CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will give some references which gives knowledge in conducting this study. By using those references, the researcher would describe and review some previous studies that discuss about the variables which appear from this study. Those variables are midwifery and module.

2.1 English for Specific Purpose

2.1.1 Definition of English for Specific Purpose

ESP built to fulfill the students' learning need in teaching learning process to reach the purpose of learning language especially of English (Hutchinson and Waters : 1987). Dudley and John (1998) define ESP as the significant activity in the teaching learning process of English language as the second and foreign language. They also explain that ESP are: 1) absolute characteristics : ESP does by understanding students' need in learning English which skill, English literature, and the rule of learning English always have a role to this teaching process. 2) Variable characteristics : ESP refers to the specific need, different situation and methodology, appearing the professional worker in that area, and also ESP can be used by kind of level such as intermediate or advance leaners moreover the beginners within there is basic knowledge for this material.

When we look at the both of experts above we know that there are no differences of ESP's definitions. Both of experts explained that ESP made for reaching the teaching learning process by finding the students' need. It always

direct to the learners' need, so the lecturer can take the aim of teaching and learning process.

According to International Teacher Training Organization (2005), ESP is a term that explains about the aim of teaching and learning English to know the demand of specific job as like health, law, or business. Bojovic (2006) asserted that the definition of ESP divides into two, those are EAP (English for Academic Purpose) and EOP (English for Occupational Purpose). EAP here is for academic purpose that the school wants to get. Whereas, EOP is for occupational need which the teaching learning process does to increase the ability of the students to make the students be more professional in their area. Based on Hyland (2006) stated that ESP's materials of the module that used prefer to the knowledge than practice which has different model for the module that has appeared around the school. Harding (2007) expected that ESP is a design of teaching learning process which does by finding the learners' need that connect of language such as in methodology of arranging a sentence, literature, dialogue, and all the language skills.

Thus, we see to the others era with the different experts, there are two different opinions to deliver the definition of ESP. ITTO (2005) explained that ESP is a term for the process of teaching and learning process to do the request of career based on the occupation's need. Bojovic (2006), explained that ESP is still direct to the learners' need but with some kind of ESP, like EAP and EOP which have different focuses. Continue to Hyland (2006) said that the ESP's material prefer to the knowledge than the practice of the material. Then, we see again to the next era, Harding (2007) said that ESP is teaching learning design for the

students which discuss about language such as methodology of arranging a sentence, literature, dialogue, and all the language skills.

2.2 Content-based Instruction

2.2.1 Definition of Content-based Instruction

Snow (2001) said that content is connected to the subject matter that uses to do teaching learning process and subject matter includes topics of students' need which usually the students learn at their school. Related to Brinton and all (1989) said that CBI is used to teach the students by mixing the teaching content of subject matter with English as the second language. Here, the teaching English process does to increase the students' ability that they need in studying subject matter in the classroom (Richards and Schmidt: 2002). From the explanations above, the experts show that the language is taught as the second language. Based on Crandall and Tucker (1990) supposed that English is taught to explain the subject matter to increase the students' English development by telling the subject matter and giving some exercises related to the subject matter. The combining of teaching subject matter with teaching language to explain the subject matter clearly (Wesche and Skehan: 2002). Those definitions above verify that the language is used as the second and foreign language in teaching subject matter.

The conclusion of those theories is there are no specific differentiation between teaching language and subject matter in CBI, because CBI is used to teach subject matter by using English as the second and foreign language to increase the students' skill that they need in teaching learning process.

2.2.2 The Principle of Content-based Instruction

Using language to teach subject matter is used to use in the teaching process. Just like CBI that uses language as the second and foreign language in explaining the subject matter. Based on Nunan (2004) mentioned that there are some principles in CBI, such as:

1. The teaching learning process is done refers to the content of subject matter, not to the language aspect.

2. The skills are integrated.

3. The students are demanded to be active in teaching learning process for reaching the goal of teaching learning process.

4. The content of subject matter is choice based on the students' need.

5. The materials and the exercises are commonly from the best references.

Then, through CBI the students can learn subject matter and English at all once. The students can master speaking and listening to discuss the subject matter with their friends and writing to tell the subject matter that has they learned. Another is the students use writing to tell the subject matter in written form. From CBI all the English skills can be covered.

