sentence structure that is overly complex and challenging to understand, the usage of passive sentences with perfect continuous tenses is typically uncommon. As a result, even if it is grammatically correct, this should be avoided. The following circumstances typically call for the passive voice. Examples are:

- If I work hard, I will have a promotion .
- If I had a lot of money, I would buy a house.
- If I were you, I would work in that big 4 company.
- We would have got the ticket, if we had come earlier.

The structure of the if sentence consists of two parts. Specifically, the main clause (major clause) and the child clause (in the form of an if clause). For examples in the sentence, if I had a lot of money, I would buy a house. The first sentence is if clause, and the second sentence is main clause.

The primary and supporting clauses in the conditional sentence can be arranged differently or placed in a different order. There is no need for a comma (,) to separate the main sentence from the subordinate clause when the main clause is in the first position. A comma (,) is used as a separator when the clause (if clause) is in the first position. Example:

- I would have been admitted to state university if I had received a good mark on the national exam.
- I intended to enroll at a state university. If only I had performed well on the national exam.

The conditional sentence is divided into three, the first is Substitute sentence type 1 (type 1), is used to express or presuppose something that has not happened at the present time and has the possibility to happen in the near future. Sentences of this kind explain to express a pattern of cause and effect.

If + S + V1 (Simple Present Tense) + S + will + V1 (Simple Present tense)

If + S + (be) present + adjective/noun + S + will be + adjective/noun

Type 2 suppositional sentences are used to explain things that are unrealistic at the moment or that are impossible to occur. These kinds of sentences are frequently employed to convey an illusion. The reality is that what was expected to happen at this time did not.

If + S + V1/past future tenses + S + would + V1/simple past tense

If + S + were an adjective or noun, S + would be that.

If I were you, I would apply for that scholarship (fact : I am not you). Were is used by both singular and plural subjects. However, there are times when the form was used in the subject (I, he, she, it) when used in informal conversation), for example: If I was you. I would accept his invitation.

A statement that assumes something that has happened or hasn't happened in the past is referred to as a substitute sentence type 3 (type 3). Typically, this kind of statement is used to express regret. This suppositional sentence states the fact that the presumption never occurred in the past.

If + S + had + V3/past perfects + S + would have +
V3/past perfect

If + S + had been + adjective/noun + S + would have been +
adjective/noun

Examples : I would have performed well on the TOEIC test if I had studied English (Fact: I did not. I therefore received a low TOEIC score.).

Supposition sentences can also use progressive or continuous forms if they really describe the process that is happening.

Conditional Sentence	Fact
If I were working in America, I would be living together with my family.	I am not working in America and I am not living together with my family.
If it were not raining right now, I would go to fancy dinner.	It is raining right now, so I will not go the fancy dinner.
If I had been working in Germany last year. I would have been living together with my family.	I was not working in Germany. I was not living together with my family.

If it has not been raining, I would have gone to play basketball.	It was raining yesterday, so I did not go to play basketball.
---	---

Conditional sentences can express events or suppositions that happened at different times. For example, an if clause (clause) expresses an event in the past (past), while the main clause expresses an event that is now (present).

Conditional Sentence	Fact
If I had prepared for studying several hours ago, I would not be confuse right now.	I did not prepare for study several hours ago so i am confuse right now.

If there is the use of were, had (past perfect), and should sometimes there is an omission of if. Examples: Were I you, I would attend the state university entrance test. Were I you is If I were you. A conditional sentence can be identified by a certain language pattern. Sometimes the If clause is implied in a phrase without being stated directly. For illustration, I would have attended your party but I had to attend my sister's wedding reception.

When the if statement is used specifically, the following example follows: If I hadn't had to go to my boss party, I would have attended your party. In the context of want and hope, "I wish to" might signify "I want to." It will, however, sound more official and uncommon.

Example:

- I wish to make a espresso and piccolo.
- I wish to see the leader of this company.

'wish' can be used with nouns to express good wishes or good wishes'.

Example:

- We wish you a good luck for endeavor future
- I wish you all the best in your job.

However, when you want to express good wishes using verbs, you must use 'hope' and not 'wish'. Example:

- We hope you have the best of luck in your new job.

- I hope you have a safe trip this weekend.

Main use of “wish” to say that want things that are different from what you get now, that there are regrets about the current situation.

