

## **A Need Analysis on English Teaching Materials for Midwifery Department Students at the Muslim University of Indonesia (UMI)**

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### **Abstract**

*There are two research objectives in this research, they are to find out the target needs of the Midwifery department at the Muslim University of Indonesia (UMI); and to find out the obstacles faced by the students of midwifery department of Muslim University of Indonesia (UMI) in learning English. The research design is mixed-method research. There was 1 lecturer and 27 students at the Muslim University of Indonesia (UMI) that was taken as the subject of the research. The researcher used a questionnaire as the research instrument. The result of the research revealed that emphasizing midwifery terminology, effective communication skills, and written proficiency, the findings underscore the necessity of adjusted English language education for this group. Challenges identified include difficulties in vocabulary acquisition, comprehension, pronunciation, and confidence in speaking and writing. Addressing these obstacles requires targeted interventions such as refined instructional methods, confidence-building measures, vocabulary-focused interventions, and effective reading strategies. These findings align with the theory's emphasis on understanding learners' needs and implementing tailored solutions to facilitate language acquisition.*

**Keywords:** *Need analysis, English, teaching materials, Midwifery.*

### **INTRODUCTION**

There are many factors affecting students to have such low proficiency in English including the system of teaching and learning in the classroom. The design of the curriculum is a problem in creating the way of teaching in the classroom and the students' way of learning to use the language. Curriculum design takes an important role in creating how the teaching and learning process is conducted. The choice of goals or objectives, materials, contents, and methods of teaching are also based on the target learners' needs. So, the main focus of teaching ESP is to the process of determining English skills and components related to the students' needs and their field of study. Successful language learning is vital for refugees, immigrants, international

students, those receiving education or vocational training through the medium of a second language in their own country, and individuals in occupations requiring advanced foreign language proficiency, among others (Long, 2010).

According to the vision of the midwifery department, upon graduation students are expected to be able to compete in the global market. This is based on the data of BNP2TKI that the Indonesian nurses and midwifery are surplus. Many students graduating from nursing and midwifery department are difficult to get a job. To deal with this case, the government attempts to find the solution by helping the graduated students to find the job in other countries. Still, there is a gap between the quality and competency of health graduate students with the demands from the global. One of the challenges is that the lack of English and target language that have to be mastered by students who want to work abroad. To fulfil this gap, therefore, the government encourages health students especially midwifery students to upgrade their skills by learning English. The crucial need of English for midwifery students is to assist them to compete in the global market (Susanto & Latief, 2016)

Teaching English for midwifery students is a branch of ESP since General English (GE) courses do not meet learners' needs. Students who learn English based on their field study will be easier to find a job in accordance with their study program. It is believed that students will be more highly motivated in learning about topics and texts which are related to their study or work areas. Conducting ESP course is very fruitful for the students who want to work in the labour market or in international organizations (Saliua & Hajrullaia, 2016). The students reach higher communicative competence in their field study (Lee, 2016). To do so, the factors of ESP instruction need to take account: the learner, the language chosen, and the learning context (Chung & Chang, 2017).

To determine what the student needs to achieve through the medium of English accurately, it is necessary to carry out the Needs Analysis (NA). NA is defined as the process of determining the need for which the learners or group of learners require a language and arranging the needs according to priorities (Richards, 2001). Richard further mentions that different types of students have different language needs and what they are thought should be restricted to what they need. Many researchers have conducted and reported related to need analysis for English courses.

Freihat and Al-Makzoomi (2012) conducted a study to explore the learning needs of nursing students in Jordan. The researcher found that the participants have difficult in communicating with clients in the various clinical settings, inability to follow through with step-by-step procedures, difficult charting or documenting appropriately in clients record, and accidentally misread the numbers written on physicians orders. In the researcher's view, both social English and ESP were enabling nursing students to communicate in English with client, colleagues, and nursing supervisors of culturally and linguistically diverse background and enrich them as individuals.

