

Developing English Language Textbook for Midwifery Students at Institute of Health Science in Sampang, Indonesia

Ika Meilinda Ummul Ma'rufa^a

^aMidwifery Department, Stikes Sukma Wijaya Sampang, imeilinda90@gmail.com

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ABSTRACT

The demand for qualified midwives in their job field encourages the midwifery academy to include the English language as a compulsory subject for the students. It is scarce to find ESP books designed for students of midwifery. This study aims to develop an English language textbook specified for the Midwifery Academy of Sukma Wijaya Sampang students. It was carried out to require the student's needs and interests. It was conducted using the Research and Development (R & D) design in which the need assessment procedures and expert validation were included. The data collection involved several instruments, namely questionnaires and interview guidelines. The questionnaires were applied to the students and chief of the midwifery department on the need assessment procedure. At the same time, the checklist was given to the experts on the process of product validation. All the data were analysed descriptively. Its advanced English language textbook consists of fourteen chapters which deliver the texts and activities related to the needs of midwifery students. Besides the essential English skill, this developed book also provides some English vocabulary related to the midwifery context. It concluded that the material applied to students; in terms of their attractiveness, appropriateness of the content and difficulty level.

Keywords: Material development, Midwifery, English for Specific Purposes

1. Introduction

English has become one of the courses taught at almost all levels, including university. As an international language, students need English, and higher education must be able to equip their graduates to meet the demands of the globalized era. Therefore, English is taught not only to English department students but also to all fields of study, including the midwifery department. Meanwhile, Kamid. et al., 2019 cited in (Abdul Syakur et al., 2020) mentioned that the primary goal of higher education is to facilitate student learning. In fulfilling this commitment, higher education institutions must be supported through partnerships with all universities. The partnership itself can be in the form of academic and non-academic aspects. Furthermore, dealing with the goals and perspective of teaching English as an international language (McKay, 2002) believes that thinking globally and acting locally are relevant to teaching English as an international language.

Related to the midwifery department, it cannot be denied that the midwifery department has been popular recently. Furthermore, every institution should compete for skilful graduation and additional skills such as English ability. Meanwhile, the high demand for professionally qualified midwives in Indonesian and foreign workplaces has prompted schools to improve the quality of education by making English, a language of international communication, one of the compulsory subjects for students. It is designed to meet the needs of midwifery students. In addition, a study by

Parnawati & Ulinuha (2019) found that all students need English to improve their skills and are more confident in writing and reading than speaking and listening.

Furthermore, the students also need teaching material that suits their needs. In this case, the graduation of midwifery students should be able to compete nationally and internationally. Therefore, the teaching material should be able to fulfil the student's needs, especially for midwifery students.

Meanwhile, to support the English teaching and learning process for midwifery students is needed material suitable for their needs, and it is called English for Specific Purpose (ESP). It aligns with Brown (2007), who states that teaching today is designed and conducted to meet students' needs. Sujana (2005) (Agustina, 2014) said that the objective of ESP courses is to equip students with a particular English proficiency level; where the language will be used. Meanwhile, Ahmed (2017) found that authentic and culturally appropriate material is essential in teaching a foreign/second language. In addition, a need analysis should be conducted before giving the course based on the student's field of study (Hidayati & Haryati, 2018). Therefore, English for Specific Purposes (ESP) has become an indispensable and integral course in many fields of learning. Next, Bekteshi & Khaferi (2020) found in their study that the biggest priority for students is learning ESP for employment, and communicative skills should be the focus. Even though ESP is considered necessary in each institution, its application still has a problem. Therefore it needs to find a solution for stakeholders to figure the problem out. According to Poedjiastutie & Oliver (2017), the problems in ESP can inhibit the effectiveness of the ESP programs. Therefore, it needs valuable direction for policymakers, curriculum writers and English teachers.

