

PHYSICS EDUCATION STUDENTS' NEED ANALYSIS OF ENGLISH TEACHING MATERIAL

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ABSTRACT English Specific Purpose (ESP) is a subject on teaching English to Physics Education students. The goal of this study is to determine what the target needs and English learning needs are for students in the Physics Education Department at UIN Alauddin Makassar. The survey method applied in this study as the research design. The researcher used questionnaires and interviews to gather information for this study. This study included 56 participants, including 50 third-semester students from the 2019 intake year, one lecturer, and five graduates from the Physics Education Department at UIN Alauddin Makassar. Microsoft Excel was used to examine the data. The findings of this study revealed that students need to learn speaking, reading, and writing skills, because those are important to support them to succeed in study. It implies that the material should cover those skills to fulfill the students' needs.

Keywords: Need analysis, Physics education students, English specific purpose

A. INTRODUCTION

English is an international language that is used as the standard language for communication around the world. English language skills are used in educational systems such as in communication between foreign lecturers and students during the learning process, as well as in politics and foreign affairs. As a result, English is extremely important to humans in all aspects of their lives, starting from the workplace, education even daily life (British Council: 2013).

English is not the mother tongue or first language in Indonesia. As a result, students must learn to communicate in English. English is one of the general courses that must be taught in every major (Indrasari, 2016). In Indonesia, English is formally taught in schools and universities, and it is now required. On the other hand, English is taught at school and universities, as well as in a variety of non-formal English courses.

Students from non-English majors who study English in general sometimes don't study it following their needs (Indrasari; 2016). To put it differently, the English learning model was only taught in general (General English), which indicates that many students or graduates are not receiving the proper training in their field. The role of the teacher/lecturer in the learning process has an impact on student progress. A lecturer should comprehend ESP (English for Specific Purpose) because, to develop a syllabus, the lecturer must understand the conditions of students, such as skills, competencies, and knowledge, or the students' needs in learning

English, (Fatmawati 2017). Hutchinson and Water (1987) emphasized that ESP teachers must do a need analysis to obtain knowledge about their students' conditions.

The students of Physics Education gave information regarding the state of the English learning process in the Physics Education Department based on preliminary observations made on February 23rd, 2020. The professor, it turns out, does not have a precise lesson plan. The objective of this study was to determine what students require to learn English for a specific purpose.

Due to the Corona Virus (covid-19), which impacts Human activities, including research, we have recently found ourselves in a different condition than normal. The researcher then did online research, which allowed the researcher to do the study without having to meet face-to-face with subjects. According to Robinson (1991; 3), the main characteristic of ESP (English for a specific purpose) that distinguishes it from GE (general English) is English learning aimed to know student's needs in learning English. Need analysis is very important to create a syllabus design. The purpose of need analysis is to allow students to learn English material according to their needs so that the learning process is effective. English teaching will be efficient if students get English for specific purposes, (e.g. that of an engineer, nurse, pilot, flight attendant, etc). (Kaharuddin, 2018). Hutchinson and Water (1987; 54-56) make a distinction between “target needs” and “learning needs”. Target needs refer to what the learners need to do in the target situation and learning needs refer to what the learners need to do to learn.

Knowing the need in learning English is very important because it can make the teaching and learning process easier and more effective. The researcher hopes that will collect information about physic students learning English, what their present of English is, what is needed to learn, and what they want to achieve in the future by learning English.

B. REVIEW OF LITERATURE

Definition of Need Analysis

Understanding of need analysis can be found from various sources, with some experts suggesting need analysis. According to Nunan (1988), need analysis is a collection of information related to students. Collecting information is based on students' needs and personal data. According to Iwai et al. (1999), need analysis generally refers to gathering information that will be the basis for developing a curriculum for the teaching process and finding the needs of a group of students. The lecturer analyzes the needs to find out what kind of teaching students need to master. Berwick (1989) classified needs into two types, *Objective* and *Subjective*. *Objective*

needs means that all information that can be obtained from students is related to the needs, problems encountered, and the lack of learning. Whereas, *Subjective needs* are mental and emotional needs of students in the learning process.