Subhan Rahmat (2019) state that the students' need especially in vocabulary skill. The student known the types of vocabulary such as the parts of speech, this data become the student learning ability. Also, the researcher knows the student learning priority in vocabulary such as the student have no a lot of vocabulary. The English materials needed by the students of pharmacy department at UIN Alauddin Makassar consist of thirteen components. The development of English materials for students of Pharmacy department at UIN Alauddin includes goals, materials sequence, English materials and worksheet.

These findings indicated that only the perception of the students' needs in different skill of English Language Teaching. The researcher did not include the course design or the syllabus design which are relevant to the student's perceptions. The research conduct by Jasson-Aquilar was related to this research as the research involve multiple sources from different perspective, such as human resources, executive housekeeper and supervisor to analyze the needs of maid's/housekeeper job in one of the large hotels. Meanwhile this research will involve the students, lecturers of English and the graduates of this program. the writers will focus on discovering the needs of midwifery department students and to find terms related to midwifery that use English language in Muslim University of Indonesia (UMI).

## **METHOD**

The research design of this research applied mixed-method which combine qualitative and quantitative research techniques, methods, approach, and concept into a-single-research for administering all instruments accurately and consistently based on the instruction. According to (Gay, 2006) this type of design is related to collection, analysis, and interpreting of comprehensive, narrative, and visual data in order to gain insight into a particular phenomenon of interest. Moreover, this research was referred to survey research, determines and describe the way things are. The research produced some of data from respondent.

This research took students, lecturer and the executives (who are in charge in determining the curriculum) of midwifery department at Muslim University of Indonesia (UMI). There was 1 lecturer and 27 students. Then there were 30 total of population that filled the questionnaire.

In obtaining the data of the research, the researcher used questionnaire as the instrument. The questionnaire was distributed to midwifery students, executives and the Lecturer that participated in the need analysis. The questionnaire for the need analysis was in three sections. Firstly, personal information that consist of students' ID number, age, and number of classes. Secondly, present situation analysis. It covers level of English, strength and weaknesses of English, and topics. Thirdly, target situation analysis consists of method of learning and the purposes of learning English.

## **FINDINGS**

The results of the research are divided and presented into two parts based on the categorization of needs analysis of this study namely target needs and learning needs. The details of midwifery departments' needs are provided in the description of results in the tables

### **Target Needs**

#### **Necessities**

Target needs that refer to *necessities* is what students actually need in learning English in order to work properly.

Table 1. The students' needs in writing

No.	Options	Frequency	Percentage
1	To be able to write short sentence with a correct grammar	13	48,1%
2	To be able to write an utterance listened or explanation.	5	18,5%
3	To be able to write a summary with paraphrase	5	18,5%
4	To be able to write a report with uncommon or academic word	4	14,8%

Table 1 displays participants' responses on various writing objectives. "Writing short sentences with correct grammar" was the most popular choice, selected by 48.1% of participants, indicating a strong emphasis on fundamental writing skills. "Writing utterances or explanations" and "Writing summaries with paraphrases" were each chosen by 18.5% of participants, reflecting interest in expressing ideas through writing. "Writing reports with academic vocabulary" attracted 14.8% of participants, showing an interest in advanced writing proficiency.

Table 2. The students' needs in speaking

No.	Options	Frequency	Percentage
1	To be able to speak for daily conversation	14	51,9%
2	To be able to speak with a given context	6	22,2%
3	To be able to deliver a presentation	3	11,1%
4	To be able to speak for class activities	4	14,8%

Table 2 displays respondents' priorities for oral communication skills. "Speaking for daily conversation" was the top priority for 51.9% of participants, indicating a focus on practical spoken proficiency. "Speaking with a given context" was chosen by 22.2%, showing interest in situational adaptability. "Delivering presentations" attracted 11.1% interest, and "Speaking for class activities" was chosen by 14.8%, highlighting academic communication importance. This diversity of objectives offers insights into participants' oral communication goals.

Table 3. The students' needs in listening

No.	Options	Frequency	Percentage
1	Able to understand explanations in video	14	51,9%
2	Able to understand a presentation	4	14,8%
3	Able to understand instructions from lecturer	1	3,7%

4	Able to understand a daily conversation	8	29,6%
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Table 3 outlines participants' preferences for listening comprehension skills. "Understanding explanations in video" was the primary focus for 51.9% of respondents, emphasizing multimedia comprehension. "Understanding daily conversation" was prioritized by 29.6%, indicating interest in everyday language. "Understanding presentations" attracted 14.8% interest, while "Understanding instructions from the lecturer" had the lowest frequency at 3.7%. These insights reveal diverse listening comprehension goals among participants.

