



An Analysis of Midwifery Students' Mastery and Difficulties in Understanding English Medical Vocabulary at STIKES Amanah Makassar

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Abstract. English medical vocabulary is essential for supporting midwifery students' academic learning and future professional communication in healthcare settings. However, many students still face difficulties understanding medical terminology because of its specialized nature and limited exposure in language learning contexts. This study aimed to analyze midwifery students' mastery and difficulties in understanding English medical vocabulary at STIKES Amanah Makassar. A descriptive qualitative design was employed involving ten second-semester Midwifery students enrolled in the English for Midwifery course. Data were collected through a vocabulary task and semi-structured interviews, then analyzed using an interactive qualitative data analysis model. The findings showed varying levels of vocabulary mastery. Five participants demonstrated good mastery, while the others showed average or limited understanding. Students generally understood common medical vocabulary but had difficulty comprehending specialized terms. The main challenges included unfamiliar terminology, pronunciation problems, difficulty remembering vocabulary, and limited exposure to English medical terms. The study concludes that vocabulary mastery is influenced by students' familiarity with medical terminology and opportunities for contextualized learning. Therefore, integrating discipline-specific vocabulary instruction and pronunciation practice into English for Midwifery courses is necessary to improve students' understanding and communication competence.

Keywords: English Medical Vocabulary; Learning Difficulties; Medical Terminology; Midwifery Students; Vocabulary Mastery.

1. BACKGROUND

English has become one of the most important languages in healthcare education and professional practice worldwide. The rapid development of medical science and technology has led to the widespread use of English in medical textbooks, scientific journals, clinical guidelines, and international healthcare communication. Consequently, health science students are expected to possess adequate English language proficiency to access up-to-date medical information and support their academic and professional development. English proficiency is particularly important in higher education institutions that prepare students for healthcare professions, including midwifery. Therefore, understanding English medical terminology has become an essential competency for health science students in the twenty-first century.

Vocabulary knowledge plays a fundamental role in language learning and significantly influences learners' ability to understand and use a language effectively. Vocabulary is widely regarded as one of the core components of language proficiency because it supports the development of listening, speaking, reading, and writing skills. Students who possess sufficient vocabulary knowledge are more likely to comprehend academic materials and communicate effectively within their disciplinary contexts. Recent studies have demonstrated that

vocabulary mastery contributes substantially to students' comprehension of English for academic and professional purposes. Semartini et al. (2023) found that students' mastery of scientific English vocabulary significantly influences their ability to comprehend English for Specific Purposes (ESP) texts in health sciences education. These findings indicate that vocabulary mastery remains an indispensable element of successful language learning among health science students.

In healthcare education, vocabulary mastery extends beyond general English vocabulary and encompasses specialized medical terminology. Medical vocabulary refers to technical terms used in healthcare disciplines that facilitate precise and professional communication among healthcare practitioners. According to Chabner (2022), medical terminology serves as a standardized language that enables healthcare professionals and students to understand medical concepts accurately and systematically. Medical terminology instruction is therefore considered essential in health sciences education because it supports learners' understanding of anatomy, physiology, clinical procedures, and healthcare practices. Similarly, Shiland (2022) argues that mastering healthcare terminology enhances students' ability to communicate effectively and confidently in both academic and clinical settings. These perspectives suggest that medical vocabulary mastery should be regarded as a fundamental competency for students pursuing careers in healthcare professions.

For midwifery students, English medical vocabulary plays a particularly significant role in supporting their academic learning and future professional responsibilities. Midwifery students are required to understand medical terminology related to pregnancy, childbirth, reproductive health, maternal care, and neonatal healthcare. Vocabulary items such as *placenta*, *cervix*, *fetus*, *prenatal care*, *labor*, *miscarriage*, and *caesarean section* are frequently encountered in English-language textbooks, research articles, and clinical references. Consequently, inadequate mastery of English medical vocabulary may negatively affect students' ability to understand academic materials and participate effectively in professional healthcare environments. Medical vocabulary knowledge is therefore essential not only for academic achievement but also for professional preparedness in the healthcare sector.