Furthermore, Ellis & Johnson (1994) said ESP teachers should be experts in presenting and explaining the language. They should also be able to ask the correct questions and use the answer well. Teachers should also have three types of knowledge, professional knowledge, pedagogical knowledge and pedagogical content knowledge. Professional knowledge is related to teaching in general, and pedagogical knowledge means that the teachers should have general teaching method and pedagogical content knowledge, such as a unique teaching method for a particular subject (Burden et al., 1999)

They are dealing with teaching and learning English for midwifery students to enable students to become competitive and competent enough for their future careers. In addition, without instructional materials, the teaching and learning process will not succeed. It means that instructional materials are needed for the learners in the teaching and learning process. Hycroft (1998), cited in Ayu & Indrawati (2019), states that one of the main advantages of using materials is that they are psychologically vital to students as their progress and achievement can be concretely measured when we use them. Based on the material design model of Hutchinson & Waters (1987), the aim is to provide a coherent framework for integrating the different aspects of learning while leaving plenty of room for creativity and creativity thrives. The model consists of four elements: input, content focus, Language focus, and task.

The preliminary study conducted at Midwifery Academy Sukma Wijaya Sampang through interviews found that English was taught to the students. However, there is no English language textbook specialized for the midwifery context. Furthermore, the students found it hard to learn English because they do not have a book suitable for the midwifery context. The students need teaching material related to their field. Some students said they lack English vocabulary, making it hard to communicate in English. Therefore it needs English material which is suitable for their need. It is in line with the study conducted by Saragih (2014), which states that the textbook should be based on the need analysis conducted by the ESP designers.

Furthermore, Tomlinson (2014) states that at least two things must be clarified when developing materials. It is both a research field and a practical endeavour. As a field of study, it deals with the principles and processes of designing, implementing and evaluating language teaching materials. As a practical activity, it involves the production, evaluation and adaptation of language materials by teachers for their classes and by the authors of the materials for sale or distribution.

Furthermore, there are many studies related to the English language textbook for midwifery students, such as Susanto & Latief (2016), Jefiza & Linawati (2018), Badruddin (2015), Jefiza & Linawati (2018) and Wisudayanti, (2020). Meanwhile, the midwifery students' need has been explained by Hariyanto et al. (2022). In addition, the developing reading material has also been conducted by Setiyawan & Yunitaka, B (2020). Furthermore, Hidayatullah (2019) suggests that the future-developed book should include speaking and writing skills so that the students have all the basic English skills needed for their future careers. The difference between the recent study with the previous one is that the developed book provides daily conversation in the midwifery context to improve their spoken English skill. Besides, the topics in each unit are different; therefore, it can give readers new information, knowledge and even different learning activities.

Based on the problem above and considering the difference in students' need analysis in each institution, the researcher is interested in conducting research entitled 'developing English language textbook for midwifery students at the Institute of health science in Sampang. However, the English material developed in this study has some limitations since it was only conducted for a limited time. Therefore, I was not able to try out for the actual class. So, the final product was based only on the revision expert validations suggested.

2. Methodology

2.1 Research Design

This study aims at developing English Material for midwifery students. The product is an English language textbook teaching English to midwifery students at the Institute of health science Sukma Wijaya in Sampang. It is a developmental study. Therefore to support the study, the appropriate design the researcher applied was Research and Development (R & D). Ningdhias et al. (2018) state that R&D is used to develop and validate the educational product. Meanwhile, in this study, the adapted model for developing the material consists of five steps, namely: 1) need analysis in text and curriculum analysis, 2) material development, 3) expert validation, 4) revision, and 5) final product.

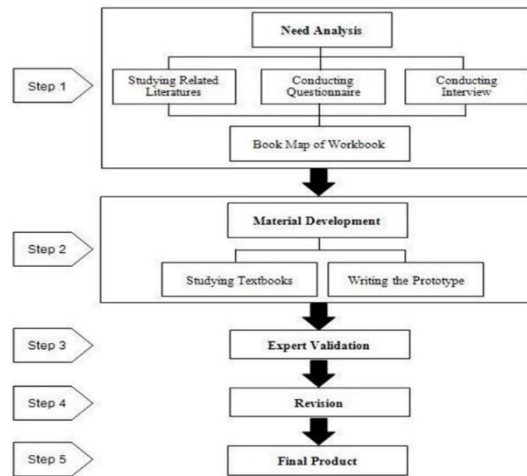


Figure 1. The Steps of the Development of the Study

Based on the figure above, the first step is need analysis; this step is conducted to obtain as much information as in any given situation in a field. In conducting a need analysis, the researcher distributed questionnaires to the 148 midwifery students and conducted interviews. Midwifery students at the Institute of health science Sukma Wijaya in Sampang are the subject of this study, and their needs can be considered when designing and developing English material. The head of the department in an institution is also asked to know their needs regarding the English curriculum and learning objectives.

