

## DESIGNING ELT MATERIAL OF POSTPARTUM FOR MIDWIFERY DEPARTMENT STUDENTS AT ALAUDDIN STATE ISLAMIC UNIVERSITY OF MAKASSAR

Sitti Nurpahmi<sup>1</sup>

Kamsinah<sup>2</sup>

Iklimah<sup>3</sup>

<sup>1,2,3</sup>Universitas Islam Negeri Alauddin Makassar

Corresponding Author: [sitti.nurpahmi@uin-alauddin.ac.id](mailto:sitti.nurpahmi@uin-alauddin.ac.id)

### ABSTRACT

This research aims to design ELT Material of Postpartum for Midwifery Department at UIN Alauddin Makassar. The Educational Research and Development model implemented in this research was used ADDIE (Analysis, Design, Development, Implementation, Evaluation), but the implementation phase was not conducted because of Corona pandemic. The respondents involved 61 students of Midwifery of sixth semesters and 2 lecturers of Midwifery and 2 validators. The researcher used three instruments which were a questionnaire for students, the interview guideline for students and lecturers and an evaluation checklist used to analyse the e-book material and were validated by the validator's judgment. The results of this research were the product design (the valid E-book) material which developed by the researcher had been well designed after taking several revisions. The data of need analysis became the basis in designing syllabus and developing e-book. As a result of this research, a book of an e-book was created. This research could be used as a learning resource by both lecturers and students. Furthermore, this could be a useful guideline in designing language teaching material by adopting the ADDIE approach.

**Keywords:** English for Specific Purposes, Material Development, Integrated Skills Material, ADDIE Approach

### 1) INTRODUCTION

Teaching English to non-native English speakers, especially midwifery department, such as midwifery study programs, has its own set of challenges. In his publication *Developing a Taks-Based Syllabus Based on Needs Analysis for Midwifery at UIN Alauddin Makassar*, of the Midwifery Department at UIN Alauddin Makassar wrote; The outcomes of his preliminary investigation suggested that the students believe English subject to be not very vital. As a result, they become passive English learners with low motivation, and the majority of learners are uninterested in learning because the

information is still in general English, and they had difficulty understanding most of the materials presented by the lecturer because the lecturer dominated the teaching and learning process. (Dahniar, 2015).

While based on the researcher's observations, there are no minimum standards that must be followed by English lecturer, limited time for learning English and should be divided into the other subjects, English still in general, there were no appropriate materials to be applied, and it is difficult to find Particular English textbooks for midwifery students in the book stores or even in the university libraries.

In addition, the interview of English lecturer who has taught midwifery students in 2018, for the first and second semester in the health department itself revealed that students do not interest to learn English because their English material is still General English. Also midwifery students did not have a module or particular textbooks, so the lecturer used the pharmacy module and modified the material for midwifery student, but often made her own materials (Aliyah, 8 March 2021).

Another interview with English lecturer, said, he taught midwifery students in semester 2 of the 2019 class, and semesters 1 and 2 of the 2018 class. Midwifery students studied general English, using two sources, namely "Dasar-dasar Penguasaan Bahasa Inggris melalui Your Basic Vocabulary" by Prof. Dr. Azhar Arsyad, MA, and particular book of learning PIBA (Program Intensifikasi Bahasa Asing). Students focused on being taught parts of speech and some expressions in speaking, the lecturer giving the assignments in the form of grammar (50%) and speaking (50%). ( Armadi, 20 March 2021).

Then in this case, the researchers would be design an electronic book (e-book) of English learning materials consist of seven topics (Pregnancy, Childbirth, Postpartum, Newborn, Effect of baby massage, Toddler and Reproductive system disorder) for midwifery students. The materials would be designed based on the students' needs.

As one of the non-printed material, an electronic book (e-book) itself can be used as learning resource. The broadest definition of electronic book is a text analogous to a book that is in digital form to be displayed on a computer screen. Another definition said e-book is content that has been made available digitally and electronically via an internet connection displayed on a computer screen and allowing pages to be printed and downloaded locally.