Table 4. The students' needs in reading

No.	Options	Frequency	Percentage
1	Able to understand a simple short text	14	51,9%
2	Able to understand a fiction reading (novel, comic)	2	7,4%
3	Able to understand an academic reading text	1	3,7%
4	Able to understand any kind of reading text	10	37%

Table 4 indicates that 51.9% of students require reading skills to understand short, simple texts, while 37% need skills for comprehending any type of reading material. Only a small fraction of students, 7.4% and 3.7%, respectively, require skills for understanding fiction and academic texts.

### Lacks

In a needs analysis, "lacks" refer to the gap between the necessities and what the learner already knows, which is the existing proficiency of the learners.

Table 5. Students lack in writing

No.	Options	Frequency	Percentage
1	Unable to write a report	16	59,26%
2	Unable to write assignment/task	4	14,81%
3	Unable to write the lecturer's explanation/presentation	9	33,33%
4	Unable to write reading result	4	14,81%

Table 5 outlines students' weaknesses in English writing across four areas. A major concern is the inability to write reports, acknowledged by 16 out of 27 students (59.26% of the sample). Additionally, 14.81% struggle with assignments or tasks. 33.33% find it challenging to capture and transcribe lecture content, while 14.81% face difficulties in writing reading results.

Table 6. Students lack in speaking

No.	Options	Frequency	Percentage
1	Unable to ask questions in the class	11	40.74%
2	Unable to state opinions	11	40.74%
3	Unable to do a presentation properly	19	70.37%
4	Unable to speak with colleagues	6	22.22%

Table 6 offers insights into students' weaknesses in English speaking across different aspects. 40.74% struggle with asking questions and expressing opinions in class. 70.37% find it challenging to deliver presentations effectively. Additionally, 22.22% face difficulties in engaging in English conversations with colleagues. These findings pinpoint areas for targeted improvement in English language skills.

Table 7. Students lack in listening

No.	Options	Frequency	Percentage
1	Unable to understand explanation in a video	5	18.52%
2	Unable to understand presentation	12	44.44%
3	Unable to understand instruction	13	48.15%
4	Unable understand daily conversation	11	40.74%

Table 7 offers insights into students' weaknesses in English listening skills across different scenarios. 18.52% struggle with comprehending explanations in video content. Additionally, 44.44% face challenges in understanding presentations, while 48.15% find it difficult to grasp instructions. Furthermore, 40.74% encounter difficulties in understanding daily conversations. These findings highlight areas for targeted improvement in English language skills, particularly in comprehending varied forms of spoken content.

Table 8. Students lack in reading

No.	Options	Frequency	Percentage
1	Unable to understand short text	5	18.52%
2	Unable to understand a fiction reading (novel, comic)	13	48.15%
3	Unable to understand an academic reading text	13	48.15%
4	Unable understand any kind of reading text	6	22.22%

Table 8 examines students' weaknesses in English reading. It reveals that 18.52% face challenges with short texts, while a significant 48.15% struggle with fiction and academic readings. Additionally, 22.22% find difficulty in understanding any type of reading material. These insights underscore the need for targeted improvements in English comprehension across various text genres.

### Wants

In a needs analysis, "wants" refer to the subjective needs or desires of the learners. These wants are the abilities that the learners would like to master or improve, but they may not have a direct relationship with the objective needs perceived by the teachers and course designers.