After collecting their need, the second step is material development. It is time to study some textbooks and try to write the prototype of the advanced English materials. In other words, the researcher makes a draft of the English materials. The next is expert validation, and the researchers need to know the quality of the product, so the researchers need experts to validate the draft. Let the experts check the draft and give some suggestions. Then the expert's suggestions can be a guideline for the researcher to make a final product, an English language textbook that has been revised based on the experts' suggestions.

2.2 Subjects of the Study

A vital preparatory work in the form of gathering information has to take place before developing the appropriate English material. The need analysis was conducted to obtain as much information as possible in any given situation in a field. The information from 148 midwifery students at the Institute of Health Science in Sampang and the information from some sources are also needed to develop the materials.

2.3 Instrument

In line with the procedural model of the development applied in this study, the development of an English language textbook consists of some stages. First, a need analysis was conducted to identify classroom problems related to instructional supporting documents. The instrument for need analysis was taken from interview guidelines and a questionnaire. Furthermore, the researcher also took the curriculum to decide the institution's needs. Based on the interview, it was found that the curriculum used is KKNi 3. The curriculum was developed to reach the learning objective and prepare the students with hard and soft skills that can be applied in all

situations. Next, theories, principles, or criteria of effective supporting instructional documents and assessment instruments were reviewed from related references and discussions with the midwifery department chief and other English teachers to understand better how to develop the appropriate English textbook for midwifery students. Next, the selected instructional materials were developed based on related principles, theories, or criteria that have been studied. It consists of some steps. They are: determining the general and specific objectives of the developed materials, determining the content and language focus, selecting the text, and creating tasks.

Afterwards, the researcher reviewed the product to ensure that all the applicable principles had been applied in the development of the product. Next, the expert validated the product and revised it accordingly to get quality assurance. Material development may need validation from experts in classroom instruction, assessment, illustration, etcetera. This study validated the content, language, activities/task, and materials design developed by experts. Finally, the final product was published.

3. Result and Discussion

This chapter covered need analysis consisting of the data obtained from the students, the data obtained from the Chief of the Midwifery Department, and the materials analysis. The data obtained from the students covered two parts. They were about the students' judgment of the book they used and their need for the following materials. The purpose students' judgment was to prove that the book needed to be developed while the students' needs and the interview with the chief of the midwifery department would be used as the primary data to develop the book. The questionnaire, interview, and analysis material results are as follows.

3.1 The Data Obtained from Students

The first question is related to the need for English. Based on the questionnaire result, it was found that most students (90%) agreed that English was beneficial. They want to learn English in order to succeed in their future job. The remaining 10% of the respondents need English even though it is difficult.

The second question about the English skill needed showed that 85 % of respondents need to learn English, especially speaking, reading, writing, listening, and speaking. 10 % liked learning English by reading and writing, and 5 % liked learning by speaking. In short, most respondents checked all those four skills and stated that speaking and reading were the most exciting material for them.

The third question was about the content in the materials related to English grammar and vocabulary. It was found that 75 % of respondents stated they needed to know about basic English grammar and learn new vocabulary. The new words should be put after the reading passage. So that it could help the students understand the passage. 10% of respondents believed that new vocabulary should be related to the midwifery context to help them improve their speaking and reading skills. Meanwhile, 15% of respondents claimed that grammar was also essential. They need basic English Grammar to help them understand more about English.

Furthermore, the fourth question was about the activities in the materials. It showed that 80% of respondents claimed they were willing to practice everyday activities, which is the actual world situation. 20% needed writing activities related to the midwifery context.

