Grammar in Spoken Discourse: A Need Analysis of English Education Study Program Students

Septi Marlini[1], Wisma Yunita[2], Syahrial[3]
[1,2,3] *Universitas Bengkulu, Indonesia*

Correspondent Author ✉ septimarlini@gmail.com

ABSTRACT

This research investigated the need analysis of Grammar in Spoken Discourse for the English Education Study Program. The objectives of this research were to find out: the current learning condition in teaching grammar at the English Education Study Program of University of Bengkulu and the needs for Grammar in Spoken Discourse course. This research used a mixed-method design. One hundred and fourteen students on fourth semester engaged as the correspondent of the questionnaire while four grammar lecturers were selected as the participant of interview. To gather the data, the questionnaire and interview were deployed and were further analyzed by using simple statistical of data analysis. The findings found that in the current conditions in learning grammar at English Education Study Program of University of Bengkulu already meet with the students' needs in area of method, media and evaluation of learning. Then, Quantifier, Comparison, Form of Other, Stating Preference, How to Connect Ideas, Gerund, Infinitives, Modal Auxiliaries, Expressing Ability; Advice, Necessity, Requests, and Suggestions were materials needed for Grammar in Spoken Discourse course. There is difference between current learning situation and need analysis result for Grammar in Spoken Discourse in the context of material. The material prepares more contextual. Text which is related to the topic material of learning was prepared in order to enrich students' knowledge.

Keywords: *Grammar in Spoken Siscourse, Need Analysis, Teaching Grammar*

INTRODUCTION

Need analysis is an important activity for determining objectives of curriculum and organizing material of a study. The analysis seeks to match techniques and materials to the needs and identify whether the design is appropriate to the intended of the goals of learning. Richards (2001) argue that needs analysis as a process made to see for the real demands of the learners in a learning process. Yalden (2012) also argue that need analysis attempting to connect a relation between learners' wants and their needs.It means that needs analysis is an important part in an educational planning because it is the bridge how to find the need and wants in learning process. Considering learning grammar is important subject, need information about the needs

of students, lecturers, and stakeholders in learning activity. The information of: (1) teacher's needs (2) time efficiency, and (3) ability of students to absorb material is carried out by need analysis phase (Tanjung, 2019).

Grammar in Spoken Discourse is one of course in new curriculum at the English Education Study Program at University of Bengkulu. This new course name is caused of changing curriculum. There are two reasons why the changing curriculums need to conduct at English Education Study Program of University Bengkulu. First, English Study Program conducts regular 5-year evaluations. Second, at the same time, in early 2020 the Ministry of Education imposes new policies in the field of higher education through program "Freedom of Learning – Kampus Merdeka". Related to the changing name of curriculum, grammar courses also affected. *Grammar in Spoken Discourse* is an intermediate course in the previous semester. This course will replace *Structure II* course in the previous curriculum The goal of this course is the students are able to use grammar in appropriate context in spoken form. The function the changing name of this course is to specify the materials taught based on the skill in each grammar course.

In addition, according to this matter the researcher also had interviewed some of grammar lecturers. Based on the interview, it could be said that English Education Study Program have not prepared yet the materials for teaching *Grammar in Spoken Discourse*. There is none official source yet for teaching this subject based on the need analysis. English Education Study Program needs analysis the need of students, lecturers, and stakeholder in order to meet their needs in learning grammar. It is related to Oktarin and Harahap (2010) who state that the need analysis is used to recognize students' knowledge, skills competencies, wants, and learning goals. In order to solve the problem, the researcher tries to conduct need analysis research for Grammar in Spoken Discourse in the area of material, media, method, and evaluation of learning. The result of need analysis will be authentic sources for developing RPS in learning based on the needs of students and needs of the lecturers.

Related to the need analysis studies, there are many previous related studies done concerning to the grammar material in learning activity. Such as Ayu & Hustarna (2020) investigates *Need Analysis Stage In Reconstructing Syllabus and Developing Teaching Materials for Oracy In Academic Context Subject*. Similar to Ayu & Hustrana, Kayar & Veyis (2020) also conducted a research about *An Analysis of Grammar Teaching in Secondary School in Terms of Success, Attitude and Teachers' Views*. Unfortunately, all the previous studies mention above are not focused on need analysis in *Grammar in Spoken Discourse.*