Example:

- I wish I got rich.
- She wishes she lived in England.
- We wish we'd chosen a good job.

In the case of using “will” where “will” denotes desire, we use “would”.

Example :

- He will not help him. He wished he would help him.
- They are making too much noise. They wish they would be quiet.
- You keep bothering me. I wish you would not do that.

When "will" means a future event, we cannot use "wish" and must use "hope". Example :

- There is an examination tomorrow. I hope some buses will still be running.
- I hope everything will be ok in my new life in college.

In formal English, we use subjunctive form "were" and not "was" after "wish". Example:

- I wish I were richer.
- I wish it were weekend today.
- I wish the choice was easier.

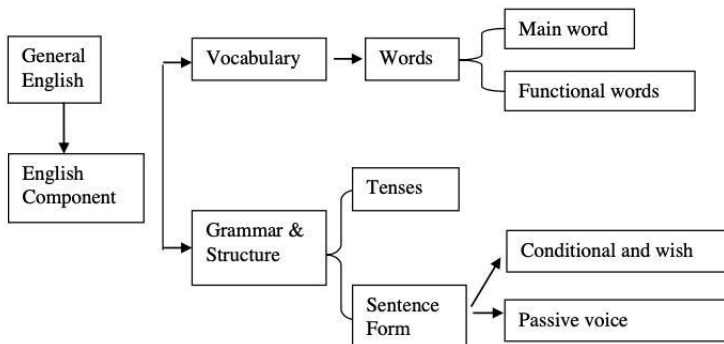


Figure 6. PASSIVE VOICE & CONDITIONAL WISH

C. PRACTICE

Please fill in the blank to complete the sentence:

1. He would have called me if _____
 - a. he had a lot of time
 - b. he has a lot of time
 - c. He has had a lot of time
 - d. He have had a lot of time
 - e. He had had a lot of time
2. If I read a book, _____
 - a. I get a lot of references
 - b. I will get a lot of references
 - c. I would a lot of references
 - d. I have a lot of references
 - e. I was a lot of references
3. If I were you, _____
 - a. I attend the wedding
 - b. I attended the wedding
 - c. I would attend the wedding
 - d. I will attend the wedding
 - e. I would have attend the wedding

CHAPTER VIII

QUESTION TAG & DIRECT INDIRECT CLAUSE

A. LEARNING QUESTION TAG

Question tags are used for information or to check the correctness of information. The following are provisions for creating a question tag:

- a. If the sentence is positive, then the question tag is negative. Example:
 - John is genius, isn't he?
 - Paul and George are recording a new song, aren't they?Note: If the question tag is negative, then not must be abbreviated. For example: isn't he? isn't he?
- b. If the sentence is a prohibition or command, use will you for the question tag. Example:
 - Don't make noise, will you?
 - Don't make me upset, will you?
- c. If the sentence is negative, then the question tag is positive. Example:
 - John is not genius, is she?
 - Paul and George are not recording a new song are they?
- d. If the sentence uses a verb, then use do/does or did. Example:
 - Vincent buys Fabian a new guitar in London, doesn't he?
 - Johnny found the key on that desk, didn't he?
- e. If the subject is I am, then the question tag is aren't I. However, if the subject is I am not, then the question tag is am I. Example:
 - I'm not rude, am I?
 - I am genius, aren't I?
- f. If the sentence uses modals, then use them modals for the question tag. Especially for modals have to, use the auxiliary word do for the question tag. Example:

- Fabian will be coming back soon, won't he?
 - John can't drive a bike, can he?
 - They have to make a new song now, don't they?
- g. If the subject is somebody, everyone, someone, everybody, no one and nobody, then use they in the question tag.
Example:
- Everyone went to the restaurant, didn't they?
 - Someone brought the guitar to my studio last night, didn't they?
- h. If the sentence contains a word with a negative meaning, for example nobody, hardly no one, rarely nothing, seldom, barely then use a positive question tag. Example:
- No one knows about my report, do they?
 - He never seems to care about me, does he?
- i. If the subject is something, everything, and nothing, then use it in the question tag. Example:
- Something is missing, isn't it?
 - Everything should be ready now, shouldn't it?
- j. If the sentence starts with let's, then question the tag is shall we. Example:
- Let's forget it, shall we?
 - Let's draw the memories, shall we?