Despite its importance, understanding English medical vocabulary remains a considerable challenge for many health science students. Medical terminology is often characterized by technical meanings, complex word formations, and linguistic roots derived from Latin and Greek, which may pose difficulties for English as a Foreign Language (EFL) learners. Recent studies have reported that health science students experience various difficulties in learning English medical vocabulary. Zaidi & Al Jadaan (2022) revealed that

health science students frequently encounter challenges related to limited English proficiency, insufficient vocabulary knowledge, and unfamiliarity with specialized medical terminology. Similarly et al. (2026) found that students experienced difficulties in understanding medical terms, memorizing specialized vocabulary, pronouncing technical terminology accurately, and comprehending English texts containing medical vocabulary. Limited exposure to English medical materials and inadequate opportunities to practice vocabulary use were also identified as contributing factors to students' learning difficulties. These findings indicate that understanding medical vocabulary requires more than simple memorization and involves contextual and systematic language learning.

Previous studies have also emphasized the importance of investigating medical vocabulary learning among health science students. Semartini et al. (2023) demonstrated that vocabulary mastery significantly contributes to students' comprehension of English materials in health-related disciplines. Furthermore, Wirawati et al. (2025) reported that midwifery students consider English medical terminology highly relevant to their future professional responsibilities. However, many students expressed difficulties and insufficient preparedness in understanding and using medical terminology within healthcare contexts. Although previous studies have investigated vocabulary learning needs, ESP materials, and English language competencies among health science students, research specifically focusing on midwifery students' mastery and difficulties in understanding English medical vocabulary remains limited. Existing studies have predominantly focused on needs analysis and instructional material development rather than examining students' actual vocabulary mastery and identifying the specific medical vocabulary items that present learning difficulties.

At STIKES Amanah Makassar, English is taught as one of the supporting subjects for midwifery students' academic and professional development. However, preliminary classroom observations indicate that many students experience difficulties when encountering English medical terminology related to their field of study. While some students are familiar with general English vocabulary, they often struggle to understand specialized medical terms that frequently appear in textbooks, journal articles, and healthcare references. Such difficulties may hinder students' comprehension of English learning materials and limit their preparedness for future professional practice. Therefore, investigating students' mastery and difficulties in understanding English medical vocabulary is necessary to provide empirical evidence that can improve English language instruction for midwifery students.

Based on the issues and research gaps identified above, this study aims to analyze midwifery students' mastery and difficulties in understanding English medical vocabulary at

STIKES Amanah Makassar. Specifically, the study seeks to identify the English medical vocabulary that students have successfully mastered, determine the vocabulary items that present learning difficulties, and explore the factors contributing to those difficulties. The findings are expected to contribute to the improvement of English language instruction and the development of more contextualized vocabulary learning materials for midwifery students.

2. LITERATURE REVIEW

Vocabulary Learning

Vocabulary learning is one of the fundamental components of language acquisition because it significantly influences learners' ability to understand and use a language effectively. Vocabulary knowledge supports the development of the four language skills listening, speaking, reading, and writing and plays an essential role in academic achievement. Learners with adequate vocabulary knowledge are more likely to comprehend texts, express ideas appropriately, and communicate effectively in various contexts. Therefore, vocabulary learning has become a central focus of English language instruction across educational settings.

Recent studies suggest that vocabulary learning extends beyond memorizing word meanings. Nation (2022) explains that knowing a word involves understanding its form, meaning, and use in context. In other words, learners are expected to recognize how words are pronounced and spelled, understand their meanings, and apply them appropriately in both receptive and productive language activities. Effective vocabulary learning also requires repeated exposure to vocabulary items and meaningful language use in authentic contexts.

Vocabulary learning plays a particularly important role in higher education, where students are required to comprehend academic materials that often contain specialized terminology. In English language learning, vocabulary mastery has been identified as a strong predictor of academic achievement and reading comprehension. Webb & Nation (2022) argue that vocabulary size and depth of vocabulary knowledge significantly influence learners' ability to understand academic texts and perform language-related tasks successfully. Students with a larger vocabulary repertoire tend to demonstrate better comprehension and greater confidence when engaging with English learning materials.

Based In higher education, vocabulary learning is particularly important for students who study discipline-specific subjects that require specialized terminology. Semartini et al. (2023) found that English scientific vocabulary mastery significantly contributes to health science students' comprehension of English academic materials. This finding indicates that adequate vocabulary learning facilitates students' understanding of specialized texts and

supports their academic and professional development. Consequently, vocabulary learning serves as an important foundation for mastering English medical vocabulary among midwifery students.