(Leo Appleton, 2004). This e-book is a good learning resource to assist, support, and as an alternative reference besides textbook or printed materials.

In this study, the research took the discussion of Postpartum. It is discussed in Surah Al-Baqarah 222:

وَيَسْأَلُونَكَ عَنِ الْمَحِيضِ ۖ قُلْ هُوَ أَذًى فَأَعْتَزِلُوا النِّسَاءَ فِي الْمَحِيضِ ۖ وَلَا تَقْرَبُوهُنَّ حَتَّى يَطْهُرْنَ ۖ فَإِذَا تَطَهَّرْنَ فَأْتُوهُنَّ مِنْ حَيْثُ أَمَرَكُمُ اللَّهُ ۚ إِنَّ اللَّهَ يُحِبُّ الْمُتَوَّبِينَ وَيُحِبُّ الْمُتَطَهِّرِينَ

They ask you about menstruation. Say, "Menstruation is dirt." Therefore, you should abstain from women during menstruation; and do not approach them until they are pure. When they are pure, mix them where Allah has commanded you. In truth, Allah loves those who repent and loves those who purify themselves. Your wives are (like) the land where you arise crops, so come to the land where you plant your crops however you wish. And do (good deeds) for yourselves, and fear Allah and know that someday you will meet Him. And accord good at tidings to those who believe.

Menstruation is something, namely blood coming out of a woman's womb, which is dirty because the smell is unpleasant, unpleasant to look at, and causes pain in women. Therefore, stay away and do not mix with the wife during menstruation. When they are clean from menstruation and bathing then mix them according to what Allah has commanded if you want to mix with them (Kementeriaan Agama RI, Al-Fajr; Al-Qur'an Terjemah dan Tajwid Warna, 2017).

To sum up, this research has a focus on the topic of Postpartum, and the surah is about blood that happened after giving birth, these topics are commonly studied in medical study program. So the researcher chose the surah in designing electronic book materials and using ADDIE approach and integrating it with various supporting topics which is still related to the main topics of postpartum, tasks, exercises, also associated with Islamic values.

## 2) METHOD

### Research Method

In this research, the researcher would be utilized the design of Educational Research and Development (R&D). Educational Research and Development is a process used to develop and validate educational product. (Latief: 2013). Moreover, Educational Research and Development is a process of developing educational equipment which is carried out through a

series of research using various methods in a cycle that goes through various phases. (Muh. Ali and Muh. Asrori, 2014).

The educational product referred in R&D contains four main meanings. First, the product does not only include hardware such as modules, textbooks, learning videos and films or similar hardware, but also software such as curriculum, evaluation, learning models, procedures and learning processes. Second, the product can be a new product or a modification of an existing product. Third, the product developed is a product that is really useful for the world of education. Fourth, the product can be accounted for both practically and scientifically. (Arifin, 2012).

Furthemore, in Borg and Gallin's book Educational research an introduction, stated that educational Research and Development (R&D) is a process used to develop and validate educational products. The steps of this process are usually referred to as the R&D cycle, which consists of studying research findings pertinent to the product to be developed, developing the product based on the finding, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field testing stage. (Borg and Gall, 1983).

### **Research Subject**

The subject that involved in this research was Midwifery Department at UIN Alauddin Makassar which was classified into:

1. Students (Target Group): 61 students divided into two classes. They were divided into two classes: 26 from midwife class A and 35 from midwife class B.
2. Lecturers (Audience Group): 2 English lecturers who teach English study program in Pharmacy Department were involved in this research.
3. Validators: 2 validators involved in this research to validate the appropriateness of prototype materials.

### **Research Instrument**

In this research, the researcher used three instruments. They are questionnaire, interview and evaluation checklist. This threes combination used to make this research be more effective in collecting the data of this research and also evaluate the product. The questionnaires and interviews are applied to obtain some information related to the ability of students and the needs of students to design a syllabus and develop e-book materials. While

the evaluation checklist is used to determine whether the e-book material are suitable to meets the needs of students or not. This evaluation checklist would be given to the validators in the validation product process.

