

# Improving Midwifery Students' Reading Comprehension of ESP Text Through Real and Carrier Contents at STIKes of Dharma Land Bouw Padang

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**Abstract**-Midwifery students get the difficulty in comprehending the reading text of ESP, as they still have problem to determine several information in the reading text. It is caused by low synchronized reading text given by an English lecturer to midwifery students so general that the problem itself could be seen from the pre test conducted still had low score. The paper was aimed (1) to what extent Real and Carrier Contents could improve midwifery students' reading comprehension of ESP text at Midwifery study program of Health Science College of Dharma Land Bouw Padang and (2) to describe and explain what factors influence the improvement for their reading comprehension of ESP text at midwifery study program of Health Science College of Dharma Land Bouw Padang. The paper method is Action Research, whereas the participants consisted of the second semester of midwifery students where they were active learners in 48 from 49. The research instruments were reading comprehension test in which the tests given to midwifery students were aimed to know about the ability of their reading comprehension, observation check list for which it was aimed to reach some information relating to Midwifery students and lecturer' activities in the classroom, field notes were aimed to get some notes relating to events happening and interviews, interview was aimed to reach perspective opinion of students concerning to the learning process in the classroom. There had two main findings in the paper, namely (1) Real and Carrier contents could improve the midwifery students' reading comprehension of ESP text.(2) Several factors which were able to make the changed for midwifery students in participating in the learning activities personally and per group. It could be implied that this learning technique may be worthwhile to be carried out in teaching reading of ESP text.

*Key Words: Midwifery Reading, ESP Text, Real and Carrier Contents*

## I. INTRODUCTION

Reading is the way to search several information, to understand some ideas or theories, to discover author's view points and to quote opinion needed by the readers in English text or the others as foreign or second language where they need a process to comprehend a goal of the reading itself and knowledge background (UT Austin: 1: 2010).The goal of teaching reading is to make midwifery students able to read and comprehend English texts as to add their midwifery information. So, reading comprehension of ESP text is one of the ways to make midwifery students comprehension account on the proposition language learning. Then, it should be referred to the specific learning and language use needs of the identified group of students and it is also "specific" in approach. (Johns: 2001:43) It could be categorized that the reading comprehension of ESP text is a specific need of some students (learners) that have the same purposes in language learning through a process where Real Content that is a language text and Carrier Content that is language substance such as input, information or materials as EFL/ESL in certain countries. So, RCC becomes the useful value for reading comprehension support of ESP text as to get solution for the midwifery students' problems.

At midwifery study program of Health Science School of Dharma Landbouw Padang, reading comprehension of ESP text still gets less attention from the English lecturer so that English reading text given are still for English General Purposes (EGP). In fact, English reading text taught in the classroom could be as Second or Foreign Language (ESL/EFL) or English materials given to support the knowledge development in some health schools, for example: at STIKes Dharma Land Bouw or Health Science College of Dharma Land Bouw Padang where the midwifery students given English for Specific Purposes (ESP) in second semester will add midwifery students' information or obstetric.

In addition, teaching the reading comprehension of ESP text could relate to Real and Carrier Contents that is to support a language itself (English) used by the lecturer and to support the midwifery material in conducting a topic, main idea, background of knowledge and vocabulary in the classroom. Conceptually, midwifery or obstetric is a science for medical treatment on normal partum (delivery), family planning (contraception tools), mother and baby cares, as well as home care. In fact, the most of midwifery literatures is written in English so that the midwifery students have to read more in gaining the newest developing midwifery through reading comprehension of ESP text. Then, Real and Carrier Contents described in teaching reading comprehension ought to be in synergetic approach, because it supports in learning midwifery. Previously, in teaching reading comprehension of ESP text, it tended to focus on Real Content or text of the language itself only, so that impact of it does not influence midwifery students' knowledge, as they do not have background of midwifery and do not know how to comprehend Real and Carrier Contents of ESP reading comprehension. It could be inferred that in ESP text, the English lecturer must be able to activate midwifery students to comprehend Real and Carrier Contents included in reading comprehension itself whether in the classroom or out of the classroom in order to make midwifery students catch on messages involved in reading comprehension of ESP text.