Vocabulary Mastery

Vocabulary mastery refers to learners' ability to understand and appropriately use vocabulary in various language contexts. It involves more than simply knowing the meaning of words; learners are expected to recognize vocabulary forms, understand their meanings, and use them accurately in receptive and productive language activities. Nation (2022) explains that vocabulary knowledge encompasses three essential aspects, namely form, meaning, and use, which collectively indicate the extent to which learners have mastered a particular vocabulary item. Therefore, vocabulary mastery can be viewed as learners' comprehensive knowledge of words and their ability to apply them effectively in communication and academic contexts.

Vocabulary mastery has been identified as one of the key determinants of language proficiency and academic success. Webb & Nation (2022) argue that both the breadth and depth of vocabulary knowledge significantly influence learners' comprehension of academic texts and their ability to perform language-related tasks. In addition, a meta-analysis conducted by Bangun & Simanjuntak (2022) revealed that vocabulary mastery positively affects English language performance, demonstrating that students with better vocabulary knowledge tend to exhibit stronger language skills. These findings highlight the important role of vocabulary mastery in facilitating learners' understanding and use of English in educational settings.

In health sciences education, vocabulary mastery is particularly important because students are required to understand specialized terminology related to their disciplines. Midwifery students, for instance, need adequate mastery of English medical vocabulary to comprehend academic materials and healthcare-related texts. Consequently, investigating students' vocabulary mastery is essential to identify the extent of their understanding of English medical terminology and to provide pedagogical implications for improving vocabulary instruction in higher education.

English Medical Vocabulary

English medical vocabulary refers to the specialized terminology used in healthcare and medical contexts to describe diseases, body systems, clinical procedures, treatments, and healthcare practices. Unlike general English vocabulary, medical vocabulary consists of technical terms that are often derived from Latin and Greek roots and require learners to understand their meanings and contextual usage accurately. Chabner (2022) explains that

medical terminology functions as a standardized language that facilitates effective communication among healthcare professionals and supports the accurate interpretation of medical concepts in both academic and clinical settings. Therefore, mastering English medical vocabulary is essential for health science students to comprehend discipline-specific materials and engage in professional communication.

Medical vocabulary learning involves more than memorizing technical terms. According to Shiland (2022), healthcare terminology encompasses the understanding of word structures, including prefixes, suffixes, root words, spelling, pronunciation, and contextual applications. Similarly, Leonard (2022) states that medical vocabulary learning should be conducted systematically because learners are required to understand how medical terms are constructed and applied in healthcare communication. Adequate knowledge of medical terminology enables learners to interpret healthcare-related texts and use specialized vocabulary appropriately in both academic and professional contexts.

For midwifery students, English medical vocabulary plays a significant role in supporting their academic studies and future professional practice. Midwifery students frequently encounter specialized terms related to pregnancy, childbirth, reproductive health, and neonatal care in textbooks, journal articles, and clinical references. Mastering such terminology facilitates students' comprehension of medical materials and enhances their preparedness for professional responsibilities in healthcare settings. Therefore, understanding English medical vocabulary is considered a fundamental competency that contributes to both academic achievement and professional development among midwifery students.

Difficulties in Understanding English Medical Vocabulary

Understanding English medical vocabulary remains a considerable challenge for many health science students because medical terminology is substantially different from general English vocabulary. Medical terms are often characterized by complex word structures, technical meanings, and linguistic roots derived from Latin and Greek, making them difficult for English as a Foreign Language (EFL) learners to comprehend. Consequently, students are required not only to memorize medical terms but also to understand their meanings and contextual usage in academic and clinical settings. Recent studies suggest that difficulties in understanding medical vocabulary may hinder students' comprehension of healthcare-related materials and affect their academic performance.

Several studies have identified various factors contributing to students' difficulties in learning English medical vocabulary. Zaidi & Al Jadaan (2022) reported that health science students often experience difficulties due to limited English proficiency, insufficient

vocabulary knowledge, and unfamiliarity with medical terminology. Similarly, Rohmah (2026) found that health science students encountered challenges in identifying medical terms within clinical contexts, understanding the meanings of medical terminology, remembering spelling and pronunciation, and using medical terms appropriately in academic and healthcare situations. Limited exposure to authentic medical materials and the lack of contextualized vocabulary instruction were also identified as significant factors influencing students' comprehension of English medical terminology.

