

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

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### ABSTRACT

This research aims to design ELT Material of Childbirth 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. This research involved 65 respondents, i.e., 61 students of Midwifery Departments, two lecturers of Midwifery Department, and two validators from English Education Department at UIN Alauddin Makassar. The researcher used three instruments which were a questionnaire for students, the interview guideline for students and lecturers and the evaluation checklist used to analyze the e-book material and were validated by the validator. The results of this research were the electronic book (e-book) material which developed by the researcher and has been well designed after taking several revisions. The data of the need analysis became the basis in designing syllabus and developing e-book. Subsequently, a unit of the e-book was developed as an output of this research. This research can be utilized both for lecturers and students as a learning source. Moreover, for further researcher, it could be a helpful guideline in developing language teaching material by adopting the ADDIE model.

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

### 1) INTRODUCTION

Teaching English course in the non-English background, especially in the medical study program, have its own challenges. Midwifery is one of the major in medical study programs that is focused on this research. One of the previous studies, that had conducted by Dahniar in Midwifery Department at UIN Alauddin Makassar, stated the findings of his preliminary study indicated that the students consider that the English course was not so important. This led them to be passive learners of English with poor motivation, and most of students were not interested to learn English because the material still in general

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English, and they had difficulties understanding most of the materials presented by the lecturer because the teaching and learning process was dominated by lecturer (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, pregn 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.

To sum up, this research has a focus on the topic of childbirth, and the surah is about creating a tough generation which is closely related to parenting, 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 childbirth, included in the variation of tasks, exercises, and associated with Islamic values.

## **2) METHOD**

In this research, the researcher would be utilized the design of Educational Research and Development. 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).

## **Respondents**

In this research, there are 65 participants, and the purpose of this research is to find out the need of the students and lecturers. Therefore, this research employs multiple data sources by involving students, lecturers of the Midwifery Department and validators.

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

## **Instrument**

In this research, the researcher used three instruments. They are questionnaire, interview and evaluation checklist. This three 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.

## **Procedures**

The ADDIE model involved five steps; Analysis, Design, Development, Implementation, and Evaluation, but due to the current situation pandemic, the implementation phase would not be included in this research

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 analyzing 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 analyze 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**

The data analysis that would be used by researchers in this study is a mix method, which consists of qualitative and quantitative data techniques. The researcher would be analyzed the interview data obtained from students as qualitative techniques. Then for the questionnaire data and evaluation checklist, quantitative techniques would be used. The results of the data obtained would be used as attachments and notes for researchers in the development of their research. The process of qualitative and quantitative analysis is presented as follows:

#### ***Qualitative Analysis***

In this research, the researcher used three steps to analyzed the data. Those are pre-coding, coding and summarizing based on Gay R. Lorraine (2016) theory. The first step is Pre-Coding, in this phase, 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 step is coding, the researcher reviewed the information and categorized the key idea throughout this step. Furthermore, each data compared separately in order to assist the researcher in determining the relationship between those issues.

The third step is Summarizing (summarizing is a process to make a synthesis from the previous data) 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 is based on validator opinion. The 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 checklists item had a “yes or no” option. Microsoft Excel was also used to determine the outcomes of the evaluation response summing. The mean score of respondent’s 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 process of identifying and evaluating training that should be done, or specific needs of an individual or group of employees, customers, suppliers, etc. The researcher did this research by conducting three systematic processes to get the information about the students’ needs based on James Dean Brown theory (1995) in (Kaharuddin 2018), as follows:

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

In this phase, the researcher had determined the participants who would be involved, the information needed, and the instruments to be used. The respondents involved 61 students of Midwifery Department of the sixth semester and two lecturers of the Midwifery Department and two validators. Information for analyzing student includes learning styles, students’ abilities, experiences in learning English and the learning media needed. To find out the required information, researchers used questionnaire, interview and evaluation checklist as the

instrument. The researchers validate the instrument to the validators before separating it to the respondents. After the instrument was valid, the researcher gave it to the respondents.

### ***Gathering Information***

In this phase, after collecting all the data and analyze the students need, the researcher gathered all the information. In this regard the questionnaire which consisted of 6 questions and the interview which consisted of 11 questions. The questionnaire and interview guideline have been distributed via online.

### ***Using Information***

A need analysis process could generate much valuable information to be utilized within the curriculum or syllabus to first of all state's goals and objectives, which can also be used as the basis for developing a syllabus, materials, and teaching strategies. After conducting the questionnaire, interview and evaluation checklist, the researcher had gotten the data analysis below:

### **The Data was Obtained through a Questionnaire**

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

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3	Reading	59.3%	Very Important
4	Writing	51.9%	Very Important
5	Grammar	51.9%	Very Important

**Table 4. Linguistics Needs**

<b>Learning Ability</b>	<b>Learning Priority</b>
<p>- <b>Listening</b></p> <p>Able to understand easy Listening material, such as simple conversation or short audio.</p> <p>- <b>Speaking</b></p> <p>Able to speak fluently.</p> <p>- <b>Reading</b></p> <p>Able to understand simple Reading material little by little</p> <p>- <b>Writing</b></p> <p>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>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>Not able to speak fluently.</p> <p>- <b>Reading</b></p> <p>Not able to understand all types of reading material.</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>Not able to use English with a good language structure</p>

**Table 5. Learning Styles**

<b>No</b>	<b>Learning Style</b>	<b>Percentages</b>	<b>Importance Level</b>
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:

*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. Exercise**

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. Task**

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. Reference**

As with other parts of e-book, the placement of references on the last page is also very important and 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 (Riana Febriana: 2019). 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. Material development refers to anything, which is done by writers, teachers or learners to provide sources of language input and exploit those sources but have the sources materials before as the product that will be develop (Sitti Nurpahmi: 2013). This phase provides prototype material 2 of ELT Material for Midwifery Department in topic of Childbirth. In developing material, the researcher conducted three phases based on Hutchinson and Water (1987) 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 childbirth. 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 childbirth 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 Childbirth 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**

The validators will get the syllabus, the product and the evaluation checklist in order to give comment and suggestion related to the product. This phase carried out to make sure that the teaching materials have been well developed.

### ***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 a 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 conducting 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 English 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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