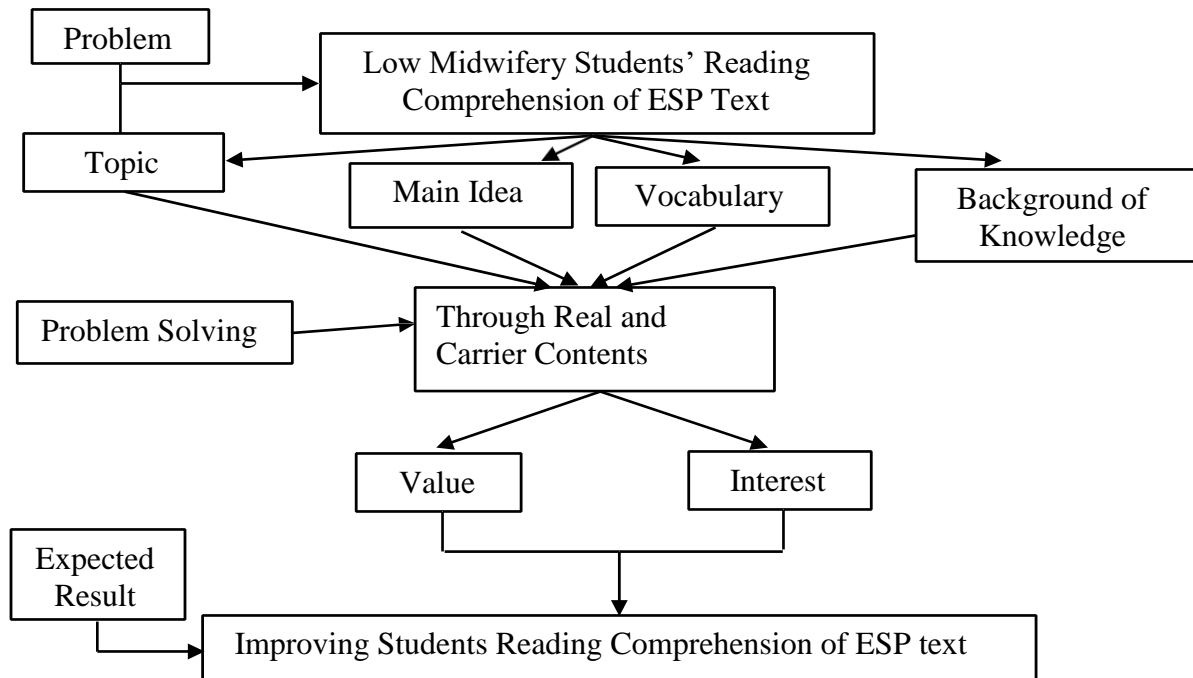


Figure 1. Conceptual Framework of the Research

II. METHOD

1. Action Research.

In the research, the researcher uses an action research to process him self to do the way of teaching, solving his problem in the class room, the researcher would like to apply real and carrier contents supporting to improve the research process. According to Jordan, R.R's (1997:274) that action research is a research that is to find out solution in problems and to enable teachers, to improve the aspects of teaching/learning. Besides, Gay (2000:593) remarks that action research is a process in which individual or several teachers collect evidences and make decision about their own knowledge, performance, beliefs and effects as to catch on and improve them. In addition, Bailey (2001:490) says that action research is an approach to collecting and interpreting data that involves a clear, repeated cycle of procedures by beginning with planning an action to address, issue, or questions in his or her own context. And then, based on Kemmis and Mc Taggart (1988:5) state that action research is a form of collective self reflective enquiry undertaken by participant in social justice of their own social or educational practice, conducted by the lecturer/teacher to gain information about how well their particular school, how well they teach the students and how well the students study. And then, the researcher

feels like to carry out the concept of action research based on Kemmis and McTaggart(1998:10) reflecting to plan, action, observation, and reflection. Next, action research is also used as to aid data process. Accordingly, the researcher would like to use the concept of action research explained by Kemmis and Mc Taggart and cooperate with an observer at midwifery study program of Health Science College of Dharma Landbouw Padang.