Needs analysis is the key in ESP (Nurpahmi; 2017). According to Robinson (1991), need analysis is very important for ESP because it is the first step to making an ESP syllabus. Supported by Steven (1977), who stated that the first step to designing ESP teaching is to conduct a needs analysis. Furthermore, Hutchinsons and Waters (1985) state that each course must be based on a needs analysis. The importance of needs analysis in ESP for teaching English can make it easier for students to learn to succeed in their target situation.

Component of Need Analysis

Present Situation Analysis (PSA)

TSA aims to find out what students are like at the beginning of their course, recognizing strengths and limitations, according to Robinson (1991:8) in SitiNurpahmi (2014:21). The students themselves, the language-teaching establishment, and the user institution, according to Rictcrich and Chsncerel (1980) in Siti Nurpahmi (2014), can be utilized as sources in determining need analysis. Munby (1979) claims that the PSA serves as a model for TSA. To put this another way, the PSA has a role to play in gathering basic information that will be relevant and properly considered when the TSA is designed. Proper needs analysis includes PSA determining the level of English ability of students and then used to develop language requirements for students through TSA.

There are several ways to identify students' needs. Hutchinson and Waters (1987) divide needs into two types. The types are the target needs and learning needs.

Target Needs

Refers to what students must do in the target situation. Target need is divided into 3 categories:

1) Necessities

Needs are based on what students need to know to operate well in the target situation. Students must understand why they are learning English. Is it true that students need to get information related to their field to succeed in the future, such as students enrolled who need to know how to write letters and prepare reports

2) Lacks

Refer to the learners' competence level and background; what they don't know yet. It is thought that by recognizing what students already know, they would be able to determine their

deficiencies. The gap between what they already know and what they don't know can assist with several sorts of wants that they have.

3) Wants

What they're looking for. After learning about students' needs and deficiencies, it's necessary to study their desires and make them a priority. Because people's view varies, it's important to understand students' learning desires and motivation.

Target Situation Analysis (TSA)

According to West (1994) in Siti Nurpahmi (2014), TSA is a need analysis that focuses on determining students' language requirements in the occupational or academic environment and that they are being prepared, The target situation, according to Widdowson in Dian Kardija (2018), is goal-oriented, as in what are the aims of students learning English.

Learning Needs

Knowing how students learn or what they need to learn is important. The process of bringing students from a state of lack (beginning) to a state of necessity is required in learning (final destination). According to Hutchinsons and Waters (1987), analyzing students' needs only based on target needs is ineffective. We must also be aware of the student's learning conditions, their knowledge, their willingness to study, and their time and place management while learning.

English for Physics

English for physics education is one of the subjects studied by students because it was one of the compulsory subjects in the Physics Education Department.

C. METHOD

The survey method was used in this study. The survey method is most commonly applied in educational research. This strategy aims to gather information on people's perspectives on various challenges or issues (Mills and Gay 2016). The researcher utilized a cross-sectional survey design to collect data at a single point in time for this study. This strategy is more effective in gathering information on people's behavior, attitudes, and beliefs. This study took place at UIN Alauddin Makassar's Physics Education Department. The researcher picked UIN Alauddin Makassar as a study location because it allows the researcher to collect data more easily. The third-semester students, lecturers, and other participants in this study were all third-semester students. Due to limited conditions, the English material was only taught in semester 2, with 50 students in the 3rd semester (as a target group), one lecturer of English subject (as an audience), and five graduates (as an audience).

Instrument

The survey method was applied in this study. the researcher used two instruments: questionnaires and interviews. Because there are so many subjects, the questionnaire was used to collect information from respondents so that it would be easier to evaluate and tabulate. The questionnaire consisted of a series of questions that may be used to assess behavior, attitude, and thought. This study used a closed-ended questionnaire that contained several types of questions which consists of several items that provide a limited number of choices. Interviews were used to gather in-depth information about opinions, attitudes, or perceptions by asking research subjects via Zoom or WhatsApp. The researcher used a Semi-Structure Interview that allows the researcher to provide follow-up questions to get deep information.