Based on same related previous studies above, it can be seen that there are no studies discuss about need analysis on material in Grammar in Spoken Discourse course and there is no studies concern with material, evaluation, media and method for learning activity. It has been explained how the analysis stage of constructing and developing syllabus for learning grammar and the teacher views but it does not see how the needs on the students and the lecturers on learning Grammar in Spoken Discourse. Thereore, this study intends to fulfill the gap. Through this research, readers not only know the currrents situation on learning, but also know the needs of students and the needs of lecturers on learning Grammar in Spoken Discourse in the area of material, media, method, and evaluation. The aims of this study are to identify: 1) the current condition in learning grammar at English Education Study Program of University of Bengkulu, and 2) the needs on Grammar in Spoken Discourse course at the English Education Study Program of University of Bengkulu.

METHODS

This research uses a mixed method design. In a mixed methods approach, quantitative and qualitative data can be combined to answer exploratory questions that could not necessarily be answered in any other way (Creswell, 2014). A mixed method approach match with need analysis research as range of data collection methods (Basturkmen, 2010).

In this study, the instruments used included questionaire and interview. The questionnaire and the interview are tool which can be used in any type of research (Roopa & Rani, 2012). The questionnaire was delivered in online form for students and interview for lecturers and stakeholder directly in offline. The participants of this research were the fourth semester students of English Education Study Program at University of Bengkulu, the English grammar lecturers, and the stakeholders of the English Education Study Program. There are 114 students from three classes, 4 English grammar lecturers, and 1 stakeholder who will be involved in this research. The researcher chooses the fourth semester students because they had gotten learn *Structure II* in third semester. This course will be replaced to *Grammar in Spoken Discourse* in the new curriculum. The researcher constructed the questionnaires based on the theory from Dudly-evans (1998) about present situation and target situation, and Suyanto and Djihad (2010) about components of teaching. In analyzing quantitative data from quantitation research instrument, the researcher was used certain statistical formula according to the needs of assessment.

In analyzing the qualitative data, the researcher follows data qualitative flow of Miles and Hubberman (1994) mentions there were three steps of data analysis, they were: data reduction, data presentation and conclusion. Data reduction in this research refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. Data presentation can be a diagram, chart, or matrix that provides a new way of arranging and thinking about the more textually embedded data. In data presentation the researcher was started to discern systematic patterns and interrelationships. Next, the conclusion step was drawing what the analyzed data mean and to assess their implications for the research questions at hand.

RESULT AND DISCUSSION

The current condition in learning grammar at English Education Study Program of University of Bengkulu.

Current learning condition analysis investigated the students' current learning situation. It presented about the strength and weaknesses of the learning condition. The data were collected through questionnaire and interview. The following was results of current learning condition analysis in teaching grammar at the English Education Study Program Students of the University of Bengkulu.

The result of the research shows that majority of students are agree that material of Quantifier, Comparison, Form of Other, Stating Preference, How to Connect Ideas, Gerund, Infinitives, Modal Auxiliaries, Expressing Ability; Advice; Necessity; Requests; and Suggestions already good. However, there are small number of students still strongly disagree with the statements. Thus, it can be concluded that this positive answer toward the material of learning in Structure II because of the material already appropriate for learning. It also supported by interview with the lecturer of Structure II, Z who said that:

"The teaching materials in the Structure II have been prepared with the level of difficulty, then the teaching materials have been adapted from international books and the exercises are communicative. Students are able to speak, write, listen and read in accordance to the expectations of learning goals"

Table 1. Material in Current learning

Statements	Percentage (%)				Classification
	Strongly agree	**Agree**	**Disagree**	**Strongly Disagree**	
Quantifier	15.8	76.3	4.4	3.5	Strongly Positive
Comparison	23.7	73.7	2.6	0	Strongly Positive
Form of Others	14.9	79.8	5.3	0	Strongly Positive
Preferences	19.3	69.3	11.4	0	Positive
How to Connect Ideas	14.9	75.4	9.6	0	Positive
Gerund	17.5	77.2	5.3	0	Strongly Positive
Infnitives	15.8	79.8	4.4	0	Strongly Positive
Modal Auxilaries	22.8	75.4	1.8	0	Positive
Expressing Ability	15.8	73.7	9.6	0.9	Positive
Advice, Necessites, Request, Sugesstions	17.5	71.1	11.4	0	Positive

The majority of students answer the strengths of material in learning are the material easy to learn, material already well organized form the easiest to hardest one, and all the material also related one another. It's already in line with sixteen principles in developing material for teaching language where the material should help students, facilitate them and maximize learning outcome (Tomlinson & Masuhara, 2018). By appropriate selection material, material related one another, and well organized material in grammar classroom activity, not only help the students in learning but also creates a classroom atmosphere which is efficient, effective, meaningful and also maximize the learning outcome.