### **Data Collection Procedures**

There were several phases in data collection procedures, and those were compiled based on the ADDIE approach used in designing the materials. The ADDIE approach involves five steps; Analysis, Design, Development, Implementation, and Evaluation, but due to the current situation pandemic, the implementation phase could not include in this research. Therefore, these were the overall data collection process as follows:

The first step is analysis. Based on the needs analysis, the questionnaire and interview guidelines are used by the researchers. The researcher gathered information for the questionnaire by analysing the students' Present Situation Analysis (PSA), Target Situation Analysis (TSA), and learning needs. Questionnaires were distributed to validators in the target, audience, and subject of research, while interviews with lecturers and students were conducted to gather more information. Following the collection of interview results, the researcher analyses the data to determine the students' needs.

The second phase is design. The researchers have designed the material in this phase based on the results of the inventory need. This phase's output is prototype material 1 for the midwifery department.

The third phase namely development. Materials were developed by researchers using the theoretical framework established in the previous phase. The material is then referred to as prototype material 1 and would be evaluated through self-evaluation and peer evaluation. The output of this stage is prototype material 2.

The last phase is evaluation. In this phase, the researchers would be evaluated the product. In this phase also, the product or e-book would be validated by validator I and validator II to ensure this product has been arranged well and can be used in the classroom.

### **Data Analysis Techniques**

The data analysis that used by researchers in this study was a mix method, which consists of qualitative and quantitative data techniques.

### ***Qualitative Analysis***

The step followed in analysing qualitative data was the theory by Gay R. Lorraine (2016). This step consists of three steps, the first is pre-coding, the second is coding and the third is summarizing. *The first is Pre-Coding*, the researcher read the data and interpreted the key idea or the issue related to the questions in the interview session. It generated recorded data, which was subsequently converted into textual form before categorized. *The second is Coding*. The researcher evaluated the information and classified the key idea throughout this step. Furthermore, each data set was evaluated independently in order to assist the researcher in determining the relationship between those issues. *The third is Summarizing*. The researcher drew a final statement to answer the questions in the interview session at this step.

### ***Quantitative Analysis***

To evaluate the design of the E-Book material based on validator opinion, researchers employed the questionnaire and evaluation checklists as quantitative analysis. Content and construct validity are among the categories of assessment checklist items, which are then organized on a Likert scale. Each assessment checklist item will have a "yes or no" option. Microsoft Excel was also used to determine the outcomes of the evaluation response summing. The mean score of respondents' views and expectations of students' English material needs was calculated by ranking each category on a scale of one to five:

**Table 1. Categories Score. Likert Scale**

Scores	Score range	Qualitative description
1	1-1.80	Very Bad
2	1.81- 2.60	Bad
3	2.61- 3.40	Sufficient
4	3.41- 4.20	Good
5	4.21 – 5.00	Very good

## **3) FINDINGS AND DISCUSSION**

### **Analysis Phase**

Need analysis is a formal systematic method of identifying and analysing training needs or particular needs of a person or group of employees, customers, suppliers, and so on. The

researcher made this research by conducting three systematic processes to get the information about the students' needs based on Brown's theory (1995) in (Kaharuddin, 2018), as follows:

### ***Making Basic Decisions about the Need Analysis***

In this phase, the researcher determined the participants who involved, the information needed, and the instruments to be used. The respondents involved 61 students of Midwifery Department of sixth semester and 2 lecturers of Midwifery Department and two validators. Information for analysing student includes learning styles, students' abilities, experiences in learning English and the learning materials needed. To find out the required information, researchers used questionnaire, interview and evaluation checklist as the instrument. The researcher validates the instrument to the validators before separating to the respondent. After the instrument was valid the researcher gave it to the respondents.

### ***Gathering Information***

In this phase, after collecting all the data and analyse the students' needs the researcher gathering all the information. The questionnaire which is consisted of 6 questions and the interview which is consisted of 11 questions. The questionnaire, interview and evaluation checklist had been distributed via online.