Refers to Richards and Rodgers (2001) supposed that CBI ha two principles like people can be success if they learn English with their subject matter based on their need and it also better to draw the students' need in learning second language.

From those experts' theory above can be concluded as CBI is used to learn subject matter by integrated the English skills.

2.2.3 The Methodology of Content-based Instruction

Quincannon & Naves (2000) explained that there are some methodologies of content-based instruction, such as:

1. *Using technique and strategy to make the students comprehend like use realia, redundancy, graphic organizer, etc.*
2. *Cognitive abilities and processes are integrated in the design of the program.*
3. *Teachers monitor students' progress and provide immediate feedback*
4. *Assessment must differentiate between achievement in language skills and achievement in the subject matter.*
5. *Learners are allowed to respond in a wide variety of ways, from verbal to non-verbal responses. The emphasis is on development of receptive skills.*

2.2.4 Types of Content-based Instruction

Content-based Instruction (CBI) has several models to apply in a lesson. According to Scarcella and Oxford (1992), CBI consists of 3 models such as: adjunct model, theme-based instruction and the last is sheltered model.

A model of learning which students learn simultaneously between language and content can be called as adjunct. Adjunct model is a typical model that is used at the level of university (Snow, 2001). Davies (2003) defined that usually ESL teachers taught adjunct in class to emphasize on specific vocabulary.

Davies (2003) supposed that CBI is a combination between content learning and language which is the effective methods in EFL contexts.

Brinton, Snow & Wesche (1989) stated that a sheltered model is a teaching of second language in content specialist for the learners in a group who segregated from native speakers.

2.2.5 The Advantages and Disadvantages of Content-based Instruction

Because of commonly each approach cannot be success for all kind of students, so here there some advantages and disadvantages based on Peachey's (2003), such as:

Advantages of CBI	Disadvantages of CBI
The students will more interest and motivate in learning language, because CBI make them get the purposes of learning subject matter and language.	The students will be confused with the material, because CBI not only focuses on the subject matter but also to the language.
The students will get the deeper knowledge about subject matter that is in the students' major and language.	CBI is hard to master the subject matter because in teaching learning process, the students have to use English as the language to communicate.
It is very useful to learn ESP (English for Specific Purposes).	CBI makes difficult the low students to get references of the subject matter's topic.
This approach will demand the students to find information from kind of sources and practice to note and integrate the skills.	The students that learn by using CBI approach will take the sources of the subject matter easily without seeing the mistakes or do evaluation.
CBI is made to create a group in teaching learning process.	

2.3 Midwifery

2.3.1 Definition of Midwifery

Midwives are professional job that has best knowledge and skill to women's care, they can do everything which is connected with their care especially in measuring their quality of caring the women's pregnancy, and also can influence to their organization in increasing their high degree by their confidence and social network to conduct the newborn service (Department of

Health : 2008). ICM (2011) stated that Midwife is a big responsibility which always give care, support, and knowledge about pregnancy, newborn, postpartum, and baby for mother to reach the aim of midwifery as the accountability. A caring approach is an approach that shared by women to the other women to conduct the connectivity in keeping health especially for their family and children (BMC : 2012). Black (2016) explained that midwifery is a duty for the women to give care, information about pregnancy, newborn, postpartum, and infant for family especially women who have pregnancy. An expert who has good skill in handling women which have pregnancy to keep their condition by giving care, information, consultancy, and support through the childbearing cycle (Citizens).

From the explanations about definition of midwifery above, there are two experts in different period which have same think. Those are stated that midwifery conducted by giving care to the women who have pregnancy, and also newborn, postpartum, and infant in keeping the family's and baby health. Another has different explanation, such as: midwifery is professional occupation which gives care to the women's pregnancy that will influence to the organization in increasing their degree by their confidence and connectivity to the social in building service to the women's pregnancy.

2.3.2 Curriculum and Syllabus for Midwifery

Based on Indonesian U'budiyah University of Banda Aceh (2014) said that University curriculum is a set of plan and rule about the purpose, content and subject matter as the guideline of the implementation the learning activity to achieve the higher education's goal.