Data Analysis

The questionnaire data were examined using descriptive statistics. The information gathered from the questionnaire is used to answer a series of questions. Calculate the total value of each item divided by the total number of responses to determine the average score for each question. The data was analyzed using Microsoft Excel. The data from the interview was analyzed using the Miles and Huberman (1994) model, which included data reduction and sorting of the answers according to the research objectives. In other words, student responses that were irrelevant or unnecessary were eliminated. After data reduction, the second data display assembled a collection of data into a concise explanation. To provide meaning, data were presented as narrative text.

Procedure

In this study, the data collected by using research instruments. To perform this research, the researcher used two types instruments: questionnaires and interviews. The researcher began by determining who would be engaged in this study. Students, teachers, and alumni from the Physics Education Department participated in data collection from the questionnaire. Due to the spread by the Corona Virus, data collecting is conducted in a different way than normal (Covid-19). As a result, the questionnaire was provided in the form of a Google form so that responders could easily access it. The interview was the second tool used to enhance the data from the questionnaires. The interview questions were consistent and based on questionnaires, therefore, useful information acquired. After gathering the data, it analyzed and described. As a result of this procedure, the data acquired became inventory needs.

D. FINDINGS AND DISCUSSION

The conclusions of this study were based on the data. The data analysis was used to determine the students' needs in English. This study included two instruments: a questionnaire and an interview. The questionnaire was designed to learn about the current situation and the target needs of students. While the interview was designed to get detailed information for students learning English. The table below showed the overall result from the questionnaires.

Table 1. The Overall Finding of Students' Needs in English

		Target Needs	Average
Necessities	Purposes	Self-quality (Language skill development)	3.49
		Continue the study level	3.44
		Future career	3.26
		Visit other countries	3.26
		Complete studies	3.13
		Test preparation	3.08
		Language Component	Speaking is the priority
	Reading is the second priority		3.46
	Vocabulary is the third priority		3.44
	Listening is the fourth priority		3.15
	Writing is the fifth priority		3.13
	Pronunciation is the sixth priority		3.06
	Grammar is the seventh priority		2.82
	Speaking	Vocabularies are the priority	3.17
		Pronunciation is the second priority	3.16
		Accuracy and fluency are the third priority	2.83
		Grammatical is the fourth priority	2.80
	Listening	Able to identify the main idea from various types of listening material is the priority	3.15
		Able to understand listening material is the second priority	3.09
	Reading	Able to guess the meaning of a word from a reading English text is the priority	3.14
		Able to understand all types of reading is the second priority	3.06
		Able to find keywords and main ideas through scanning and skimming is the third priority	3.02
		Writing	Able to write with cohesive and coherent paragraphs is the priority
	Able to organize the paragraph correctly is the second priority		2.95
	Grammatical is the third priority		2.94

		Free writing is the fourth priority	2.80
Lack	Language component	Good in reading	2.65
		Fair in listening	2.46
		Fair in vocabulary	2.40
		Fair in speaking	2.39
		Fair in writing	2.30
		Fair in pronunciation	2.14
		Fair in grammar	1.99
		Speaking	Fair in pronunciation
	Fair in vocabularies		2.06
	Fair in accuracy and fluently		2.05
	Fair in grammatical		1.96
	Listening	Fair to able to understand listening material	2.12
		Fair to able to identify the main idea from various types of listening material	2.07
	Reading	Fair to able to guess the meaning of a word from a reading English text	2.52
		Fair for able to understand all types of reading English text	2.38
		Fair to able to find keywords and main ideas through scanning and skimming	2.37
		Writing	Fair to able to organize the paragraph correctly
	Fair in free writing		2.14
	Fair to able to write with cohesive and coherent paragraphs		2.04
	Fair in grammatical		2.02
Wants	Topics	Temperature	3.37
		Gravity	3.37
		Thermodynamic	3.36
		Force	3.36
		Kinematic	3.36
		Electricity	3.35
		Equilibrium	3.35
		Relativity	3.35
		Energy potential and energy conservation	3.33
		Mechanic Quantum	3.3
		Magnet	3.25
		Rotation	3.24
		Momentum and Impulse	3.24
		Gasses	3.22
		Optics	3.22
Oscillation	3.21		