Too much material becomes top rank of weaknesses in the material of learning part by the students and the lectures. The data collected shows that students find some difficulties because of the too much material of learning. There are several reasons revealed such as limited of time in learning, online learning also give effect to the learning activity, and limited of time to discuss in the class. This condition appears because of too much material, so the learning activity become limited. Therefore, there is a need to improve the material of learning in order to cover the problem in the

Structure II. The need analysis process make sure that the course will contain relevant and useful things to study (Nation & Mecalister, 2010). The need analysis result will used in order to help lecturers in managing time of learning, activity, and discussion. So that, it will minimize the problem of learning occur.

Next, the current conditions of learning method in Structure II. Totally one hundred students (86.7%) from one hundred and fourteen participants are believed that method of learning already good. In transferring the material, the lecturers already use the combination of deductive and inductive learning. The result shows method of learning give positive contribution in process of learning. Nunan (2003) states that the use of deductive and inductive as combination approaches in teaching grammar will make the learning more meaningful and memorable. The result of current method used was related to the theory state by Nunan. The used of combination method of inductive and deductive was prove that learning activity more meaningful and memorable.

Table 2. Method in Current learning

| Statements | Percentage (%) | | | | Classification |
	Strongly agree	Agree	Disagree	Strongly Disagree	
Method of teaching	14.9	72.8	9.6	2.6	Positive

It also supported by interview with the lecturer of Structure II . WY (int. 04) said that:

> "This subject used a combination of deductive and inductive with a communicative orientation. This method is more communicative so that students understand the material more quickly. While the weakness is sometimes some students have difficulty when asked to be more communicative"

In the evaluation part, from the result of interview with four lecturers, it can be concluded that test, quiz, assignments, presentations and summaries were evaluation tools used in *Structure II*. The lecturers had positive answer about test in evaluating *Structure II*. The evaluation already covered the materials. It was easy for checking and it could measure the students' achievement. Meanwhile, the lecturer could not control the students when the test took in online, so the result of the test could be invalid. The form of the test also could not measure the students' understandable deeply. It can be concluded that the test of *Structure II* need to have more variation, so it can cover all the materials deeply and avoid students to cheat.

Table 3. Evaluation in current learning

Interviewed	Statements
Int. 1 (Z)	(The evaluation used for this subject was quiz and test. This form of evaluation made the checking easier. However, when learning took in online, the lecturers had difficulty to control students during exams).
Int. 2 (FG)	(The evaluation used for teaching Structure was

	written test in the form of multiple choice and short answer. The strength of this evaluation was the lecturers could find out the students' understanding of the materials taught and easy).
Int. 3 (MF)	(The evaluation used for this subject was written test in the form of multiple choice and short answer. The evaluation used was appropriate and easy in the assessment, but the questions of the test which covered all of the materials were rather difficult and sometime every lecturer had different evaluation).
Int. 4 (WY)	(The evaluation used for this subject were written test, assignment, presentation and summaries. The evaluation used could cover all the materials taught).

Finally, the students were given statements about media of learning. The data shows 62.3% students were agree and 2.1 % students were strongly agree that media of learning used by the lectures was good. The data prove that media was used fulfill the students need. Appropriately media of learning used in the learning process will become a more effective and efficient support tool in achieving the learning objectives (Hanif & Asrowi, 2018). It is in line with the result of study by the students who passed the KKM in learning Structure II because of the appropriate media used as supporting tools in learning activity. It also supported by interview with the lecturer of Structure II. MF who said that:

"Media used for teaching structure II were PowerPoint, video from YouTube, and exercise from books. The media were interesting, but because the time was limited, sometimes the media did not used well. However, with the online learning the students could learn everywhere.

Table 4. Media in Current learning

Statements	Percentage (%)				Classification
	Strongly agree	Agree	Disagree	Strongly Disagree	
Media of learning	21.1	62.3	15.8	0.9	Positive

The current conditions in learning grammar at English Education Study Program of University of Bengkulu already meet with the students' needs in area of material, method, media and evaluation of learning. It is supported by majority of students of fourth semester students and majority of lecturers had positive answers on the questionnaire and interview. However, in the area of learning material should be improved. Number of material in learning grammar at English Education Study Program of University of Bengkulu is required to be adjusted in order to meet the needs of students.