For midwifery students, difficulties in understanding English medical vocabulary may negatively influence their ability to comprehend academic materials related to pregnancy, childbirth, and maternal healthcare. Since English medical terminology is frequently encountered in textbooks, journal articles, and healthcare references, adequate vocabulary comprehension is essential for supporting students' academic studies and future professional practice. Therefore, identifying the difficulties experienced by midwifery students is necessary to provide pedagogical recommendations for improving English medical vocabulary instruction in higher education.

3. RESEARCH METHOD

Research Design

This study employed a descriptive qualitative research design to analyze midwifery students' mastery and difficulties in understanding English medical vocabulary at STIKES Amanah Makassar. Qualitative research is appropriate when researchers seek to explore and interpret a particular phenomenon from the participants' perspectives and within its natural context. Rather than measuring relationships among variables, qualitative research aims to provide rich and detailed descriptions of human experiences, perceptions, and behaviors. Creswell & Creswell (2023) explain that qualitative research focuses on understanding the meanings individuals or groups ascribe to social or human problems through the collection and analysis of textual or qualitative data.

A descriptive qualitative design was selected because this study does not intend to test hypotheses or determine causal relationships. Instead, it seeks to describe the extent to which midwifery students have mastered English medical vocabulary and identify the difficulties they encounter in understanding medical terminology related to their field of study. The findings are expected to provide a comprehensive description of students' vocabulary mastery and the factors contributing to their difficulties in learning English medical vocabulary. Such a design

allows researchers to interpret students' responses and experiences in greater depth and within their educational context.

The qualitative approach in this study is particularly suitable because vocabulary mastery and learning difficulties are complex phenomena that cannot be fully understood solely through numerical scores. Although a vocabulary task will be administered to identify students' mastery of English medical vocabulary, the qualitative interpretation of students' responses and semi-structured interview data will provide deeper insights into the challenges they face in understanding medical terminology. Therefore, descriptive qualitative research enables the researcher to present a holistic understanding of both students' vocabulary mastery and their learning difficulties.

Participants

This study involved ten second-semester Midwifery students enrolled in the English for Midwifery course at STIKES Amanah Makassar. In qualitative research, participants are selected based on their relevance to the phenomenon being investigated and their ability to provide meaningful information related to the research objectives. Creswell & Creswell (2023) state that qualitative researchers intentionally select participants who can best help them understand the central phenomenon under study. Therefore, participant selection should be closely aligned with the purpose and context of the research.

The participants in this study were selected because they had experienced learning English medical vocabulary as part of their academic studies in the Midwifery program. All ten students who met the predetermined criteria were included in the study to provide comprehensive information regarding their mastery and difficulties in understanding English medical vocabulary. Since the total number of students enrolled in the course was relatively small, involving all students allowed the researcher to obtain a holistic description of the phenomenon being investigated.

All participants were required to complete a vocabulary task designed to identify their mastery of English medical vocabulary. Subsequently, semi-structured interviews were conducted with all participants to explore the difficulties they experienced in understanding medical terminology related to midwifery and healthcare contexts. Collecting data from all participants enabled the researcher to triangulate the findings obtained from the vocabulary task and the interview data, thereby providing a more comprehensive understanding of students' vocabulary mastery and learning difficulties.

Research Instruments

Research instruments are tools used by researchers to collect data relevant to the objectives of a study. In qualitative research, the selection of research instruments should be aligned with the research questions and the nature of the data required. Creswell & Creswell (2023) state that qualitative researchers may employ various instruments to obtain detailed and meaningful information regarding the phenomenon under investigation. Accordingly, this study employed two research instruments: a vocabulary task and a semi-structured interview.

Vocabulary Task

The vocabulary task was designed to identify midwifery students' mastery of English medical vocabulary. The task was developed based on English medical vocabulary commonly used in midwifery and healthcare contexts. It aimed to identify the medical vocabulary that students were able to understand as well as the vocabulary items that they found difficult to comprehend.