## 2. Action Research Procedure

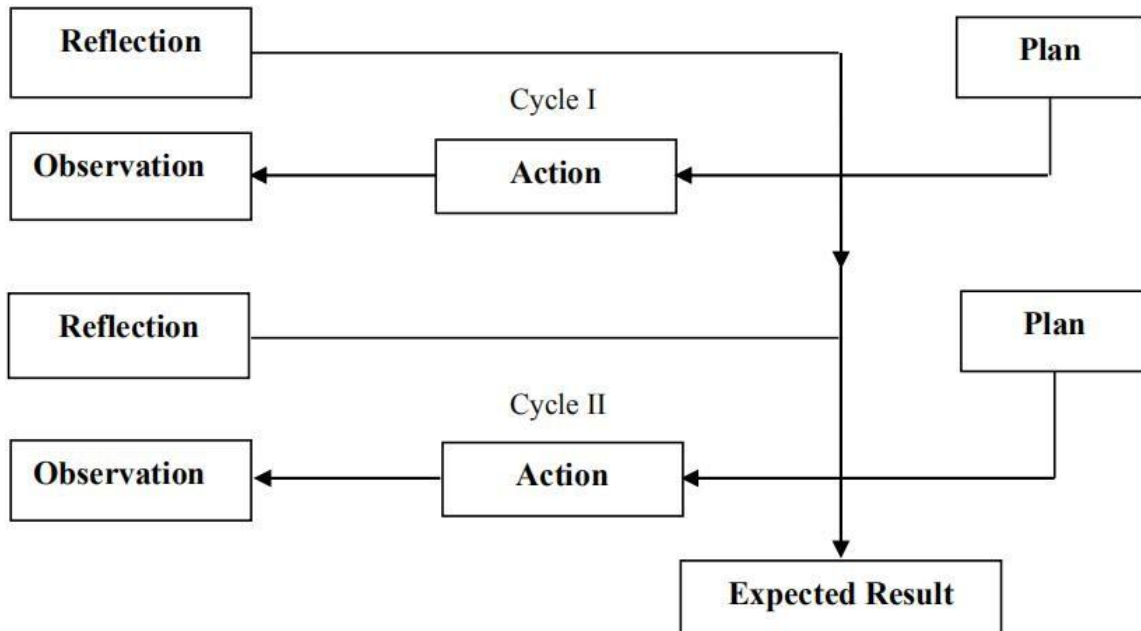


Figure 2. Cycle of action research

## III. RESULT

In reading comprehension of ESP text, Real Content (RC) refers to a language or text written it self (English) taught by lecturer in the classroom that values useful to express some messages or information as well as input through reading comprehension activity in which English as a second or foreign language (ESL/EFL) in certain countries. Reading comprehension of ESP text takes from applied language of the research content into those aspects of the teaching/learning process, which are relevant to any particular context. So, Reading comprehension of ESP text program would be more effective if it is based on research into the following linguistics descriptions of different subject areas and their comparability; the effectiveness of translation into mother – tongue as learning device; the amount of material that could be committed to memory by the students (Donough:1984:3).

Carrier Content (CC) is language substance for teaching materials like input or information (midwifery reading comprehension materials) taught to the midwifery learners in the classroom as input and practice. Besides a cycling (learning) process for professions or disciplines (sciences) involve in reading comprehension of ESP text taught by English lecturer so that relevance and significance of learning activity could be studied. Then, the components of Real and Carrier Contents consist of (1)) Value that is reading text has gotten to be valuable or useful for the midwifery learners and readers, 2) Interest, namely the reading text must be an object of something interesting and to know much for the readers and midwifery learners (Dudley: (1998:99).

Firstly, a pre test given for midwifery students as to know about their ability in reading comprehension of ESP text through supporting Real and Carrier Contents. It was done (10-03-08) for ESP reading comprehension text entitling “**Why Community Midwifery?**” The active midwifery students taking pre test directly consisted of 38 takers from 49 registered.