The needs for Grammar in Spoken Discourse course at the English Education Study Program of University of Bengkulu.

Target situation analysis focused on students, lecturers, and stakeholder needs on the learning course. The needs on the grammar in spoken discourse were answered by questionnaire and interview. The needs are viewed from the area of materials, method, media, and evaluation

The first is materials of learning for Grammar in Spoken Discourse course. The result of the research revealed positive answer toward materials in learning. The materials should balance between theory and exercise and also close to students' daily life. They agreed that balance portion of material and exercise and materials prepare who related and close to their daily life could be appropriate materials in learning Grammar in Spoken Discourse. It was also supported by Kumaravadivelu (2006) states that in developing materials of teaching language, principles of selection, gradation and sequencing should be considers, in order to help learners feel fun, develop confidence, and maximize the learning potential.

Table 5. The needs on Material

| Statements | Percentage (%) | | | | Classification |
	Strongly agree	Agree	Disagree	Strongly Disagree	
Balancing between theory and exercise	31.6	66.7	1.8	0	Positive
The number of exercise is more than theory	26.3	59.6	14	0	Positive
The material theme is about daily life	29.8	66.7	2.6	0.9	Positive

In the activity of learning, the lecture prepares the material with exercises during learning activity. The exercise consists of some activity which is integrated to four skills of language. There is activity for speaking, writing, reading and listening. By that activity, the learning will be memorable and enjoyable. Thus it can be concluded that material in teaching who balance between theory and exercise and close to the students' daily life will also help learners in learning and maximize the learning potential.

There is difference between current learning situation and need analysis result for Grammar in Spoken Discourse in the context of material. In the Grammar in Spoken Discourse, material prepare more contextual. Text which is related to the topic material of learning was prepared in order to enrich students' knowledge. The interesting text and close to student's daily life also help the students in learning. By such a good material the activity of learning Grammar in Spoken Discourse will be more meaningful and enjoyable. The second is area of learning media. The participants of the research agreed that using media in learning for Grammar in Spoken Discourse will support the learning activity. Media of learning is a supporting tool to convey

material to students. The used of appropriate media will be more effective in achieving the learning objectives. Using text, PPT, Video are example media commonly used for learning. By using interesting media will attract students' attention and make the classroom activity become varied. It is similar to Sanaky (2009) who stated that using learning media in the learning process will be more interesting, so it can lead to motivate student learning. The use of learning media also increasing students' activity and learning outcomes (Mudinillah, 2019). Appropriate media used in transferring material to the students should take into account. Moreover, suitable and appropriate media will bring positive atmosphere in supporting learning activity.

Table 6. The needs on Media of learning

Statements	Percentage (%)				Classification
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	
The use of PPT for teaching	18.4	76.3	3.5	1.8	Strongly Positive
The use of worksheet for teaching	16.7	74.6	8.8	0	Positive

The third is method of learning. Method of learning becomes crucial part in learning activity. The result of the research revealed that method in learning for Grammar in Spoken Discourse should integrate with four skills in learning language. In addition, the combination of inductive and deductive is properly use. Moreover, activities of learning also need to be mix between individual and group. These facts found similar to previous research by Yunita (2018). She found that combination method of learning will be more beneficial for the university students in the process of learning English grammar. Combination method of teaching brings opportunities to earn grammar in meaningful context. It is aimed to make the students easier to get the material in learning activity

Table 7. The needs on Method of learning

Statements	Percentage (%)				Classification
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	
The integrated of grammar for written discourse with four skills of language	31.6	67.5	0.9	0	Positive
The use of deductive approach	14	68.4	17.5	0	Positive
The use of inductive approach	13.2	69.3	17.5	0	Positive
The use combination of deductive and inductive approach	36	63.2	0.9	0	Positive
Individual activity in learning	7	40.4	47.4	5.3	Negative

Group activity in learning	8.8	53.5	35.1	2.6	Positive
Combination between individual and group activity in learning	36.8	59.6	3.5	0	Positive
Chance for presentation at the end of learning	14.9	64.9	18.4	1.8	Positive

Moreover, activity in the class should be more varied. The activity not only prepare in individual way but also in group working task. Varied activity will make the classroom fun and attractive. It will easier to make the students engage with the materials. The activity needs by the students need to be consider in order to find the best way to deliver material. Result of the research shows that students and lecturers had positive answer toward the use of combination activity in the learning. They agreed that by using the combination of individual and group activity could be effective to enlarge the potential of learning. It is in line to previous research done by Ayu & Hustarna (2020) which found that lecturer need to consider teaching method used for course because students' suitable method and activities are needed before students explore their own learning. It can be concluded that, the use of combination of method of learning, varied activity of learning and integrated with the skills of language will enhance the learning outcomes for Grammar in Spoken Discourse.