Table 9. Important topics or material in learning English

No.	Options	Frequency	Percentage	Category
1	Part of speech	13	48.15%	Appropriate
2	Basic tenses	10	37.04	Appropriate Enough
3	Essay writing	13	48.15	Appropriate
4	Translating	13	48.15	Appropriate
5	Reading activities	13	48.15	Appropriate
6	Summarizing	9	33.33	Appropriate
7	Presentation	12	44.44	Appropriate Enough
8	Midwifery terminology	14	51.85	Very Appropriate
9	Abbreviations	14	51.85	Very Appropriate

Table 9 presents students' perspectives on the importance of specific topics in learning English. "Part of Speech" was deemed appropriate by 48.15% of students, while "Basic Tenses" received a rating of "Appropriate Enough" from 37.04% of respondents. "Essay Writing," "Translating," and "Reading Activities" were all considered "Appropriate" by 48.15% of students. "Summarizing" was deemed "Appropriate Enough" by 33.33% of students. Moreover, "Presentation" was seen as "Appropriate Enough" by 44.44% of respondents. Interestingly, "Midwifery Terminology" and "Abbreviations" were considered particularly significant, both classified as "Very Appropriate" by 51.85% of students. These findings provide insight into the perceived relevance of English learning materials, with medical terminology topics standing out as highly important to students.

Table 10. Learning method

No.	Options	Frequency	Percentage	Category
1	Learning through audio	17	62.96	Appropriate
2	Learning through text	18	66.67	Appropriate
3	Learning through video	18	66.67	Appropriate
4	Learning through pictures	19	70.37	Appropriate

5	Learning through audio and conversation	16	59.26	Appropriate
6	Learning through self-learning	19	70.37	Appropriate
7	Learning with group	18	66.67	Appropriate

Table 10 shows the perceived appropriateness of different learning methods: Learning through audio (62.96%), Learning through text (66.67%), Learning through video (66.67%), Learning through pictures (70.37%), Learning through audio and conversation (59.26%), Learning through self-learning (70.37%), and Learning with a group (66.67%). Majority approval for each method indicates a positive reception and preference for diverse instructional approaches, suggesting a need for varied multimedia, collaborative, and individualized learning methods to accommodate diverse preferences.

### Learning Needs

In this part, the challenges of learning English material for the midwifery department is revealed. The challenges identified by students in the four language skills: listening, speaking, reading, and writing.

Table 11. Challenges in listening

No.	Skill	Challenges	Frequency	Percentage
1	Listening	Unconducive learning situation	15	55.56%
		Unable to understand accent used	15	55.56%
		Lack of vocabulary mastery	21	77.78%
		Boring learning method	12	44.44%
		Inadequate device	15	55.56%
		Unclear learning instruction	11	40.74%

In Table 11, students outline challenges faced in learning English, particularly in listening skills. Among midwifery students, 77.78% struggle with mastering vocabulary, emphasizing the need for vocabulary-focused interventions. Additionally, 55.56% find the learning environment and accents challenging, highlighting issues with auditory learning. Furthermore, 40.74% cite unclear instructions, indicating a need for clearer guidance. These challenges stress the importance of refining instructional methods and providing engaging content to enhance midwifery students' listening skills.

Table 12. Challenges in speaking

No.	Skill	Challenges	Frequency	Percentage
1	Speaking	Lack of confidence	20	74.07%
		Difficulties on pronouncing words	14	51.85%
		Lack of vocabulary	15	55.56%
		Grammar difficulty	11	40.74%
		Translation difficulty	12	44.44%

	No partner for learning	12	44.44%
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Table 12 presents a multifaceted landscape of challenges associated with speaking skills among students. A significant 74.07% express a lack of confidence, potentially hindering effective oral communication. Pronunciation difficulties (51.85%) and vocabulary challenges (55.56%) add further complexity to spoken language acquisition. Additionally, 44.44% of students note the absence of a learning partner, indicating a potential need for collaborative learning opportunities. These challenges highlight the importance of building students' confidence, addressing pronunciation intricacies, expanding vocabulary, and fostering collaborative speaking environments within the midwifery curriculum.