The fifth question discussed the layout of the materials, and it was found that 85 % of respondents stated that they liked to have pictures as the guidance understood more. In addition, the respondents want colourful pictures on the materials.

3.2 The Data Obtained from the head of the department

The researcher applied interviewed the chief of the midwifery department. The name is Mrs *R.F.M.* the aim was to know her opinion about the recent book and her expectation of the developed materials.

Based on the interview, it was found that the chief of the midwifery department needs a developing English language textbook for the students that can guide them in improving their English ability. She added that developing materials, especially speaking skills, should improve the student's English skills. Regarding the activities, the chief of the midwifery students stated that practical and fun activities should be covered in the materials because English is not the student's main study, but they need English in the future.

In addition, in terms of the need for English for the student's future job, she stated that the students would mostly work as a midwife where they need to be able to communicate with society but then compete with others at the international level; they need to communicate using English. Therefore they need to be able to speak in English as their additional skill, so the developing book should cover more speaking skills by delivering contextual conversation related to their job as a midwife.

Moreover, she added that this institute also develops a language centre to provide the students with another ability in a foreign language, so she needs the developed book to guide the students to have better ability in the foreign language. It was the first developed book in this institute.

3.3 Results of developing Textbook

Based on the result of the need analysis, the researcher decided to develop a draft of English material for midwifery students. It is designed to support their need for English skills and solve their problem in learning English. It was developed based on the needs of the students and the chief of the midwifery department.

The developed book was also in line with the curriculum used in this institution. There are fourteen chapters in this developing book, and those are: 1) Introduction to midwifery practice, 2) Asking – Filling Medical Report, 3) Reproduction system, 4) Pregnancy, 5) Women's problem during pregnancy, 6) Prenatal Care, 7) Baby Develop During Pregnancy, 8) Miscarriage, 9) Breast Feeding, 10), Baby Birth 11) Syndrome of Baby Blues, 12) Menopause, 13) Menstruation and 14) Covid and pregnancy

In addition, the activities in each chapter are initialled by the learning aspect and learning objective to guide the students to know the skill learned in each chapter. Then the activities are continued by delivering English conversations related to the midwifery context. In this activity, the students are asked to practice their speaking skills by practising speaking based on the conversation delivered on the advanced English material. The students can also improve their speaking ability by conversing with their friends. The subsequent activity in each chapter is basic English grammar. The English grammar is selected and arranged as follows.

Unit	Grammar
Unit 1	Parts of speech
Unit 2	Expressing asking question
Unit 3	Simple present tense
Unit 4	Simple present continuous tense
Unit 5	Gerund
Unit 6	Giving instruction
Unit 7	Simple Future Tense
Unit 8	Simple past tense
Unit 9	Conditional sentences
Unit 10	Present Perfect
Unit 11	Past Perfect
Unit 12	Past Continuous tense
Unit 13	Modal Auxiliaries
Unit 14	Giving suggestion

Table.1 English grammar on developed materials

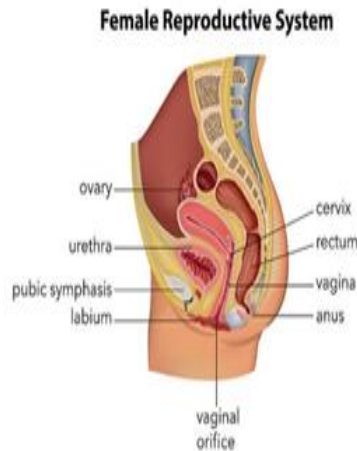
The English reading text also guides the students' reading skills. All the passages are about midwifery context. Some English vocabulary related to the passage is also put after the text to make them easier to understand the passage. Some specific and following activities are writing skills delivered by writing activities such as filling the medical report and writing a short paragraph. This activity is designed to enable the students to write and understand written English.

At the end of each unit from this book, provide about students' reflection. The student should explain their learning experiences at the end of the material. It starts from students' statements before learning, while learning and after learning in each unit.