Table 8. The needs on Evaluation

Statements	Percentage (%)				Classification
	Strongly Agree	Agree	Disagree	Strongly Disagree	
The evaluation only focus on grammar	12.3	47.4	38.6	1.8	Negative
The evaluation integrated with four skills of language	28.9	63.2	7.9	0	Positive
Direct evaluation (in the classroom)	17.5	71.1	10.5	0.9	Positive
Indirect evaluation (take home test)	9.6	67.5	22.8	0	Positive

The fourth is evaluation. Evaluation is a procedure of knowing whether or not the teaching and learning activity have been done by the teachers effectively and properly. Evaluation is final activity in learning process. By doing this evaluation, the students and the teacher will find the achievement of learning. In evaluating learning outcome, the lecturer must know whether or not the students have had competence through the learning process. Domain of evaluation can be performed through daily test, mid-semester test, and final test. The evaluation also must be based on the general objective of learning course. Brown (2004) stated that assessment is an ongoing process that encompasses a much wider domain. So, to do an evaluation a teacher should consider many aspects in determining the final scores of the students. The research found that the evaluation needs by the students for Grammar in Spoken Discourse is

evaluation which are consists of presentation in the end of learning, integrate with skills of language, sometimes direct in the class and also take home test.

Finally, from discussion above, it can be concluded that the current conditions in learning grammar at English Education Study Program of University of Bengkulu already meet with the students' needs in area of material, method, media and evaluation of learning. Material of learning such as Quantifier, Comparison, Form of Other, Stating Preference, How to Connect Ideas, Gerund, Infinitives, Modal Auxiliaries, Expressing Ability; Advice; Necessity; Requests; and Suggestions are needed for Grammar in Spoken Discourse. However, need to adjust how to present the material to make it appropriate with the time and number of meeting in one semester. In the area of method of learning, combination of deductive and inductive become accepted for learning activity. Then, using interactive media such as PPT, story, video were important in learning activity. Moreover, the combination individual and group activity, and presentation at the end of the materials are important to make the learning more communicative. Then for the evaluation, the lecturers can focus on the evaluation of grammar, and it also can be integrated with other skills of language. The evaluation can be direct in the class or take home test. It depends on the situation and the needs

As revealed from the questionnaire and interview data, there were needs on material for Grammar in Spoken Discourse course. Those needs are garnered from area of materials, method, media and evaluation in learning. Firstly, the development of materials of teaching language should achieve impact, help learners feel fun, develop confidence, and maximize the learning potential (Tomlinson, 2011). The researcher found that in the development of teaching materials, the needs for textbook equipt with exercises and learning supports elements (Biduri, Ramsyid & Emzir, 2018). However, in this research, it was found that the materials not only should balance between theory and exercise, but also need close to students' daily life. The balance portion of material and exercise and also close to their daily life could be appropriate materials in learning Grammar in Spoken Discourse.

Second, learning media can lead to motivate student learning. Elliot (2004) defines that the best way to teach student is make them physical involved with the activity. Rapi (2016) stated that using interactive media get higher achievement compare to those who use conventional teaching.Based on the result of research from Nurhayati, Khumaedi & Yudiono (2018) the use of video as learning media is more effective than using the lecture method. In this research, the researcher found that learning media as supporting tools in conveying material to the students were text, PPT, Video. The used of appropriate media will be more effective in achieving the learning objectives.