### ***Using Information***

A need analysis process potentially provides a wealth of relevant information that could be used within the curriculum or syllabus to first and foremost declare goals and objectives, as well as serve as the foundation for designing syllabus, materials, and teaching strategies. Following the completion of the questionnaire and interview, the researchers obtained the data analysis shown below:

### **The Data Obtained through Interview Guideline**

The questionnaire is one of the quantitative data. The questionnaire in this research consists of six main questions, and each question has several parts. The questionnaire has been distributed online using google form and the data obtained were processed through Statistical Program for Social Science or SPSS application and after collecting the data, the researcher arranged them, using Microsoft Office and Microsoft Excel. The researcher could inform the results as follows:

**Table 2. English Ability**

No	Skills	Percentages	Proficiency Level
1	Listening	59.3%	Fair
2	Speaking	63.0%	Fair
3	Reading	55.6%	Fair
4	Writing	70.4%	Fair
5	Grammar	55.6%	Fair

**Table 3. Learning Priority**

No	Skills	Percentages	Proficiency Level
1	Listening	59.3%	Very Important
2	Speaking	74.1%	Very Important
3	Reading	59.3%	Very Important
4	Writing	51.9%	Very Important
5	Grammar	51.9%	Very Important

**Table 4. Linguistics Needs**

Learning Ability	Learning Priority
<p><b>- Listening</b></p> <p>Able to understand easy Listening material, such as simple conversation or short audio.</p>	<p><b>- Listening</b></p> <p>Not able to understand the meaning or core things conveyed from the listening material (audio, video, etc.)</p>
<p><b>- Speaking</b></p> <p>Able to speak fluently.</p>	<p><b>- Speaking</b></p> <p>Not able to speak fluently.</p>
<p><b>- Reading</b></p> <p>Able to understand simple Reading material little by little</p>	<p><b>- Reading</b></p> <p>Not able to understand all types of reading material.</p>
<p><b>- Writing</b></p> <p>Write using vocabulary that is not common or academic</p>	<p><b>- Writing</b></p> <p>Not able to write with the correct grammar structure and not able to write using vocabulary that is not common or academic.</p>
<p><b>- Grammar</b></p> <p>Able to understand Part of Speech in English (noun, pronoun, verb, adverb, adjective, preposition, and interjection)</p>	<p><b>- Grammar</b></p> <p>Not able to use English with a good language structure</p>



**Table 5. Learning Styles**

No	Learning Style	Percentages	Importance Level
1	Learning through Listening	55.6%	Important
2	Learning through Reading	55.6%	Important
3	Learning through Video	66.7%	Important
4	Learning through Picture	55.6%	Important
5	Learning through Repetition	63.0%	Important
6	Learning through Speaking	59.3%	Important
7	Learning through Role Play	55.6%	Important
8	Learning through Games	55.6%	Important
9	Self-Study	66.7%	Important
10	Study in Pairs	70.4%	Important
11	Study in Small Group	66.7%	Important
12	Study in Big Group	55.6%	Important

**Table 6. Learning Purposes**

No	Learning Purposes	Percentages
1	Continue to the next level	18.5%
2	For future career	29.6%
3	To develop self-quality	44.4%
4	To communicate with each other	7.5%

### **The Data was Obtained through an Interview Guideline**

To strengthen the data analysis about student needs, the researcher used an interview consisting of 12 questions. These questions included 6 numbers related to students need while the other 6 questions are related to the content of the e-book to be designed. In collecting the data, the researcher interviewed the lecturers and students of Midwifery Department. The components as interview guide are open ended questions. The questions of interview guidelines are classified into seven components, as follows:

#### ***The English Skills Priority***

Students of Midwifery Department realized that English skill is crucial skill for their study. Eventually midwifery students have a tendency want to be able to mastered all skills in English, also have an interest in speaking skill as their priority to develop self-quality or for future carrier. This argumentation is supported by lecturer statement.