**Table 1. Midwifery Students 'Score Reading Comprehension of ESP Text in Pre Test**

No	Student Registration Year	Score
01	07001	62
02	07002	72
03	07003	66
04	07004	66
05	07005	64
06	07006	61
09	07009	64
11	07010	64
12	07011	72
14	07012	64
15	07014	68
17	07015	68
18	07017	56
19	07018	60
20	07019	66
21	07020	68
23	07021	62
24	07023	72
26	07024	68
27	07026	74
28	07027	70
29	07028	66
30	07029	64
31	07030	72
32	07031	60
33	07032	68
34	07033	64
35	07034	58
36	07035	74
38	07036	68
39	07037	80
40	07038	66
41	07041	54
43	07043	64
44	07044	62
45	07045	74
46	07046	76
47	07045	64
Total Score		2521
Average Score = Total Score/38		66,34

Then, the midwifery students 'score calculated in pre test that could get score B that is 16 students, get score C that is 21 students, and get score D only one student. To calculate the midwifery students 'score based on some indicators of reading comprehension of ESP text was calculated by the researcher through a formula as following:

$$M = \frac{\sum X}{N}$$

$$\text{Mean} = \frac{\text{Sum of all Scores}}{\text{Numbers of Scores}}$$

The average score could be seen as following:

$\Sigma$  = Sum of the midwifery students' score = 2521

$\bar{X}$  = Mean of the midwifery students' score = 66.34

N = Number of the midwifery students = 38

1. Classroom Activities

Table 2. Classroom activities

Meeting	Date	Activities
First	12-03-08	a. Review all problems in pres test (Why Community Midwifery) b. Make clarification for topic and main idea c. Make clarification for vocabulary and background of knowledge d. Sharing midwifery students in some discussing groups and Watching the teaching process e. Explain and conclude principle of real and carrier contents with components for value and interest
Second	17-03-08	The Community Midwife and Postnatal Care ('Now, what shall I do with it?') a. Making clear concepts of topic and main idea b. Explaining vocabulary c. Explaining background of knowledge of midwifery d. Sharing midwifery students in some discussing groups and Watching the teaching process e. Explain and conclude principle of real and carrier contents with components for value and interest
Third	19-03-08	Postnatal Visit at Home a. Making clear concepts of topic and main idea b. Explaining vocabulary c. Explaining background of knowledge of midwifery d. Sharing midwifery students in some discussing groups and Observing the teaching process
Fourth	24-03-08	a. Giving test one'' Pregnancy Care in the Community'' b. Observing the test one c. Collecting the answer sheets, texts, and problem items

Next, the average score in every indicators of reading comprehension of ESP text was analyzed post to pre test in which it could be looked at the following table:

Table 3. The Mean Score of Indicators post to Pre test

No	Indicators	Mean Score
01	Topic	6,21
02	Main Idea	19,21
03	Vocabulary	21,29
04	Background of Knowledge	19,63

Based on table mentioned above, it could be simplified that the midwifery students got the low score, as they did not comprehend the materials well. In order to get detail information from pre test carried out, it could be reflected as following graphic

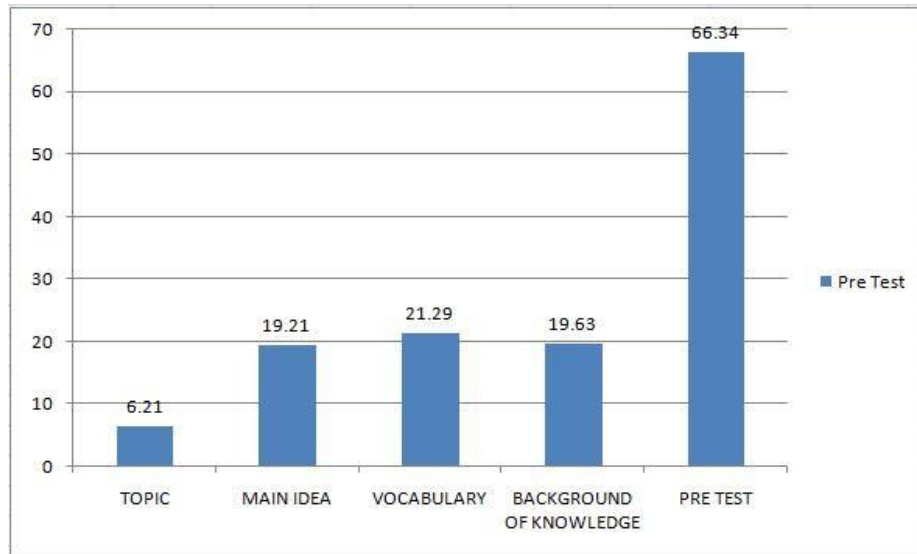


Figure 3. Pre test Score for Midwifery Students Reading Ability

From figure in graphic described in pre test above, it could be summed up that graphic displayed above for topic showed 6,21%,main idea;19,21%, vocabulary;21,29%,knowledge background;19,63%. As total score for pre test was verily; 66,34%. It means that it got low in percentage, inasmuch as the midwifery students did not understand meaning of items in the topic itself. To begin the research, the researcher conducted a process in cycle one