The vocabulary task included activities related to vocabulary recognition, meaning identification, and understanding medical vocabulary in simple contexts. The results of the vocabulary task were not intended to measure students' achievement statistically but rather to provide descriptive information regarding students' mastery of English medical vocabulary. Therefore, the data obtained from the vocabulary task were interpreted qualitatively to support the findings of the study.

Semi Structured Interview

The semi structured interview was employed to obtain in-depth information regarding the difficulties experienced by students in understanding English medical vocabulary. Creswell & Creswell (2023) explain that semi-structured interviews enable researchers to explore participants' experiences and perceptions while maintaining consistency with the objectives of the study.

The interview questions were developed to explore students' experiences in learning and understanding English medical vocabulary. The interviews focused on the difficulties encountered by students in understanding medical terminology, remembering vocabulary items, recognizing English medical vocabulary in learning materials, and using medical vocabulary appropriately in classroom learning contexts. Conducting interviews with all participants enabled the researcher to gain a comprehensive understanding of the challenges experienced by midwifery students in learning English medical vocabulary.

Data Collection Procedure

Data collection is a systematic process of gathering information that enables researchers to obtain meaningful and credible evidence related to the phenomenon under investigation. In qualitative research, appropriate data collection procedures are essential to ensure that the collected data adequately address the research objectives and provide a comprehensive understanding of the participants' experiences. Tracy (2024) emphasizes that qualitative data collection should be conducted systematically and purposefully to capture rich and contextualized information about a particular phenomenon. Similarly, Creswell & Poth (2024) explain that qualitative researchers may employ various data collection techniques that are aligned with the research questions and the nature of the study.

In this study, data were collected through two instruments: a vocabulary task and semi-structured interviews. The data collection procedures consisted of three stages. First, the researcher administered the vocabulary task to all ten second-semester Midwifery students enrolled in the English for Midwifery course at STIKES Amanah Makassar. The vocabulary task was designed to identify students' mastery of English medical vocabulary and determine the vocabulary items that they were able to understand as well as those they found difficult to comprehend.

Second, after completing the vocabulary task, all participants participated in individual semi-structured interviews. The interviews were conducted to explore students' experiences and difficulties in understanding English medical vocabulary. The interview questions focused on students' challenges in learning medical terminology, remembering vocabulary items, recognizing English medical vocabulary in learning materials, and using medical vocabulary appropriately in classroom learning contexts.

Finally, the researcher organized and documented the data obtained from both instruments for subsequent analysis. The use of a vocabulary task and semi-structured interviews enabled the researcher to obtain comprehensive and complementary data regarding students' mastery of English medical vocabulary and the difficulties they experienced in understanding medical terminology. The findings from both instruments were then analyzed descriptively to provide a holistic understanding of the phenomenon under investigation.

Data Analysis

Data analysis is a systematic process of organizing, interpreting, and drawing meaningful conclusions from the collected data. In qualitative research, data analysis aims to identify patterns, describe phenomena, and provide in-depth interpretations of participants' experiences and responses. Miles et al. (2019) propose an interactive model of qualitative data

analysis consisting of three main stages: data condensation, data display, and conclusion drawing and verification. This model enables researchers to analyze qualitative data systematically and comprehensively.

In this study, the data obtained from the vocabulary task and semi-structured interviews were analyzed using the interactive model proposed by Miles et al. (2019). The first stage, data condensation, involved selecting, organizing, and simplifying the collected data. The researcher reviewed the vocabulary task results to identify the English medical vocabulary that students had mastered as well as the vocabulary items they found difficult to understand. Similarly, the interview transcripts were examined to identify recurring themes and patterns related to students' difficulties in learning English medical vocabulary.

The second stage, data display, involved presenting the analyzed data in an organized manner to facilitate interpretation. The findings from the vocabulary task were presented descriptively to illustrate students' vocabulary mastery, while the interview data were categorized based on the identified difficulties experienced by the participants. Tables and descriptive narratives were used to present the findings clearly and systematically.

The final stage, conclusion drawing and verification, involved interpreting the findings and drawing conclusions based on the patterns identified during the previous stages. The researcher compared and verified the results obtained from both instruments to develop a comprehensive understanding of midwifery students' mastery of and difficulties in understanding English medical vocabulary. This process enabled the researcher to ensure that the conclusions accurately reflected the collected data and addressed the objectives of the study.