Table 13. Challenges in reading

No.	Skill	Challenges	Frequency	Percentage
1	Reading	Lack of reading method	15	55.56%
		Lack of knowledge of text types	14	51.85%
		Main idea defining difficulty	12	44.44%
		Difficult to conclude text	14	51.85%
		Time limitation when reading	11	40.74%
		Lack of reading goal instruction	11	40.74%

Table 13 outlines challenges faced by students in both understanding and strategic aspects of reading. The most common issue, reported by 55.56% of students, is the absence of a structured reading method, suggesting a need for guidance on effective reading strategies. Difficulties in recognizing different text types (51.85%) and drawing conclusions from texts (51.85%) further emphasize the importance of refining critical reading skills. Time constraints during reading (40.74%) and unclear reading goals (40.74%) highlight practical hurdles that may hinder comprehensive engagement with reading materials. Addressing these challenges involves implementing effective reading strategies, providing clear instructional goals, and offering support to enhance overall reading proficiency.

Table 14. Challenges in writing

No.	Skill	Challenges	Frequency	Percentage
1	Writing	Lack of vocabulary to develop writing	18	66.67%
		Lack of grammar and structure comprehension	15	55.56%
		Idea development difficulties	14	51.85%
		Lack of time to practice	12	44.44%
		Lack of guidance from lecturers to develop writing	11	40.74%

The challenges outlined in Table 14 regarding writing skills highlight critical areas affecting students in the midwifery department. A significant 66.67% of students express concerns about a

lack of vocabulary hindering their writing development. Similarly, challenges related to grammar and structural comprehension (55.56%) and idea development (51.85%) underscore fundamental writing skills needing attention. Reported constraints such as limited time for practice (44.44%) and inadequate guidance from lecturers (40.74%) further emphasize the necessity for structured writing support. Addressing these challenges involves targeted interventions to improve vocabulary, enhance grammatical understanding, foster creative idea development, and provide sufficient time and guidance for effective writing skill development.

### Lecturer's view

As additional view regarding the midwifery department students need analysis, the lecturer view is also included in the analysis.

### Students English level

Table 15. Students' English level

No.	Skills	Level
1	Speaking	Fair
2	Listening	Fair
3	Reading	Very good
4	Writing	Good
5	Grammar application	Fair
6	General vocabulary	Fair

Table 15 presents the lecturer's personal assessment of the midwifery students' English proficiency across various skills using a four-tier scale: very good, good, fair, and poor. The assessment reveals a consensus of fair speaking and listening skills among students, suggesting a moderate command of spoken English with room for improvement. Additionally, the consensus on very good reading skills indicates a strong ability to comprehend written English texts. The lecturer perceives the students' writing skills as good, indicating proficiency in expressing ideas in written form with potential for further development. The fair level in grammar application and general vocabulary reflects a shared acknowledgment of a moderate grasp of grammatical rules and word usage. These assessments provide valuable insights for targeted language instruction and improvement strategies within the midwifery curriculum.

### Necessary English proficiency for students

Table 16. Necessary English proficiency for students

No.	Skills	Necessary Proficiency
1	Speaking	Able to write with paraphrase
2	Listening	Able to speak contextually
3	Reading	Able to understand simple conversation
4	Writing	Able to understand a short text

Table 16 outlines the expected English language skills that the lecturer believes midwifery students should possess, serving as benchmarks for proficiency in specific language domains. According to the lecturer's perception, students should excel in writing with paraphrase, demonstrating the ability to convey information in their own words while maintaining accuracy and coherence. Additionally, students are expected to excel in speaking contextually, emphasizing the importance of articulating ideas within given situations or scenarios. Regarding listening skills, the lecturer anticipates students to understand simple conversations, indicating a grasp of basic spoken English crucial for effective communication. Furthermore, the expectation for reading skills is focused on understanding short texts, emphasizing comprehension within a limited textual context.

Table 17. Important English topics for the students

No.	Topics
1	Part of speech
2	Basic tenses
3	Essay writing
4	Translating
5	Reading comprehension
6	Summarizing
7	Presentation
8	Midwifery terminology
9	Abbreviation

Table 17 outlines the important topics that the lecturer perceives as crucial for midwifery students to learn within the context of their English language education. The lecturer emphasizes understanding language intricacies such as "Part of speech," laying the foundation for effective communication. Additionally, "Basic tenses" are highlighted for accurate temporal expression, vital in conveying information within midwifery contexts. Topics like "Essay writing," "Translating," and "Reading comprehension" underscore the need for students to excel in written and interpretive language skills, essential for academic and professional communication. "Summarizing" emphasizes efficient extraction of key information. "Presentation" is identified as essential for effective oral communication, while "Midwifery terminology" and "Abbreviation" highlight specialized language requirements within the field.