B. LEARNING DIRECT INDIRECT CLAUSE

Direct and Indirect clause better known as direct speech and indirect speech used when someone wants to tell what is one person has said to another. Direct and indirect speech, which we also know in other terms, namely reported speech. Direct speech is a sentence that is spoken directly by the speaker and written in quotation marks. Meanwhile, indirect speech is a sentence that spoken indirectly by the speaker without given a comma.

1. How to change direct sentences to indirect
 - There are 3 ways to change direct sentences into indirect ones, namely:
 - a. Command/prohibition sentences.

To change a direct sentence to an indirect one in a command/prohibition sentence, you need to add the word *to* before the sentence being reported, for example:

Direct Sentence	Prohibited sentence
She asked me, "Open the door."	She asked me, "Don't open the door!"
Indirect speech: She asked me to open the door.	Indirect speech: She asked me not to open the door.

b. Statement

The conjunction used before the quoted text converts direct statements into indirect ones in declarative sentences. For instance:

Direct Sentence	Indirect
She told me, "I will go to London, next month."	She told me that she would go to London, next month.

c. Questions.

What, who, when, why, and soon are employed as connecting words between the introductory sentence and the quoted sentence to transform direct sentences into indirect sentences in question words, like in the following example:

Direct Sentence	Indirect
John asked me, "What do you do?"	John asked me what do I do.

He says, "I am on the way"	He says that he is on the way
Present Perfect	Present Perfect
He said, "The program has worked very well."	He said that the program has worked very well
Future	Future
He complaints, " The sound will not be strong enough	He complaints that The sound will not be strong enough

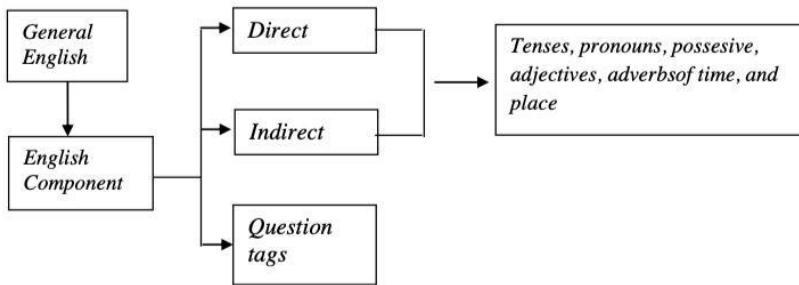


Figure 7. QUESTION TAG & DIRECT INDIRECT

C. PRACTICE

Please fill in the blank to complete the sentence

1. Do you wanna know, _____
 - a. what is this thing?
 - b. what the thing is?
 - c. what this thing?
 - d. what it is?
 - e. what is it?
2. I'll find out _____
 - a. where does she lived
 - b. where she live

- c. where does she live
 - d. where is she
 - e. where she lives
3. She was waiting a train, _____?
- a. was it
 - b. was she
 - c. was he
 - d. is it
 - e. is she

CHAPTER IX

TEXT ANALYSIS AND TRANSLATION TECHNIQUES

A. COMPREHENSION OF TRANSLATION

The process of interpreting the meaning of a text from its original language in order to create an equivalent text in the target language that conveys the same idea is known as translation or language switching. The transmission of messages using equivalent text from the source language to the target language is referred to as translation, according to Oxford. Translation didn't occur until writing (literature) did, although interpretation probably came first. The epic tale of Gilgamesh was translated into West Asian languages approximately 2000 BC, making it one of the earliest translations ever discovered.

A translator or language interpreter is someone who interprets. When translating, translators must take into account a number of restrictions, such as context, grammar rules, writing norms, and idioms, in addition to other aspects of the two languages. There is always a chance that a translator will unintentionally introduce idioms and fashion from the source language into the target language. On the other side, the introduction of foreign idioms and language styles can improve the target language by introducing new terms. In this way, translators play a crucial role in the establishment and development of languages.

The industrial revolution in the middle of the 18th century increased the need for business activity documentation, which led to the formalization of the field and the establishment of specialized schools and professional groups. Translation has historically been a task completed manually by humans. Since the 1940s, engineers have started to create translation automation technology (also known as "machine translation") or technology that aids human translators (also known as "computer assisted translation").