Respondent AJ as an English lecturer in Midwifery department stated that:

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 English Education Department, Faculty of Teacher Training and Education  
 Universitas Islam Negeri Alauddin Makassar  
 South Sulawesi-Indonesia

*He said speaking and grammar skills, because Grammar is how to know the basic rules and vocabulary while Speaking is how to use English in real conversation, and according to him, all students need to be mastered all of skill, because most of student in reading, speaking, writing, grammar skill, still in beginner level except for listening skill that in intermediate level. (16/11/2021).*

Another statement to support this argumentation was from respondent SM:

*I think all English skills are very important to learn, especially in the education sector. We need to master Grammar, because when we master grammar, all skills would be easier to be understood, but if English is only used for communication purposes, I think mastering speaking skills is sufficient. (25/11/2021).*

### ***The Level of Proficiency in English***

Mastering English skills are midwifery students' expectation. They have high intention to learn English skill. Therefore, most of the students prefer to master for speaking skill. It has some reasons by following the students' statement: Respondent HHN state:

*I choose Speaking, because I am interested in communication, but of course all skills are important and supporting each other's (24/11/2021).*

### ***The Learning Styles***

The students' style comprehensions have variation. In Midwifery Department for example, some of students have the auditory, visual style in learning English. Furthermore, read and write are their style comprehension as well. All of those have some reasons by following their statement:

Respondent R state that:

*Through reading, because if it is readable, it can be done, how and can be immediately to search it in dictionary or application if you do not know about it. (25/11/2021).*

### ***The Outcomes of Learning English***

To be much concerned why learning English is important because there are several aims for the future planning. English can be used as a media to gain a job or it can be to develop a self-quality. The evidence of this reason can be seen by students' argumentation.

Respondent M has statement for her carrier:

*Personally, develop self-quality, because if I have mastered the skill, the career and the others will be followed. (25/11/2021).*

### ***The Problems of Learning English***

Learning English is indeed difficult, if we do not have the knowledge. This causes some problems when learning English either internal or external factors. The first came from respondent J statement:

*I have difficulties in learning English. The reasons are an unsupportive environment, a feeling of laziness that always comes at any time, and feeling quickly discouraged in learning about it. (24/11/2021).*

Respondent respondent HHN state:

*I have many problems, those are, it is hard to understand, memorize the formulas, and the usage. I understand when someone speaks in English but when you have to say it for example in speaking, it is still difficult. (24/11/2021).*

However, there are also students who feel they have no problem learning English because they were familiar with it and have a sufficient foundation in English. As statement from respondents N and respondent NDS:

*No, I don't find it difficult, because English is easy to understand. So far, I have no problem in learning English. (25/11/2021).*

### ***The Importance of Instructional Material***

Electronic book or e-book is one of the teaching materials used to learn English. Therefore, the existence of an e-book is deemed necessary to assist in understanding English. As followed in respondent RA statement:

*E-books are good teaching materials in learn English especially because we can keep the version of the software file and make it easier if you want to read it anywhere and anytime. (25/11/2021).*

### ***The Components of Electronic Book (E-Book)***

#### ***a. Exercises***

Most of Midwifery students said, exercise is important to put into the e-book. As a statement from respondent ND:

*Yes, Exercise is important. For the type of exercise might be worth to try in terms of stories, conversations, and sentences structures. (25/11/2021).*

#### ***b. Tasks***

The majority of Midwifery students have thought that tasks are important to put in every chapter in the e-book. As respondent M statement:

*I think it is important to test the abilities that have been learning before. (25/11/2021).*

#### ***c. Glossaries***

Glossaries in an English learning e-book related to Midwifery department material would be made the students easier to know the meaning of new English vocabulary which can help

them to apply English according to their discipline of knowledge. This statement came from respondent AJ as the lecturer of midwifery students:

*Yes, It is important because usually the students misinterpret /misunderstand it.*  
(25/11/2021).

Respondent FJSB as Midwifery student also state:

*Yes. The glossary is an important part of finding words that are still unfamiliar to read.*  
(25/11/2021).

#### **d. References**

As with other parts of e-book, the placement of references on the last page is also very important. With a reference, it would be easy for the students to find out the source of the material included in an e-book and make the material in each chapter more accurate. These reasons were proved in followed statement:

As followed in respondent ND statement:

*Yes. I think is necessary to find out the source where writing is obtained. Also provides an opportunity for readers to open the reference if you need the article on the other time.*  
(24/11/2021).