3.4 Expert Validation

Validation is needed to ensure the developed book can meet students' needs and learning objectives. Their comments and suggestion are also much needed to make the draft better. The instruments used to evaluate the draft were the checklist and suggestion form. In this case, there are two expert validators, those are Mrs I.S. and the second expert is Mrs Z.W.F. The first expert reviewed the content of the developed book. The first expert said that the topics of the passage a good, and it is all about midwifery context. It is suitable for the student's daily field. However, she suggested that the order of passage, it was suggested that the topic about menopause should be put after the topic of menstruation. Then, a topic about Breast Feeding should be after the Baby's Birth.

Regarding the picture in the developed book, the second expert suggests that the pictures should be colourful to attract the students' attention in learning English. Therefore, the picture delivered in this advanced English language textbook is colourful pictures taken from some sources. The picture bellows is an example of a colourful picture taken from internet sources. Furthermore, the book cover should also be colourful to make the students more interested in reading the developed materials.



Picture 1. Selected pictures on developed materials taken from <https://tinyurl.com/a9lx22d3>

3.5 Final product

After revising the book based on the experts' suggestions, the researcher constructed the final product of an English language textbook for midwifery students. The final product can be seen in the table bellows:

Unit	Learning aspect	Learning objective
1. Introduction to midwifery practice	<ul style="list-style-type: none"> • Introduction of midwifery practices • Part of speech • Reading • vocabulary • Writing • Reflection 	<ul style="list-style-type: none"> • Students understand the text/conversation about midwifery and pregnancy • Students understand part of speech • Students understand vocabulary related to the topic • Students can write a short paragraph about the introduction • Students can give a reflection on this unit
2. Asking – Filling Medical Report	<ul style="list-style-type: none"> • Asking- filling out the Medical report • Asking question • Reading • vocabulary 	<ul style="list-style-type: none"> • Students are understood to fill out the medical report • Students understand that asking a question • Students understand

	<ul style="list-style-type: none"> • Writing • Reflection 	<p>vocabulary related to the topic</p> <ul style="list-style-type: none"> • Students are understood to write a short paragraph about a medical report • Students are understood to give the reflection on this unit
3. Reproduction system	<ul style="list-style-type: none"> • Reproductive system • Simple present tenses • Reading • vocabulary • Writing • Reflection 	<ul style="list-style-type: none"> • Students understand the text/conversation about the reproduction system • Students understand simple present tenses • Students understand vocabulary related to the topic • Students are understood to write a short paragraph about reproduction organs • Students are understood to give the reflection on this unit
4. Pregnancy	<ul style="list-style-type: none"> • pregnancy • Simple continuous tenses • Vocabularies related to the pregnancy • Reading • vocabulary • Writing • Reflection 	<ul style="list-style-type: none"> • Students understand the text/conversation about pregnancy • Students understand simple present continuous tenses • Students understand vocabulary related to the topic • Students are understood to write about the early signs and symptoms of pregnancy • Students are understood to give the reflection on this unit

<p>5. Women's problems during pregnancy</p>	<ul style="list-style-type: none"> • Women's Problems during pregnancy • Gerund • Vocabularies related to the topic • Reading • vocabulary • Writing • Reflection 	<ul style="list-style-type: none"> • Students understand the text/conversation about women's problems during pregnancy • Students understand the use of the gerund • Students understand vocabulary related to the topic • Students are understood to write about the problem during pregnancy • Students are understood to give the reflection on this unit
<p>6. Prenatal Care</p>	<ul style="list-style-type: none"> • Understanding of prenatal care • Instructing the patients • Vocabularies related to the topic • Reading • vocabulary • Writing • Reflection 	<ul style="list-style-type: none"> • Students understand the text/conversation about prenatal care • Students understand to use an expression to give instruction • Students are understood to understand vocabulary related to the topic • Students are understood to write a short paragraph about prenatal care • Students are understood to give the reflection on this unit
<p>7. Baby Develops During Pregnancy</p>	<ul style="list-style-type: none"> • How babies develop during pregnancy • Present future tense (will and be going to) • Vocabularies related to the topic 	<ul style="list-style-type: none"> • Students understand the text/conversation about how babies develop during pregnancy • Students understand present-future tense • Students understand vocabulary related to the