Santoso (2010) explained that KKNI is a qualification that closes, equals, integrates the education sector, train and also work experience based on the work position in each sector and notion related to education system and train, also raising human source program in national manner. The curriculum has described like:

1. The description in level 5a

   a) The students can finish the job in wide area, choose the appropriate method from all options that has or has not mutual by analyzing of data, also can show the performance with quality and quantity which is measured to the work result individually, the other people and group that become responsibility of the supervision in their workplace.

   b) The students can do midwifery upbringing to the women pregnancy, childbirth, postpartum and *nifas*, infant, and the reproduction health based on the women life cycle in normal condition related to the standard of midwifery practice.

2. The description in level 5b

   a) Mastering the concept of knowledge theory in general but deep in specific areas, also can formulate the procedural.

   b) Mastering the base of concept theory about biomedical, social and culture, people health and especially midwifery knowledge in pregnant time, childbirth, postpartum, *nifas*, baby newborn, infant and the reproduction health based on the women life cycle to support the practice of midwifery in normal condition and quality.

3. The description in level 5c

   a) The students have ability in managing of group and arrange the written report in comprehensively.

   b) The students can manage the group in servicing health primer level especially *POSYANDU*, *POLINDES*, *POSKESDES* and *PUSKESMAS*.

   c) The students can make the written report about midwifery service in comprehensively.

4. The description in level 5d

   a) Responsible to their work and can give responsibility from accomplishment result of group working.

   b) Responsible to their work result and group that become their responsibility to increase the quality health of women, baby, and family.

   Related to Nurul (2014) said that competency is knowledge, skill, value and basic behavior which is reflected in the habit of think and do in dynamic, develop and can be reached every time. Midwifery competence is kind of competency that connects to the knowledge, proficiency and the behavior to practice midwifery in safety and responsibility for each health care (Nurul: 2014). Midwifery at Academy of Delima Persada Gresik supposed that the midwifery students should have competence like:

1. The students have knowledge and skill from social, people's health and etic which create best base care related to culture, woman, newborn and family.

2. The students could give best care, health education which related to the culture and the whole service in environment to increase the family's health, pregnant plan and prepare to be parent.

3. The students could give best *atenatal* care to optimize the health during pregnant which is: the first detection, treatment or reconciliation from special complication .

4. The students could give best care, perceptive to the culture during childbirth, lead during childbirth which is clean and safe, care to the emerge situation to optimize the woman's health and newborn.

5. The students could give care to the mother which is getting *nifas* and breastfed and perceptive to the culture surrounding the environment.

6. The students could give best care, comprehensive to the health newborn until a month.

7. The students could give best care, comprehensive to the health infant and teenage (a month to five months).

8. The students could give best care and comprehensive to the family, group and people related to the culture surrounding the environment.

9. The students could give midwifery care to the woman/mother with disturbing system reproduction.

Hutchinson & Waters (1987) said that syllabus is something about material that will teach by the teachers and learn by the students. Syllabus is a design to begin teaching learning process as the guidance in reaching the success of teaching and learning process (Nunan : 2001). Syllabus is the material that can find in the text or internet which is accessed to get all information about the department based on the occupation which will the learners get (Elzbieta : 2015). From Midwifery at Academy of Delima Persada Gresik there is ESP competence

that is entered in its syllabus, such as the midwifery students are able to speak the simple phrase and interacting connected speech for simple communication.

Hutchinson & Waters (1987) and Nunan (2001) above explained that syllabus is a kind of document which built to guide the teachers and the learners in teaching learning process for getting the goal of teaching learning process. Thus, Elzbieta (2015) stated that syllabus include of materials which can find in the internet which refers to the learners area.

2.4 Module

2.4.1 Definition of Module

In teaching learning process, the students certainly need a book to guide them comprehend the material that they have to learn. Especially in learning skill, teacher has to assist the student individually, so that by using module the teacher can conduct the teaching learning process (Naval: 2014). Meanwhile, creating a module or teaching material tool will help the students to reach their achievement (Naval: 2014). Module is a teaching material which created with the easy way of explaining the mterial to comprehend the students based on their level of education, so that they can learn with little help from the teacher (Fajarini, and all : 2016).

From those experts above, the researcher can conclude that module is a tool in teaching learning material which helps the students more understand about the material by some ways in explaining the material.

2.4.2 Characteristic of Module

According to Paulinan and Purwanto (2001) to develop a good module the writer has to see the characteristics of module in order that the pupils can use it easily. The characteristics are:

1. Self-instruction

   Creating module will make the students become more dependent for their learning. With module, the students can learn without teacher's help. They can learn by doing some exercises from the module and measuring their ability based on the assessment table that has provided in the module.