#### **e. Materials**

The topics of "Reproductive System Disorder, Pregnancy, Postpartum, Childbirth, New Born, Effect of Baby Massage and Toddler "in context can help the students to understand English because it is related to Midwifery Department. This reason approved in a followed statement:

*(Yes), It because those topics is related to their major so it is better.* (25/11/2021).

#### **Design Phase**

The next phase is designing process. The researcher designed a syllabus of English for Midwifery based on students need and the priority requirements in English for Specific Purpose (ESP). A syllabus is a learning plan on a particular group of subjects that included competency standards, basic competencies, learning materials, learning activities, indicators of competency achievement, assessment, allocation time, and a source of learning. Syllabus acts as a guide for both teacher and learner by providing some goals to the first thing is choosing or even making the Syllabus design. In this research, purposed to develop the English language teaching based on five skills where is Speaking, Reading, Listening, Writing and Grammar.

## **Development Phase**

After designing the syllabus, the third phase of ADDIE approach was developing materials. In this phase provides prototype material 2 of ELT Material for Midwifery Department in topic of Postpartum. In developing material, the researcher conducted three phases based on Hutchinson and Water which consisted of selecting from existing materials, writing your own material, and modifying existing materials.

### ***Selecting from existing materials***

In this phase, the researcher was developed existing materials related to the topic of postpartum. In developing the materials, the researchers adopted material from Midwifery books, some journals about midwifery, PDFs, and articles from internet. However, the researcher only took some materials related the topic of postpartum to be included in English Language Teaching Materials for Midwifery e-book.

### ***Writing your own material***

In this phase, the researcher was developed material based on a predetermined topic through looking in several book of Midwifery and searching data on the internet that is supported by interview data. In Hutchinson's theory, it is called development material by own.

### ***Modifying existing material***

In this phase, the researcher decided to modify the material about the existing Pregnancy to make the material is attractive and make the students interesting to learn the material, such as to add some pictures and given colors. In this section, tell the readers what did you find. It presents your findings. Typically, the Results section contains only the findings, not any explanation of or commentary on the findings (it is also usually written in the past tense. Make sure all tables and figures are labelled and numbered separately.

## **Evaluation Phase**

This phase carried out to make sure that the teaching materials have been well designed.

### ***Self-evaluation***

In this evaluation phase would be done by the researcher itself. The researcher would do some activities such as selecting, changing, and developing prototype material based on the students need and also got instruction and guidance directly by researcher's consultant to develop suitable and acceptability of English Language Teaching Material for Midwifery in Context E-book.

### ***Peer-Evaluation***

Peer evaluation is a kind of evaluation which is a critical process that researcher had to go through before publishing research. Peer-evaluation would be conducted by the other researcher who concern in research of developing e-book. Meanwhile the comments of suggestions from other researcher were essential things to consider and help the researcher in improving the e-book materials.

In this research, peer evaluation did not use an evaluation sheet but prefer to ask suggestion from consultants and other researcher. The suggestion from consultants and other researcher indicated that the developed material was good enough but still need to be revised. This statement supported from some of suggestions. The first suggestion from the first consultant said that the researcher should give attractive colors in the e-book. Meanwhile the second suggestion from second consultant said that the researcher should pay attention to the lay out and the font size to make the material is clear.

### ***Validator Evaluation***

Validator evaluation is one of some step for making an e-book. Before the materials become an e-book, it must pass the evaluation phase. The purpose of validator evaluation was to find out whether the e-book was appropriate enough to use. In this research, there were two validators who validated the e-book. Both of the validators were the lecturer of English Education Department at Alauddin State Islamic University of Makassar.

## **4) CONCLUSION**

After conduting this study, the researcher found that the good English material is the English material that suited with students needs. Moreover the English material contains of what exactly the students require, in order the students are properly prepared for their real life. The englsih learning material that researcher have been made called electronic book (e-book) material. Moreover the materials consist of 7 topics and each consist 5 main skills include with vocabulary skills. It is also presented with a short yet simple content that relevant with student of midwifery which is contains of variation of exercises to make the students not feel bored.

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