	<ul style="list-style-type: none"> • Reading • vocabulary • Writing • Reflection 	<p>topic</p> <ul style="list-style-type: none"> • Students are understood to write short paragraphs about Baby Develop During Pregnancy • Students are understood to give the reflection on this unit
8. Miscarriage	<ul style="list-style-type: none"> • Conversation related to the miscarriage • Simple past tense • English term related to the topic • Reading • vocabulary • Writing • Reflection 	<ul style="list-style-type: none"> • Students understand the text/conversation about miscarriage • Students understand the use of simple past • Students understand vocabulary related to the topic • Students are understood to write a short paragraph about Miscarriage • Students are understood to give the reflection on this unit
9. baby Birth	<ul style="list-style-type: none"> • Conversation related to the Baby's birth • Conditional sentence type 1 • English vocabulary related to the topic • Reading • vocabulary • Writing • Reflection 	<ul style="list-style-type: none"> • Students understand the text/conversation about Baby birth • Students understand conditional sentence type 1 • Students understand vocabulary related to the topic • Students are understood to write a short paragraph about the baby's Birth • Students are understood to give the reflection on this unit
10. Breast Feeding	<ul style="list-style-type: none"> • Conversation 	<ul style="list-style-type: none"> • Students understand the

	<p>related to the Breastfeeding</p> <ul style="list-style-type: none"> • Present perfect tense • English Vocabularies related to the topic • Reading • vocabulary • Writing • Reflection 	<p>text/conversation about Breast Feeding</p> <ul style="list-style-type: none"> • Students understand the present perfect Tense • Students understand vocabulary related to the topic • Students are understood to write a short paragraph about Breast Feeding • Students are understood to give the reflection on this unit
<p>11. Syndrome of Baby Blues</p>	<ul style="list-style-type: none"> • Conversation related to the Syndrome of Baby Blues • Present past Perfect • Reading Text about Syndrome of Baby Blues • English Vocabularies related to Syndrome of Baby Blues • Writing • Reflection 	<ul style="list-style-type: none"> • Students understand the text/conversation about menstruation • Students understand the use of Present, Past Perfect • Students understand the text related to Baby Blues • Students understand vocabulary related to the topic • Students are understood to write a short paragraph about the Syndrome of Baby Blues • Students are understood to give the reflection on this unit
<p>12. Menstruation</p>	<ul style="list-style-type: none"> • Conversations related to the menstruation • Reading Text about menstruation • Past continuous tense 	<ul style="list-style-type: none"> • Students are understood to understand the text/conversation about menstruation • Students are understood to understand past continuous tense

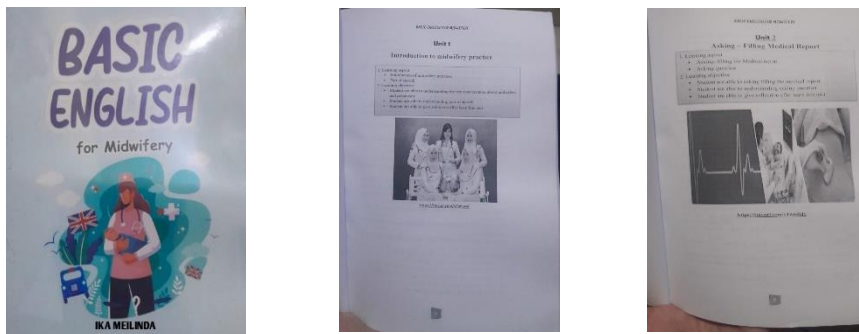
	<ul style="list-style-type: none"> • English Vocabularies related to menstruation • Writing • Reflection 	<ul style="list-style-type: none"> • Students are understood to understand vocabulary related to the topic • Students are understood to write a short paragraph about Menstruation • Students are understood to give the reflection on this unit
13. Menopause	<ul style="list-style-type: none"> • Conversation related to the menopause • Reading Text about menopause • Modal auxiliary • English Vocabularies related to menopause • Writing • Reflection 	<ul style="list-style-type: none"> • Students are understood to understand the text/conversation about menopause • Students are understood to understand the use of modal auxiliary • Students are understood to understand vocabulary related to the topic • Students are understood to write a short paragraph about Menopause • Students are understood to give the reflection on this unit
14. Covid and pregnancy	<ul style="list-style-type: none"> • Conversation related to the covid and pregnancy • Reading Text about covid and pregnancy • Giving suggestions on English Vocabularies related to menstruation • Writing • Reflection 	<ul style="list-style-type: none"> • Students understand the text/conversation about covid and pregnancy • Students understand the use of Giving suggestion • Students understand vocabulary related to the topic • Students are understood to write a short paragraph about Covid and pregnancy • Students are understood