The primary misunderstanding concerning translation may be the idea that there is a straightforward "word-for-word" correspondence between two languages, which then results in the

assumption that translation is frequently an easy and mechanical procedure. In actuality, the historical variances between the two languages frequently result in disparities in expression between the two, making perfect message translation between the two languages unachievable.

B. TRANSLATION STYLE

Depending on the perspective taken, different translations are available. Jakobson classifies translation into three categories based on the linguistic aspect, including:

1. Translation from one vocal language to another inside the same language is known as intralingual translation.
2. Interlingual translation is the process of converting spoken words between two different languages.
3. The process of converting language from verbal to nonverbal is known as intersemiotic translation.

Brislin, however, divides translation into four categories when looking at it from the perspective of aim, including:

1. The method of language translation that stresses the accuracy of communications or information is known as pragmatic translation (pragmatic translation).
2. Aesthetic-poetic translation: a method of language transfer that gives the source language's aesthetic ideas, such as emotions, desires, and feelings, priority.
3. Ethnographic translation: a method of language transfer that gives the cultural context top priority.
4. Linguistic translation: a method of language transmission that gives the target language's syntax and meaning the highest priority.

C. PRACTICE

1. What does the term "translation" mean?
2. Jakobson separates translation into three categories based on linguistic factors, so?

3. What does intralingual translation mean?
4. What does pragmatic translation mean?
5. What does linguistic translation mean?

CHAPTER X

INTRODUCTION AND PROCEDURAL

A. DEFINITION OF INTRODUCTION AND PROCEDURAL

Introduction is a phrase or term that is used to introduce oneself or oneself in English. Examples of introductions or self-introduction phrases:

1. Introducing yourself

- My name is _____ (say your name)
- My full name is _____ (say your full name)
- My nick name is _____ (say your nickname)
- Hi, I am _____ (Say your name. You can say your full name or nickname)
- Hello, my name is _____ (say your name)
- Good afternoon, my name is _____ (say your name)

Responses:

- Hi, I am _____ (say your name). Glad to meet you
- Hello, my name is _____ (say your name). Please to meet you
- Good afternoon, I am _____ (say your name). How do you do

2. Introducing Others

- Hi, do you know _____ ? (say your friend name)
- Have you met _____? (say your friend name to introduce her/him)
- Hi, this is my friend, _____ (say your friend name)
- May I introduce my friend?

Responses:

- No, I don't think so
- No I haven't
- Hi, glad to meet you
- Hi, please to meet you
- I am glad to know you

B. PRACTICE

1. How do you define procedural?
2. What does the introduction mean?
3. Could you provide an example of an introduction?
4. Give an illustration of how to induce others.
5. Provide instances of your own responses?

CHAPTER XI

ENGLISH-LANGUAGE SCIENTIFIC ARTICLE & PRESENTATION WRITING

A. ENGLISH ROLE

The Republic of Indonesia has a unified language, namely Indonesian, while the position of foreign languages, for example English, is a foreign language. This is different from Malaysia, for example, English in Malaysia is a second language, so that the majority of the Malaysian population can use English for daily communication. Even though the position of English in Indonesia is as a foreign language, it has a very important role, including:

1. The language used for communication across nations of the world, for instance when going to different countries, is typically English.
2. As a means to study and follow the development of science and technology. As is known, that most of the books that contain about science and technology are written in English.
3. As a means for understanding and learning about international cultures.
4. As a means to add insight and perspective on world developments.

B. DEFINITION OF RESEARCH

The definition of "research" is where the word "research" originates. The words "research" and "search" both mean to search, and the word "re" is derived from these two words. According to Kamus Besar Bahasa Indonesia (1990: 751), "research" refers to a systematic, critical, and scientific inquiry of a topic with the goal of advancing knowledge and understanding, obtaining new information, or improving interpretation. According to this definition, research is a methodical, analytical, and scientific search for solutions to ignorance. As a result, during research, researchers look for solutions to problems from a specific field.