2. Self-contained

   Module includes of all the materials that the students learn. This characteristic will make the students can learn all the materials from one competency to sub-competency.

3. Stand alone

   Module has to build for the students to learn by themself without any other tools to help them. The module can make the students easy to comprehend the materials with no media to help them.

4. Adaptive

   Good module is when it can follow the globalization era. All the materials that develop have to adapt the developing knowledge and technology, and also can use in flexible situation.

5. User friendly

   This characteristic includes simple and easy language also terms to explain the material and the instructional of exercises.

2.4.3 Principle of Module

Except the characteristics above, to develop a module become good module for the students in order that they do not have any difficulties of learning their school material the author has to see some principles of developing module. According to Paulinan and Purwanto (2001), they said that there are four principles that will make the developing module become better. Those are:

1. The students will get the result of their learning process from the module in realizing the goal of learning competence which will give prospect to the students to increase their ability.

2. The students that use the module need to get test to decide whether they have reach their learning goal. So that, developing module has to combine some tests to know the goal.

3. The module develops to make the students easier in understanding the materials. The developing is that conducts from easy to difficult, from the knowledge that know to does not know, and the last is from the explained material to the practice in doing the exercises.

4. Giving assessment criteria in the module will give fed back for the students. The fed back will make the students improve their ability in learning the materials.

Related on Juono (2013) explained that there are some principles to choose the best module that will help the researcher to develop best module, those principles are : the first is relevance or there is connection to the goal of standard competence and basic competence. If the competence can be mastered by the students, so the material which teaches has been good. The second principle is

consistence to the competence. This principle explained if the competence include four substances, so the material that provided should be four substances to get the goal of competence. The last is sufficient in the material that provide in the module. It means that the material in module should be sufficient, not less not much. As the material too much, so the learners will waste their time to learn the materials. Whereas when the material is less, so the learners cannot get the competence that has decided.

The principles above will show the same and different opinions from two experts. The same opinions are the module made for making students easier to comprehend the materials. To develop module, the developer has to put some exercises to measure the students' ability and give the assessment of exercises to know their accomplishment of understanding materials. Then, the different opinions are there is arrangement of material which start from the easier one to the difficult, familiar material to unfamiliar material and from the explained material to the practice in doing the exercises. Besides, Juono (2013) explained that the principles of developing module include of relevance, consistence, and sufficient in standard and basic competence.

2.4.4 Structure of Developing Module

Based on Depdiknas's (2008) explanation there are three structures which have to be known in developing module, those are :

1. Introduction

    In this part the developer should put the tittle of the material in table of content, information map and competency goal.

2. Prime

This part includes some sides in showing the material in the module. This part contains introduction or the generalization of material, explaining material, exercises and summary from the material.

3. Closing

The final part of the structure is closing. This part includes glossary, final test and index.

2.5 Developing Material

2.5.1 Need Analysis

In developing material the researcher has to know the students' need. By knowing the students' need, the researcher can think about what the students want to develop. The result of doing need analysis can add or develop more the materials of the module.

According to Richards (2001), need analysis is a phase of collecting data to get the information that the students' need. Actually need analysis is important thing that the researcher knows to reach the aim of English for Specific Purpose (Hutchinson & Waters, 1987). Moreover, Brown (1995) explained that need analysis is the important thing to get information about the students' need which is the information will be necessity as the requirement of teaching learning process to cover the target situation.

The experts above had explained the definition of need analysis and it can conclude that need analysis is a part of collecting data to give knowledge which is made the researcher easier to develop the students' material. Without doing need

analysis then the researcher or the teacher will be confused to decide the appropriate material.