4. FINDINGS AND DISCUSSION

Midwifery Students' Mastery of English Medical Vocabulary

The findings of the vocabulary task revealed that the participants demonstrated varying levels of mastery of English medical vocabulary. Of the ten participants, five students showed good mastery of English medical vocabulary and were able to understand most of the medical terms correctly. Three students demonstrated an average level of vocabulary mastery, as they were able to understand common medical terms but experienced difficulties with more specialized terminology. The remaining two students showed limited mastery of English medical vocabulary and encountered difficulties in understanding several medical terms presented in the vocabulary task.

Table 1. presents the classification of students' vocabulary mastery based on the results of the vocabulary task.

Category	Number of Students	Description
Good Mastery	5	Able to understand most English medical vocabulary correctly.
Average Mastery	3	Able to understand common vocabulary but had difficulty with specialized terms.
Limited Mastery	2	Had difficulties understanding several English medical terms.
Total	10	

Table 1 presents the classification of students' vocabulary mastery. The vocabulary task consisted of medical terms commonly used in midwifery and healthcare contexts. The results indicated that students generally had no difficulty understanding familiar terms such as *pregnancy*, *midwife*, *baby*, *delivery*, and *breastfeeding*. However, more technical medical vocabulary was found to be challenging for several participants.

Table 2. Vocabulary Task Results.

English Medical Vocabulary	Number of Correct Answers
Pregnancy	10
Midwife	10
Delivery	9
Breastfeeding	9
Prenatal Care	8
Ultrasound	8
Newborn Care	7
Miscarriage	5
Cervical Dilatation	4
Postpartum Hemorrhage	3

The findings suggest that students were more familiar with basic medical vocabulary that is frequently encountered in classroom learning. In contrast, unfamiliar and technical medical terminology tended to be more difficult for students to understand.

Midwifery Students' Difficulties in Understanding English Medical Vocabulary

The semi-structured interviews revealed that students experienced several difficulties in understanding English medical vocabulary. The most frequently reported difficulties were unfamiliarity with medical terminology and pronunciation-related problems.

Table 3. Students' Difficulties in Understanding English Medical Vocabulary.

Difficulties	Number of Students
Unfamiliar medical terms	8
Difficult pronunciation	7
Difficulty remembering vocabulary	6
Difficulty understanding vocabulary in context	5
Limited exposure to English medical vocabulary	5

Most participants stated that they found unfamiliar medical terminology difficult to understand because the vocabulary was rarely used in their daily learning activities. Medical

terms containing multiple syllables and Latin-based terminology were considered particularly challenging.

In addition, pronunciation was identified as another major difficulty. Several students reported that although they could recognize certain medical terms when reading them, they were uncertain about how to pronounce them correctly. This difficulty affected their confidence in using English medical vocabulary during classroom activities. The interview findings also indicated that some students had difficulty remembering English medical vocabulary, particularly terms that were not frequently introduced in the English for Midwifery course. Consequently, students tended to understand basic medical vocabulary more easily than specialized terminology related to maternal healthcare and clinical practice.

Overall, the findings demonstrate that while half of the participants exhibited good mastery of English medical vocabulary, students' understanding remains influenced by their familiarity with medical terminology, pronunciation difficulties, and limited exposure to specialized vocabulary.

Discussion

The findings of this study indicate that midwifery students demonstrated varying levels of mastery of English medical vocabulary. Five out of ten participants showed good mastery of English medical vocabulary, while the remaining students experienced difficulties in understanding several medical terms, particularly those that were more technical and less familiar. This finding suggests that students are generally able to comprehend medical vocabulary that is frequently encountered in their classroom learning, but they encounter challenges when dealing with specialized terminology.

The results are in line with Nation (2022), who argues that vocabulary knowledge is fundamental to language comprehension and that learners are more likely to acquire vocabulary that they frequently encounter and use. Students' familiarity with common medical terms such as *pregnancy*, *midwife*, and *delivery* indicates that repeated exposure to vocabulary contributes significantly to vocabulary mastery. Conversely, unfamiliar vocabulary items tend to be more difficult to understand and retain. Similarly, Semartini et al. (2023) found that vocabulary mastery plays an important role in health science students' comprehension of English academic materials and supports their academic development.