		to give the reflection on this unit
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Table.2 content of the developed materials

The table above is the final content of the developed material, which has been arranged based on the experts' suggestions. It can be seen from unit 13 that "Menopause" has been put in the last after the topic of "Menstruation". The topic in unit 9, "Breastfeeding", has been rearranged and moved to unit 10 after the topic about "baby birth". Dealing with speaking skills, the developed materials are also delivered by dialogue in each chapter based on the discussed topic. By delivering contextual dialogues, the students can practice their speaking skills related to their job as midwives.

In addition, the text or reading materials delivered in the developed book are also related to their field. The students at least improve their reading and vocabulary skills by delivering the text related to the midwifery context. This developed book also gives a list of complex vocabularies. As mentioned before, in this developed book, the pictures are delivered as well as possible with colourful pictures. It aims to make the students more interested in learning and attract their attention to the discussed topic. It is in line with the study conducted by Mansourzadeh (2014) found that using pictures positively impacts students in learning English, especially in learning new vocabulary. Besides, the cover of the developed materials is also one of the experts' concerns that it should be colourful to attract students to read the developed materials. Therefore, after being consulted by the expert, the book's final cover of the developed materials is like the picture bellows.



Picture 2. Cover and content of the book

4. CONCLUSION

Students at the Institute of health science Sukma Wijaya Sampang did not have access to ESP books, especially English for Midwifery, which allowed the researchers to develop English language textbooks for them. Therefore, the materials developed should be carefully designed to meet the needs and interests of the students, as English language textbooks have always been one of the components that contribute to the success of classroom teaching.

The material developed in this research was the English language textbook focused on midwifery students. It can be included as an ESP book. The activities in this book can improve English, especially in speaking, reading and writing. Meanwhile, the sources of these developed materials were taken and adopted from several sources such as books and websites. The students'

needs were paramount in selecting and adopting those materials. Furthermore, in designing the materials, the researcher looked at the curriculum used at the Institute of health science Sukma Wijaya in Sampang to achieve the learning objective of the students, especially in terms of English learning.

Meanwhile, textbooks should be attractive in terms of layout, tasks, and presentation of activities. In line with this philosophy, the materials are designed to stimulate learning through engaging texts, engaging activities that stimulate students' thinking skills and opportunities to apply their existing knowledge and skills (Tomlinson, 2014). So, this advanced English language textbook was completed with a colourful cover and illustrations, a preface, a table of content, and some glossaries. 13 chapters cover the textbook. The topics were chosen because they were related to students' interests and aimed to enrich students' experience to support their daily activities and future jobs. Next, each chapter was completed with colourful illustrations to attract the students' attention. The instructional objectives are also stated at the beginning of each chapter before learning activities.

Some suggestions or recommendations are for institutions, and it is recommended that institutions promote the internal use of these developed English materials. Institutions must also provide more English reference books, magazines and periodicals in libraries for students to practice their English skills. It is recommended that the students use the developed materials during the teaching and learning process to enhance their knowledge of midwifery since these materials help the students learn and enjoy learning English. In addition, it is recommended that future researchers conduct a similar study by conducting a tryout for the students after finishing the final product of the developed materials.

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