2.5.2 Target Need

Target need is something appears to know the target of students' need in learning English (Hutchinson & Waters : 1987). To know the students' need, so the researcher has to find some aspects such as:

a. Necessities

This part is about the learners need in covering the target situation. The learners have to know well all about target situation. For example: as a midwife the learners have to learn and know about pregnancy, newborn, children, and postpartum.

b. Lacks

As the learners, certainly they will learn midwifery's materials like they need in target situation. If they do not have any knowledge or do not understand well about the target situation, so they have to try to get the information. The ability that they still do not know in teaching learning process can cover by always practice in their daily study. Such as, the students in midwifery academy they just know well about Indonesian language. They also just know well how to speak fluent in Indonesian than English. Their speaking ability is not enough to show, so that they have to learn about how to make their speaking ability become fluent and good.

c. Wants

This aspect is about the students want in teaching learning process to fulfill the target situation. The students may want the teacher to give them material about

English especially in mastering English speaking ability because in teaching

learning process of ESP, the students do not only learn about the area of they

want to cover like midwifery, but also the other material like how to report

their work's result in giving care to their patients in English. The students have

to master English as the target situation in teaching learning process.

2.5.3 Learning Need

As the main subject of teaching learning process, so the students do not

only get the knowledge from the teacher, but also they have to share their learning

need. The teachers have to investigate before the students showing their

proficiency. The teacher can see from the students' need in target situation.

Refers to Dudley and John (1998) stated that learning need is about the

reason from the students in learning the materials. This stage discuss about the

effective way of teaching learning process by recognizing the students' need in

target situation. Robinson (1991) said that learning need is needed by interviewing

and giving some questionnaires to the students based on the target situation that

the researcher wants to develop. The students can give some kind of suggestions

for developing their learning material.

To sum up the arguments of the experts that had defined learning need, so

the researcher can say that learning need is something about the students' need

that the researcher has to know before developing material. Learning need can be

done by doing interview and giving questionnaire related to the target situation.

2.6 Previous Study

There are some researches that discussed about developing module which can be used by the researcher of this study to conduct another research which has same focus that is developing module that use for material review.

The study conducted by Norlidah and Saedah (2012) showed that her study about "Design and Development of Physics Module Based on Learning Style and Appropriate Technology By Employing Isman Instructional Design Model" there was a goal to enhance the students' science proficiency by testing the effectiveness of the module with designing and developing a physics module based on learning style and appropriate technology. The results of this study were the module that made suitable for visual, active, reflective, and not for verbal learners.

Naval's (2014) study on "Development and Validation of Tenth Grade Physics Modules Based on Selected Least Mastered Competencies" there was requirement to add the physics material based on standards of building the science modular through the effectiveness of teaching science by the teachers and the easiness of students in using the science module. Finally, the result of this study was there was no statistically significant difference between the evaluation of the students, peers, and expert on the module's acceptability and also the developed module has to be effective in increasing knowledge proficiency.

"Developing A Social Studies Module by Using Problem Based Learning (PBL) With Scaffolding for the Seventh Grade Students in A Junior High School in Malang, Indonesia", Fajarini, Budi and Fattah (2016) had identified that their study conducted to know the suitable of developing social studies module by used

PBL (Problem Based Learning) with scaffolding. The result of this study was by using social studies module with PBL and scaffolding as the method of learning the material is good and suitable for the students of seventh grade at Junior High School in Malang especially in the second semester. It also will support them in learning social studies in order that they will be easy in understanding of the material without teacher's help.

Thus, the similarities of those three studies above with this study are the first is study uses research and development as design. The second is they are developing module to enhance the student's ability. From Norlidah and Saedah (2012) and also Naval's (2014) study have same instruments such as pre-test and post-test to get the data.

Except the similarities there are differences from those three studies above with this study. The differences are Norlidah and Saedah's (2012) study developed a physic module based on learning style and appropriate technology. Moreover, Naval's (2014) study developed a physic module based on selected least mastered competencies. Then, for Fajarini, Budi and Fattah's (2016) study develop a social studies module by using problem based learning (PBL) with scaffolding. But, this study is about developing English modulde for midwifery academy.

2.7 Summary

English for Specific Purpose is a kind of teaching learning process which has to do by doing some stages, like need analysis. Need analysis does to know the students' need in teaching learning process. The researcher has to care about

the students' need which makes the process of teaching learning process achieved well.

Content-based instruction is a kind of approach in teaching subject matter and language which make the language as the second language to master all the skills that the subject matter need.

Midwifery is a kind of professional job which has big responsibility within the running of the job. As the researcher knows that in this era or this globalization era, all the occupational should be known and comprehend English.

For midwifery itself, the midwifery teacher has to comprehend English, because English will use in daily activity of their job. From the reason, thus the researcher wants to develop material refers to the midwiferies' need.