		Waves	3.19
	Grammar	Grammar	2.88
Preferred skill to develop		Reading	3.1
		Speaking	2.98
		Writing	2.86
		Listening	2.80

Researchers conducted needs analysis research to know the students' needs in learning English by identifying necessities, lacks, wants, problems, and learning styles. The table above consists of the results of research on these five things. First, Necessities show the needs of students in learning to be successful in learning which consists of six items, the importance of language components, speaking, listening, reading, and writing in learning English. Second, the Lack there are six items asked about the level of students' proficiency to know current weaknesses. Third, is the table of wants, which refers to the identification of students' desire to learn to improve their English language skills of interest. Fourth, the table that students' problems showed the results of research on students' difficulties in learning English. The last showed the students' needs in the learning process that focused on the student's learning style.

In line with previous research by Sahar Fadel and Tariq Elyas (2015) and French Afsari (2017), researchers found similarities that Physics Education students need or prioritize reading activities to improve their reading skills. Furthermore, the needs of students in learning are influenced by the situation and targets. This can be seen from the difference in research subject between this research and Indah Zulfitri Hamid's research (2019) looking for the English learning needs of students majoring in Mathematics and found that they need to improve their speaking and writing skills to study in small groups and need to learn more grammar and vocabulary. Whereas, Sri Diana (2018) conducted research to look for students' needs in English for ICT students and found that they need to improve their speaking and writing skills to be able to present their final project and complete the assignment or final project in English.

Target Needs

Necessity is a need that is determined by the situation to achieve students' goals. According to the findings, the focus of students learning English when seeking 'necessities' was to increase their quality. In line with this, Rosyidi 7 Darmanto (2020) stated that the interest and enthusiasm of people have increased rapidly since English is very important in daily life. As is generally recognized, the present time requires us to be able to communicate in English. As a result, students in the Physics Education Department needed to improve their English proficiency.

Students selected speaking as an essential skill to learn for Physics Education students. It was critical to learn how to speak English well because it will be used to communicate worldwide. Richard (1990) emphasized that mastery of speaking skills is a priority for second or foreign-language learners. The students claimed that vocabulary is highly significant in speaking since they have a huge quantity of language that helps them with their speaking abilities. This is following Isti'anah (2014) found that students will speak well by having a lot of vocabulary and good grammatical knowledge.

The ability to recognize the main topic of various types of listening material was considered to be particularly significant since listening plays an important role in communicating in daily life. This is in line with what (Hien;2003), stated, people have different purposes for listening, such as entertainment, and academic purpose to get information.

For students in the Physics Education Department, knowing the meaning of a word from a reading English book is critical. In line with this, William (1984) and Hidayat (2017), found the purpose of reading was classified into getting general information from the text; obtaining specified information from the text, and reading for exhilaration or interest.

Students regarded the ability to write cohesively and coherently as extremely significant writing. In line with this, Halliday and Hasan (1989) explained a text or paragraph which used cohesion and coherence must be good writing.

Lack must be identified to identify what students do not know. Respondents were asked five questions based on their 'lack'. The first question focused on determining the level of proficiency of the students. Although the average reading score in the lack achieved the "Good" level, it does not mean that students no longer need to develop their reading abilities. Students' reading abilities still need to be improved. According to Rohmah, (2018); Ambarini et al., (2018), from reading activities, students can get information and acquire vocabulary, grammar, and discourse markers.