Next, the result test in cycle one as follows:

Table 4. Midwifery Students' Score Reading Comprehension of ESP Text in Cycle 1

No	Student Registration Year	Score
01	07001	58
02	07002	60
03	07003	66
04	07004	62
05	07005	62
06	07006	54
09	07009	56
11	07010	62
12	07011	62
14	07012	62
15	07014	62
17	07015	62
18	07017	76
19	07018	46
20	07019	66
21	07020	62
23	07021	64
24	07023	74
26	07024	58
27	07026	76
28	07027	60

Cont. Table 4. Midwifery Students' Score ...

No	Student Registration Year	Score
29	07028	66
30	07029	74
31	07031	64
32	07032	70
33	07033	72
34	07034	54
35	07035	64
36	07036	64
38	07038	62
39	07039	64
40	07040	62
41	07041	64
43	07043	58
44	07044	60
45	07045	62
46	07046	62
47	07047	72
Total Score		2404
Average Score = Total Score/38		63,26

Table described above shows that midwifery students' score accounted in the test in cycle one that could get score B namely is 7 students, get score C verily 28 students, and get score D that is 3 students. To calculate the midwifery students' score based on some indicators of reading comprehension of ESP text was calculated by the researcher through a formula as following:

$$M = \frac{\sum X}{N}$$

$$\text{Mean} = \frac{\text{Sum of all Scores}}{\text{Numbers of Scores}}$$

The average score could be seen as following:

- $\sum$  = Sum of the midwifery students' score = 2404
- $\bar{X}$  = Mean of the midwifery students' score = 63,26
- N = Number of the midwifery students = 38

Next, the average score in every indicators of reading comprehension of ESP text was analyzed post to pre test in which it could be looked at the following table;

Table 5. The Mean Score of Indicators post to the test 1

No	Indicators	Mean Score
01	Topic	13,11
02	Main Idea	16,16
03	Vocabulary	17,42
04	Background of Knowledge	16,84

It means that in the test one could be underlined that midwifery students did not succeed in the test of reading comprehension of ESP text through real and carrier contents yet, because the score resulted was not satisfied for the researcher and even it was lower than pre test so that it had to carry on learning and testing in cycle two. Next, the midwifery students' score accounted in the test in cycle one that could get score B namely is 7 students, get score C verily 28 students, and get score D that is 3 students. To calculate the midwifery students' score based on some indicators of reading comprehension of ESP text was calculated by the researcher through a formula as following:

$$M = \frac{\sum X}{N}$$

Mean =  $\frac{\text{Sum of all Scores}}{\text{Numbers of Scores}}$

The average score could be seen as following:

$\Sigma$  = Sum of the midwifery students' score = 2404

X = Mean of the midwifery students' score = 63,26

N = Number of the midwifery students = 38

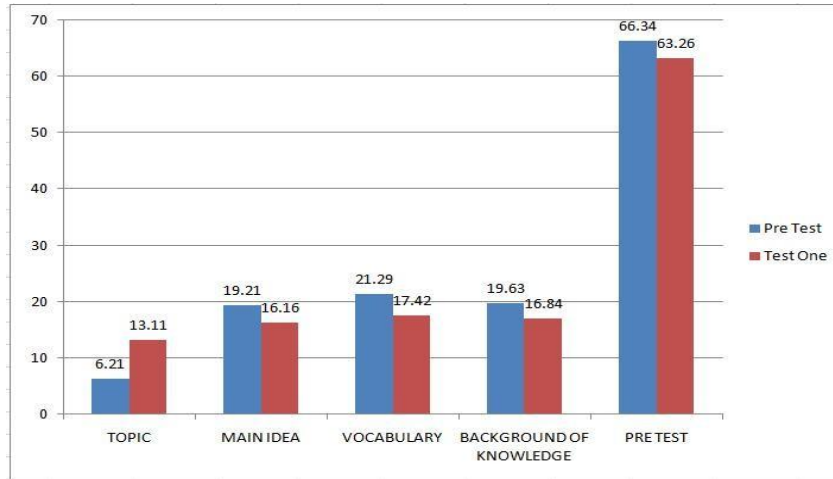


Figure 4. Comparison Pre Test and Test One Scores for Midwifery Students Reading Ability