Thirdly, method of learning becomes important part in learning activity. Lecturers need to consider teaching method used because suitable method is needed before students explore their own learning. Munir, Emzir & Rahmat (2017) said that STAD method is more suitable for improving learning outcomes of students' visual English and kinesthetic students. Then, Munzaki, Suadah & Risdaneva (2016) stated that GTM is more appropriate method to be applied in classroom to teach grammar, because it helped the students to understand language easily. However, result of this research shows that students and lecturers had positive answer toward the use of combination method (deductive-inductive) in the learning. By using the combination of deductive and inductive method, varied activity and integrated with the skills of language could be effective to enlarge the potential of learning. It can be concluded

that, the use of combination of method of learning, varied activity of learning and integrated with the skills of language will enhance the learning outcomes for Grammar in Spoken Discourse

The fourth is evaluation. Evaluation is a procedure of knowing whether or not the teaching and learning activity have been done by the teachers effectively and properly. Through evaluation, educators can better guide their students to achieve maximum learning outcomes, both from the cognitive, affective, and psychomotor aspects (Ismail, Astuti, & Mering, 2018). Suryaman at al (2021) stated that exam questions are packaged as variation evaluation in online learning. This research found that the evaluation needs by the student for *Grammar in Spoken Discourse* is evaluation which are consists of presentation in the end of learning, integrate with skills of language, sometimes direct in the class and also take home test.

This research contributes to provide need analysis data of the needs of students and lectures on learning Grammar in Spoken Discourse. This research also contributes to seeing how the current situation and target situation in learning grammar in English Education Study Program Students of the University of Bengkulu. The data can be used as sources of information in order to present the material more contextual and how to make it appropriate with the time and number of meeting in one semester of learning.

Based on the research result and discussion, the researchers realize there are some limitations in this research. The first, this research in only concerned on the identifying the current learning condition in teaching structure II and analyzing the need on the Grammar in Spoken Discourse in the area of material, media, method, and evaluation. The instruments were arranged based on the theory from Dudley-evans (1998) about present situation and target situation, and Suyanto and Djihad (2010) about component of teaching. This research is not yet covered all the components of teaching. The second, regarding to the materials for teaching Grammar in Spoken Discourse, the specific parts of the materials such as type of text and context for each material could not found specifically. The materials are still general in the list of topic for teaching.

CONCLUSION

The current conditions in learning grammar at English Education Study Program of University of Bengkulu already meet with the students' needs in area of material, method, media and evaluation of learning. It is supported by all the students of fourth semester already passed the *Structure II*. However, in the area of learning material should be improved. Number of material in learning grammar at English Education Study Program of University of Bengkulu is required to be adjusted in order to meet the needs of students.

The materials need for learning *Grammar in Spoken Discourse* are *Quantifier, Comparison, Form of Other, Stating Preference, How to Connect Ideas, Gerund, Infinitives, Modal Auxiliaries, Expressing Ability; Advice; Necessity; Requests; and Suggestions.* In the area of method of learning, combination of deductive and inductive become accepted for learning activity. Then, using interactive media such as PPT, story, video were important in learning activity. Moreover, the combination individual and group activity, and presentation at the end of the materials are important to make the learning more communicative. Then for the evaluation, the lecturers can focus on the evaluation of grammar, and it also can be integrated with other skills of language. The

evaluation can be direct in the class or take home test. It depends on the situation and the needs.

ACKNOWLEDGEMENT

AUTHOR CONTRIBUTION STATEMENT

Septi Marlini designed the research, collected data in the field, analyzed, and interpreted the data. Wisma Yunita have developed the theoretical formulism. Syahrial supervised the research. All of the authors contributed to the final version of the manuscript.

REFERENCES

Ayu, W. B. & Hustarna. (2020). Need analysis stage in reconstructing syllabus and developing teaching materials for oracy in academic context subject. *International journal of language education*, 4(1), 141-149. https://doi.org/10.26858/ijole.v4i2.11518

Basturkmen, H. (2010). Developing course in English for specific purposes. New Jersey: Lawrence Erlbaum Associates, *Inc. Publishers.* Google Scholar

Biduri, N. F, Rasyid, Y., & Emzir (2018). The analysis of needs on learning materials in context-based reading Mandarin language and culture. *Journal of education, teaching and learning*, 3 (1), 9-16. http://dx.doi.org/10.26737/jetl.v1i1.454

Brown, J. D. (2004). *Principles of Language Learning and Teaching*. London: Longman

Creswell, J. W. (2014). Research design : qualitative, quantitative, and mixed methods approaches (4th ed.). *SAGE Publications*. Google Scholar

Dudly-Evants, T. (1998). Developments in English for specific purposes: A multi-disciplinary approach. Cambridge: Cambridge University Press. Google Scholar

Elliot, J. (2004). Six group activities for teaching ESL children. *The internet TESL Journal*, X (4). Google Scholar