C. RESEARCH REQUIREMENTS

If a study or a piece of research satisfies certain criteria, it is considered scientific:

1. Being purposeful is having a distinct goal.
2. Exactitude: performed meticulously, exhaustively, and with a high degree of correctness.
3. Testability is the ability to test and study a set of hypotheses or conjectures using relevant information.
4. Replicability: If other researchers employ the same methodology, the study's findings will have the same conclusions.
5. Accuracy and assurance: can demonstrate accuracy and assurance that the researcher's estimate is accurate.
6. Objectivity: The information must be founded in reality or facts.
7. Generalization: Refers to the idea that the research's findings are valid and should be used broadly. The more broadly the research's findings are applied, the better.
8. Parsimony: is economical and straightforward, not overly involved in the writing, storyline, or execution of the task at hand.
9. Consistency: The information or expressions are consistently employed.
10. Coherency: There is a connection between one portion and another part that is mutually reinforcing.

D. ENGLISH USAGE IN RESEARCH ARTICLE AUTHORIZING

After conducting a research, a researcher writes a report outlining the goals of the study, the procedures followed, the findings, and the inferences drawn. Graphs and other statistics are typically included in the research report. Writing research articles serves the objective of informing readers about the details and outcomes of research that has been conducted by researchers. Title, abstract,

introduction, literature review, research methods, research results, discussion, and conclusions are the typical components of a research article. The following is detailed in further detail:

1. Title

The title should be short, informative, and can describe what is the research topic. The title has 2 (two) function, namely: the title must provide information to the reader about the research being conducted, and the title distinguishes between one research and another.

2. Abstract

Abstract or a summary, in other words. The study aims, rationale, methods, and results are included in an abstract, which is often prepared after the article is complete. Abstracts are not written in full but rather merely in the form of points. The goal of creating an abstract is to provide the reader with a concise summary of the article's contents. The following phrases can be used to express the research objectives. The aim (objective / purpose) of this research is to find out.....The word aim (objective/purpose) is used if there is only one (1) purpose, but if there is more than one research objective, then use: The aims (objectives / purposes) of this research are to find out....to describe.....and to analyze..... Reasons for conducting research. Avoid using abbreviations, formulas and jargon. Usually under the abstract are keywords (key words), namely the core (important) words contained in the article.

3. Introduction

The introduction contains the background, objectives, and limitations of the research, usually using the present tense. For examples Writing is regarded as one of the most challenging and complex language skills to learn. Writing requires interacting with others; we respond to and expand upon their ideas before

publishing our writing for others to read. The class or the teacher, is this the most frequent criticism of the reaching writing?

4. Literature Review

Sometimes a literature review is written in the introduction, or written separately. Writing a literature review in a research article usually uses Present Tense or Past Tense. The process of writing refers to everything a writer does, from the moment he or she starts thinking about what to write until the final copy is completed (Present tense). Or use the past tense, for example to quote a statement by an author/expert.

5. Research Method

Passive statements can be used to describe the study methodology, for instance: This study employs the qualitative method; see also, for instance: The investigation focused on higher education.

6. Research Result & Discussion

Without speculating as to how you came to these conclusions, the results chapter or section simply and impartially summarizes what you discovered. The discussion interprets the results' significance, places them in perspective, and justifies their importance. Results and conversation are sometimes integrated in qualitative research.

E. PRACTICE

1. What does research actually mean?
2. What does "replicability" mean?
3. What does the word consistency mean?
4. What does the word "parsimony" mean?
5. What does the word "generalization" mean?

CHAPTER XII

ASKING & FILLING REPORT IN MEDICAL

A. ASKING QUESTION TO PATIENT

Some questions that are often used in the daily life of midwives, such as:

1. Questions to find out the patient's condition, for examples
 - a. What is your problem ?
 - b. How are you?
 - c. What happen that you call me?
 - d. What is troubling you?
 - e. What is the matter with you?
 - f. What is wrong with you?
 - g. What is she complaining about?
2. The patient's expression or the way the patient answers about the health problems faced, for examples
 - a. I have + a body part + ache
I have a toothache or I have a stomachache
 - b. I have + a sore + a body part
I have a sore knee
 - c. I have/get + kind of physical problems I
get a flu or I have a bad cough
 - d. I experience + symptoms or problems
I experience hard to breathe or I experience low back pain
 - e. I suffer from + illness
I suffer from cancer
3. Some questions related to the pain undergone by the patient.
 - a. Current pain medication
Question : Did you take medicie for your low back pain?
How many do you take?
 - b. Where is the pain ?