From graphic shown above in pre test and test one displayed above, it could be summed up that there was the decreased score for the midwifery students. It means that they still did not understand much about reading comprehension of ESP text through real and carrier contents in supporting reading comprehension implementation, as it could be looked from percentage pre test to test one getting decreased. So, the researcher carried on conducting in cycle 2 because the score in cycle 1 was not satisfied for his research.

## 2. Classroom Activity

Table 6. Classroom activities

Meeting	Date	Activities
First	26-03-08	a. Sharing the texts, answer sheets, and test sheets to the midwifery students b. Talking over about test one entitling “ <b>Pregnancy care in the Community</b> ” c. Sharing midwifery students in discussing in some groups and Observing process for the teaching and learning d. The lecturer clarified the principles of Real and Carrier Contents in the text, like components for value and interest, then summarized per paragraph
Second	31-03-08	<b>Post Natal Examination of the Baby</b> a. Determining topic and main idea of the text b. Giving midwifery vocabularies c. Discussing background knowledge of midwifery d. Sharing midwifery students in discussing in some groups and Observing the teaching and learning processes e. The lecturer clarified the principles of Real and Carrier Contents in the text, like components for value and interest, then summarized per paragraph
Third	02-04-08	<b>Care of the Baby</b> a. Determining topic and main idea of the text b. Giving midwifery vocabularies c. Discussing background knowledge of midwifery d. Sharing midwifery students in discussing in some groups and



**Cont. Table 6.** Classroom ...

		Watching the learning and learning processes e. The lecturer clarified the principles of Real and Carrier Contents in the text, like components for value and interest, then summarized per paragraph
Fourth	07-04-08	a. Giving test two that entitles “ <b>the Community Midwife Working at Hospital</b> ” b. Observing the test two run

And then, because of the test one was lower score than pre test, the test 2 was carried out by the researcher so that the test result carried out in cycle 2 increased better than the previous test in which the score A was 4 midwifery students, the score B was 14 midwifery students and the score C was 20 midwifery students, because they have begun to make out what to study about in learning process for reading comprehension of ESP text in the classroom conceptually and practically.

**Table 7.** Midwifery Students’ Score Reading Comprehension of ESP Text in Cycle 2

No	Student Registration Year	Score
01	07001	60
02	07002	76
03	07003	68
04	07004	74
05	07005	62
06	07006	64
09	07009	66
11	07010	58
12	07011	78
14	07012	68
15	07014	60
17	07015	80
18	07017	64
19	07018	60
20	07019	66
21	07020	72
23	07021	64
24	07023	68
26	07024	76
27	07026	66
28	07027	82
29	07028	74
30	07029	68
31	07031	82
32	07032	66
33	07033	66
34	07034	60
35	07035	74
36	07036	82
38	07038	66
39	07039	62
40	07040	84
41	07041	60
43	07043	62
44	07044	70
45	07045	76

**Cont. Table 7.** Midwifery Students' Score Reading Comprehension of ESP Text in Cycle 2

No	Student Registration Year	Score
46	07046	64
47	07047	64
Total Score		2590
Average Score = Total Score/38		68,16

From the table shown above, it could be summed up that the test result carried out in cycle 2 increased better than the previous test in which the score A was 4 midwifery students, the score B was 14 midwifery students and the score C was 20 midwifery students, because they have begun to make out what to study about in learning process for reading comprehension of ESP text in the classroom conceptually and practically. After that, to calculate the midwifery students' score based on some indicators of reading comprehension of ESP text was calculated by the researcher through a formula as following:

$$M = \frac{\sum X}{N}$$

Mean =  $\frac{\text{Sum of all Scores}}{\text{Numbers of Scores}}$

The average score could be seen as following:

$\sum$  = Sum of the midwifery students' score = 2590

X = Mean of the midwifery students' score = 68,16

N = Number of the midwifery students = 38

Next, some results of the three tests in reading comprehension of ESP text Pre test, test one and test two score for midwifery students reading ability

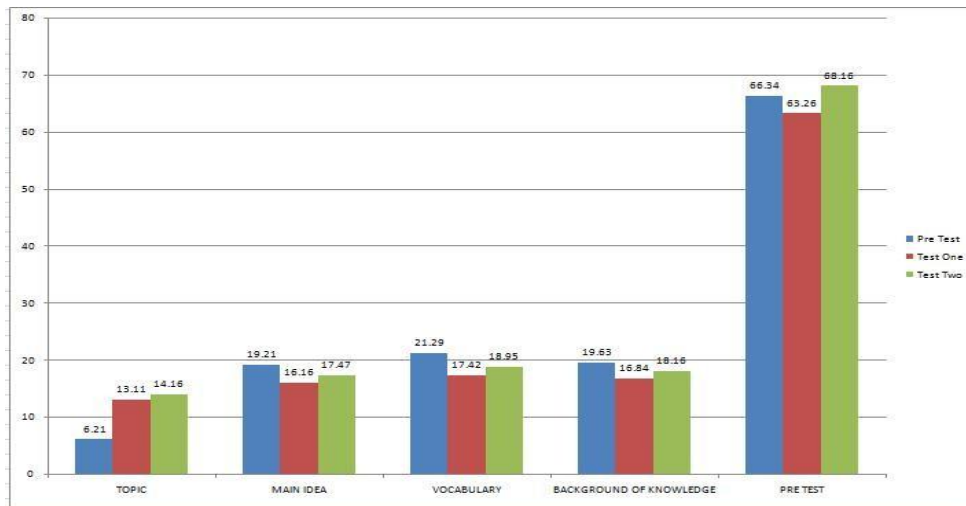


Figure 5. Graphic Pretest, test 1, and test 2

From the graphic shown above, it could be concluded that test two held by the researcher has been promoted in score. It means that reading comprehension of ESP text through real and carrier contents has succeeded to support to comprehend the ESP reading text implementation.

**Table 8.** The Mean Score Comparison of Indicators the three tests

No	Indicators	Pre Test	Test I	Test II
01	Topic	6,21	13,11	14,16
02	Main Idea	19,21	16,16	17,47
03	Vocabulary	21,29	17,42	19,95
04	Background of Knowledge	19,63	16,84	18,16

Next, the description of midwifery students' score in pre test where the average score was 66,34%, test one was 63,26% in cycle one and test two was 68,16% cycle two. From pre test to test one, there was the decreased score because some midwifery students did not comprehend the concept of reading comprehension of ESP text well through real and carrier contents. To look the decreased score in the test one (63,26%) the researcher and collaborator made deal to conduct a learning process based on study problem in cycle 2. After that, from the test one to the test two, there had the increased score in the test 2 (68,16%) in average score already, as the midwifery students have understood the concept of Reading Comprehension of ESP Text through Real and Carrier Contents much better.

#### IV. CONCLUSIONS

The action of applying reading comprehension of ESP texts through Real and Carrier Contents on teaching of midwifery students at Health Science College of Dharma Landbouw, Padang could be good enough in implementing the research. So, the primary findings of this research are

1. Real and Carrier Contents could support and be the better improvements for midwifery students in Reading Comprehension of ESP text, the texts given has value and interest points out
2. The factors influencing the changes of students' reading comprehension are: (a) Class Management that is lecturer could manage when to explain concept of topic and to discuss as well as to test his midwifery students. (b) Small Group Discussion is namely midwifery students could make a group discuss as to express their additional information, experience and questions (c) Clear Explanation is verily lecturer could conclude all input from midwifery students (d) Suitable Material that is materials provided and discussed were oriented about midwifery.

Based on the research, the researcher suggests as following:

1. English researcher for midwifery students should apply real and carrier contents to solve the reading comprehension of ESP text.
2. This researcher of English should be more useful for the next researcher
3. English researcher should inform that Real and Carrier Contents could be applied through reading comprehension of ESP text.

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