Table 18. Important teaching methods

No.	Options	Importance Level
1	Learning through audio	Important
2	Learning through text	Important
3	Learning through video	Important
4	Learning through pictures	Important
5	Learning through self-learning	Quite important
6	Learning with group	Important

Table 18 reflects the perceived importance of various teaching methods in supporting students' learning, according to the lecturer. The importance levels are categorized into four tiers: Not important, Quite important, Important, and Very important. The lecturer considers "Learning by audio," "Learning by text," "Learning by video," and "Learning by pictures" as important teaching methods. This suggests recognition of the value in utilizing diverse multimedia formats to cater to different learning styles and enhance students' understanding. "Learning by self-taught" is categorized as quite important, indicating a moderate level of significance. This implies that while independent learning is acknowledged, it may not be as crucial as other methods in the lecturer's perception. "Learning with group" is deemed important, underscoring the lecturer's recognition of the collaborative learning process and the benefits derived from group interactions and discussions.

## **DISCUSSIONS**

The needs analysis based on the findings from both students and lecturers emphasize the importance of tailoring language teaching to the specific needs of the midwifery profession, aligning with the principles of English for Specific Purposes. The analysis offers valuable insights into the participants' perspectives and expectations, paving the way for a more effective and contextually relevant language teaching approach for midwifery students.

The lacks identified among midwifery students, as well as the lecturer's assessment of their current proficiency, offer valuable information for course designers to tailor materials and strategies that address specific weaknesses. It is important to understand both the target situation necessities and the existing proficiency of learners to design effective language courses that bridge the gap and facilitate language development in a contextually relevant manner.

The wants identified among midwifery students, as outlined in the questionnaire findings, provide valuable insights into their motivations and preferences in English language learning. Aligning the course content and methods with these wants is crucial for course designers, as it enhances learner engagement and overall effectiveness in language acquisition.

The learning problems identified among midwifery students provide a comprehensive understanding of the challenges they face in various language skills. The finding emphasizes the importance of recognizing lacks and wants, and designing language courses that bridge the gap between existing proficiency and target situation necessities. Addressing specific challenges in listening, speaking, reading, and writing involves tailoring interventions based on the learners' individual needs and preferences, aligning with the core principles of the theory.

The findings regarding learning methods and the perceived importance of topics and teaching methods highlight the positive reception of diverse learning methods among midwifery students reflects an acknowledgment of the importance of catering to individual preferences. The lecturer's recognition of various teaching methods and the identification of crucial topics for midwifery students align with the theory's emphasis on understanding learners' wants and target situation necessities, ensuring that language courses are tailored to meet the specific needs of the learners within their professional context.

## **CONCLUSIONS**

The research findings provide a comprehensive understanding of the target needs of midwifery students at UMI. In the case of midwifery students, the identified needs revolve

around language proficiency in listening, speaking, reading, and writing skills within the context of their field. The focus on midwifery terminology, abbreviations, effective oral communication, and written communication skills highlights the specific language requirements within the profession. These findings emphasize the importance of tailoring English language education to meet the unique needs of midwifery students, aligning with the theory's emphasis on understanding target situation necessities.

The challenges faced by midwifery students in learning English, as outlined in the research findings, shed light on the obstacles hindering their language acquisition. The identified obstacles encompass listening, speaking, reading, and writing skills, emphasizing difficulties in vocabulary mastery, comprehension of accents, unclear instructions, lack of confidence in speaking, pronunciation challenges, vocabulary limitations in writing, and a lack of structured reading methods. These obstacles highlight areas where targeted interventions are essential to bridge the gap between existing proficiency and the desired language skills. Addressing these challenges involves refining instructional methods, building confidence, providing vocabulary-focused interventions, and implementing effective reading strategies. The theory's focus on understanding learners' problems and incorporating targeted solutions aligns with the identified obstacles and emphasizes the importance of overcoming these challenges to facilitate effective language learning.

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