Hanif, M., & Asrowi. (2018) Mobile learning perception of graduate student teachers: A case study in magister program of educational technology of university of Sebelas Maret. International journal of multicultural and multireligious understanding *journal of education and learning*, 5(1), 84-91. http://dx.doi.org/10.18415/ijmmu.v5i1.316

Ismail, Astuti, I,. & Mering, A. (2018). Evaluation of learning outcome assessment system in health and sports physical education subject in Junior High School. Journal of education, teaching and learning, 3 (2), 296-301. https://dx.doi.org/10.26737/jetl.v3i2.767

Kayar, A., & Veyis, F. (2020). An analysis of grammar teaching in secondary school in terms of success, attitude and teachers 'views'. Asian journal of education and training. Vol. 6, No. 2, 149-160. https://DOI:10.20448/journal.522.2020.62.149.160

Kumaravadivelu, B.(2006). *Understanding language teaching; from method to post method*. Mahwah NJ: Lawrence Erlbaum Associates

Miles, B. M., & Huberman, M A. (1994). *Qualitative Data Analysis. USA: Sage Publications*

Mudinillah, A. (2019). The development of interactive multimedia using lectora inspire application in Arabic language learning. *Jurnal Iqra' : Kajian Ilmu Pendidikan*, 4(2), 285-300. https://doi.org/10.25217/ji.v4i2.570

Munir, Emzir, & Rahmat, A. (2017). The effect of teaching methods and learning styles on students' English achievement. Journal of education, teaching and learning, 2(2), 233-237. https://DOI:10.26737/jetl.v2i2.292

Nation, I.S.P., & Macalister, J. (2010). *Language curriculum design*. New York: Taylor and Francis

Nunan, D. (2003). Practical English Language Teaching. England: Mc Grawhill Publishing

Nurhayati, I., Khumaedi, M., & Yudiono, H. (2018). The effectiveness of the use of video media on learning on the competence of scalp and hair care of vocational high school students of beauty department. *Journal of vocational career education*, 3(1), 66-72. https://doi.org/10.15294/jvce.v3i1.15388

Munzaki, D., Suadah, L., & Risdaneva, R. (2016). Teaching methods used by students of department of English language education of UIN AR-RANIRY in teaching English at English course. *Englisia: journal of language, education, and humanities*, 4(1), 10-26. http://dx.doi.org/10.22373/ej.v4i1.1023

Oktarin, R. A., & Harahap, A. (2019). Need Analysis of ESP for Tourism Study Program at SMKN 7 (Senior Vocational School) Kota Bengkulu. Journal of English Education and Teaching, 3(1), 14-28. https://doi.org/10.33369/jeet.3.1.14-28

Rapi, N. K. (2016). Pengaruh model pembelajaran dan jenis penilaian formatif terhadap hasil belajar IPS siswa SMPN. Cakrawala Pendidikan, *Jurnal Ilmiah Pendidikan*, 35(1), 69-79. Google Scholar

Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press. Google Scholar

Roopa, S. & Rani, M, S. (2012). Questionnaire designing for a survey. *The Journal of Indian Orthodontic Society* 46(4), 37-41. http://dx.doi.org/10.5005/jp-journals-10021-1104

Sanaky, H. A. (2009). Learning media. Yogyakarta: Safiria Insania Press

Suryaman et al (2021). Evaluation of the implementation online virtual learning in engineering students. Education and human development journal, 6 (1), 1-8. https:// doi: 10.33086/ehdj.v6i1.1830

Suyanto & Djihad, H. (2010). *Pendidikan Indonesia memasuki millennium III*. Yogyakarta: Adicita Karya Nusa

Tanjung, K, S. (2019). Need analysis on development of teaching writing materials; genre based on Gayo local culture. *Jurnal educative: journal of educational studies*, 4 (2), 189-203. http://dx.doi.org/10.30983/educative.v4i2.2368

Tomlinson, B. (2011). *Materials development in language teaching.* Cambridge: Cambridge University Press. Google Scholar

Tomlinson, B., & Masuhara, H. (2018). *Materials Development for language Teaching.* Cromwell Press

Yalden, J. (2012). *Principles of course design for language teaching.* Cambridge. Cambridge University Press. Google Scholar

Yunita W, Emzir, & mayuni, I. (2018). Need analysis for English grammar learning model from students' perspective. *Journal of English education*, 6(2), 85-94. https://doi.org/10.25134/erjee.v6i2.1258