Another important finding of this study is that students experienced greater difficulty in understanding technical English medical vocabulary such as *miscarriage*, *cervical dilatation*, and *postpartum hemorrhage*. These terms are relatively complex and are not commonly used in everyday classroom interactions. This finding supports Chabner's (2022)

explanation that medical terminology often consists of specialized terms derived from Greek and Latin roots, making them more challenging for learners who have limited exposure to medical vocabulary. Consequently, students require more contextualized vocabulary instruction to improve their understanding of discipline-specific terminology.

The interview results further revealed that unfamiliar medical terminology was the most frequently reported difficulty among the participants. Most students stated that they rarely encountered English medical terms outside the classroom and therefore found it difficult to understand their meanings and remember them over time. This finding is consistent with Zaidi & Al Jadaan (2022), who reported that health science students often experience difficulties in learning English medical vocabulary due to limited vocabulary knowledge and insufficient exposure to specialized medical terminology. Limited exposure not only affects vocabulary comprehension but also influences students' confidence when learning and using English medical terms.

Pronunciation difficulties also emerged as one of the major challenges experienced by the participants. Several students reported that they were able to recognize certain medical terms when reading them but were unsure of how to pronounce them correctly. Difficulties in pronunciation may negatively influence students' confidence and willingness to use English medical vocabulary during classroom activities. Since medical terminology frequently contains multisyllabic and unfamiliar word forms, pronunciation practice should be integrated into vocabulary instruction to facilitate students' understanding and retention of medical terms.

Furthermore, some participants reported difficulties in remembering English medical vocabulary and understanding vocabulary in context. These findings suggest that vocabulary learning should not be limited to memorizing definitions but should also involve contextualized learning activities. Providing authentic examples, vocabulary exercises, and repeated exposure to medical terminology may help students develop a deeper understanding of English medical vocabulary related to midwifery.

Overall, the findings demonstrate that midwifery students' mastery of English medical vocabulary is influenced by their familiarity with medical terms, exposure to vocabulary learning materials, and their ability to understand and pronounce specialized terminology. Therefore, English instruction for midwifery students should provide greater opportunities for contextualized vocabulary learning and pronunciation practice to support students' academic and professional development in healthcare settings.

5. CONCLUSION AND SUGGESTION

This study aimed to analyze midwifery students' mastery and difficulties in understanding English medical vocabulary at STIKES Amanah Makassar. The findings revealed that students demonstrated varying levels of vocabulary mastery. Five out of ten participants showed good mastery of English medical vocabulary, while the remaining students exhibited average or limited mastery of medical terms. Students were generally able to understand common medical vocabulary frequently encountered in classroom learning. However, they experienced difficulties in comprehending more specialized and technical medical terminology.

The study also found that unfamiliar medical terms and pronunciation difficulties were the major challenges experienced by the participants. In addition, some students reported difficulties in remembering English medical vocabulary, understanding vocabulary in context, and limited exposure to medical terminology. These findings indicate that vocabulary mastery among midwifery students is influenced not only by their familiarity with medical terms but also by their opportunities to encounter and use English medical vocabulary in meaningful learning contexts.

Overall, the study highlights the importance of integrating contextualized medical vocabulary instruction and pronunciation practice into English for Midwifery courses to support students' academic learning and future professional needs in healthcare settings.

Suggestions

Based on the findings of this study, several suggestions are proposed. First, English lecturers are encouraged to provide more contextualized and discipline-specific vocabulary learning activities that are relevant to midwifery education. The use of authentic learning materials, vocabulary exercises, and pronunciation practice may help students improve their understanding and retention of English medical vocabulary.

Second, midwifery students are encouraged to actively expand their English medical vocabulary through regular exposure to medical terms used in textbooks, classroom activities, and other educational resources. Developing consistent vocabulary learning habits may contribute to better comprehension and confidence in using English medical terminology.

Finally, future researchers are recommended to conduct similar studies involving a larger number of participants or students from different health science programs to obtain broader insights into English medical vocabulary learning. Further studies may also investigate the effectiveness of specific instructional strategies or learning materials in improving students' mastery of English medical vocabulary.

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