Show me where the pain is ? (Instructions and point the area where the pain is)

- c. Describe the cause of pain, if known or ask a question;
Do you know the cause of your pain?
Why do you feel that?
- d. How to say a pain feel to the patient?
What is the pain feel like?
Is it aching or sharp?
- e. Frequency of pain
How often do you feel the pain in your (specific area)?

B. FILLING MEDICAL REPORT

When a new patient is admitted, the midwife must gather personal information to complete a medical report about the patient's condition. The following are some examples of the information required, especially for patients with obstetric cases:

1. Name
The question: What is your name, Sir/Miss?
2. Age
The question: Your Date of birth, please or When were you born?
3. Nationality
The question: What is your nationality?
4. Race
The question: What is your race?
5. Religion
The question: What is your religion?
6. Marital Status
The question: Are you married?
7. Occupation
The question: What is your occupational?
8. Complaint
The question : What is your problem, Sir/Miss?

About the complaint, there [are another question] ? that we should check, so we have to ask about this question:

- Date & time onset
The question: When did the complaint start?
- Specific area
The question: Can you show me where the area is?
- Type of pain
The question: How does it feel?

There are another questioning about menstrual history for female patients. This is the question for filling out the report about menstrual history:

1. Age at menarche
Question: when did you get the first period?
2. Duration
Question: How many days the period usually happened?
3. Last menstrual period
When did you have last period
4. Dysmenorrhea
Question: Is there any problem during your period? Like dysmenorrhea or premenstrual?

There are another way to questioning about Obstetric history for female patients. This is the question for filling out the report about menstrual history:

1. Gravida
How many times do you pregnant?
2. Each pregnancy:
 - Date of Termination
When was your last baby born?
 - Week gestation
How many weeks was you last pregnancy
 - Place of delivery
Where were you deliver your baby?
 - Problem during pregnancy
Did you have any problem during pregnancy or labor?
 - Weight of baby
How many kilos your last baby?

- Sex of baby
Is it a girl or a boy?
- Any complication
Were there any complications ?
- Status of infant of birth
How is your kid now.

Also there are another way to questioning about contraceptive method for patient. This is the question for filling out the report about menstrual history:

1. Type
What type of contraceptive before this
2. Side effect
Are there any side effects after using the contraceptive?
3. Length of time
How long this method?

C. PRACTICE

Write 10 sentences in English containing instructions to patients related to your work as a midwife. Demonstrate the conversation you made with your friend.

CHAPTER XIII

EXPLAINING PROCEDURE

A. GIVING INSTRUCTIONS

There are a variety of ways that midwives might communicate instructions to patients or explain the process to patients. For examples:

1. I will assist you to practice breastfeeding your baby
2. I am going to help you breastfeed your baby

1. Listen to my instructions.
2. Let me help you wear shoes

There are sentences that can be used by midwives to provide intervention or sentences used to a patient before taking action. There are examples about sentence that can be used by midwives:

1. I need to weigh you
2. I need to take your temperature
3. I need to count your pulse
4. Please, weigh yourself (If the patient is advised to measure his own weight)

The way midwives tell the results of measurements / observations to patients or asking about measurements from patient:

1. Your temperature is normal
2. Your weight is 58 kilos
3. Your height is 160 cm
4. Your temperature is 37 degree Celcius
5. Your temperature is high

B. EXPLAIN THE MEDICATION

Before giving medicine to a patient, the midwife must first explain how to give it to the patient. For example how to give the drug to the patient orally, the sentences are:

1. Please take this medicine three times a day and one tablet for each.
2. Please take this med to reduce your temperature
3. Here some pills to relieve your pain
4. Have you taken the pills?

When a midwife gives medicine to a patient, there are usually a number of questions from the patient regarding drug administration.

The types of questions that usually arise are:

1. How should i take the pills?
2. What's use of this pills?
3. How much do I have to take to relieve the pain?

C. PRACTICE

Write 10 sentences in English containing instructions to patients related to your work as a midwife. Demonstrate the conversation you made with your friend.

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The study of midwifery includes certain requirements for English proficiency. After completing their studies, students will typically work in a medical setting, such as a hospital, wellness center, or in independent midwifery practice. Students who wish to continue their education can do so by using their English language skills to read materials that are primarily written in English.

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