Physics Education students were frequently involved in the reading activity. As a result, they needed to enhance their reading abilities so that they could easily grasp their major book resource and journal in English. In line with this, Troyel et al., (2019), stated reading is a process to understand the meaning of written language or text.

All of the speaking components were rated 'fair.' Students were required to develop their ability in each of the speaking components. However, for Physics Education students, pronunciation was considered to require special attention in learning to speak. According to

Aulia (2002), pronunciation is a very important basic skill in oral communication and is a foundation for success in communication for English as a foreign language (EFL) students.

All of the listening components were in the 'fair' category, which meant that students needed to significantly increase their ability to understand the meaning of the listening material. In line with this, Howatt and Dakin in Rahmawati (2010) stated listening is an active process because we have to identify and understand what other people saying.

According to the results, two of the three reading components were rated as 'fair.' The ability to guess the meaning of a word from an English text was in the good category, showing that while the average score achieved "Good," students still need to improve it. Rosyidi & Darmanto (2020), stated to comprehend the text easily, Indonesian students have to master a lot of vocabulary.

All writing components were rated 'fair,' indicating that the students lacked writing abilities. Students emphasized being able to appropriately organize sentences in learning English. This is in line with Oshima and Hogue (2006) stated in a good paragraph there is an arrangement of several sentences related to each other based on the main idea.

Wants is the aspect that students want to study and master. Knowing what students want to learn is not the same as demands based on "necessities" situations. Three questions were asked of the respondents to determine the 'wants' of Physics Education students. Based on the findings, demonstrated students' perceptions of the importance of physics topics to study in the Physics Education Department. All of the issues in the table were considered to be appropriate to study. Temperature and gravity are two physics elements that require special attention to master. Grammar was necessary to master, according to students, even if the average score was not categorized as "extremely important," but was still classed as "important." In line with this, (Rahayu, Prastowo, and Harijanto 2019), stated temperature and heat are important physical concepts due to it often encountered in life.

Then, the result showed students need to learn grammar due to classifies in the 'important' category. In line with this. Brown (1994:384-349) claimed that no one can argue that grammar is needed in language teaching.

Reading is the ability that students want to improve. As one of the Physics Education students who became respondents stated that the majority of their reading materials were in English, therefore reading abilities were important. As stated by Rohmah & Ambarin (2018), in reading activities, students can get information and support in writing, speaking, and listening skills due to can acquire vocabulary, grammar, and discourse markers.

Learning Needs

Learning needs refer to how students learn the language, how they learn, and their desire to learn the language. It is normal for students to have challenges in learning. The findings revealed that students often had difficulties pronouncing or spelling a word. Julia (2002) found to succeed in speaking or oral communication, students need to learn pronunciation.

The second problem was a lack of vocabulary. Pronunciation and vocabulary were deemed to be the main focus in learning English based on data from the importance of the speaking component and speaking level of competency. According to Juhendi (2011: 4) in Sipahutar (2021), Vocabulary could be a crucial viewpoint in language because it always appears in listening, speaking, writing, and reading activities.

It is very important to know the way we learn to succeed in the target. Each student's learning style is different because they have their method of absorbing, processing, and comprehending information. Regarding the learning style chosen by students, they preferred to learn through videos/films. According to Krashen (1985), by watching films, students can easily acquire language unconsciously.

E. CONCLUSIONS

Target needs include necessities, lacks, and wants. According to the findings of the study, the majority of physics students need to learn English to increase their self-esteem. Most physics students prioritized speaking and reading abilities. To apply in the actual world, mastery of speaking abilities was required. Reading abilities were required for success in their vocations. Furthermore, to do effectively in all of the macro skills, especially speaking and reading, students must master the micro-skills such as vocabulary, grammar, and pronunciation. Furthermore, the majority of physics education students identified temperature and gravity as important topics to learn in physics education majors. Learning needs were classified into two categories: learning problems and learning styles. Based on the research findings, the most common difficulties that physics students had when learning English were errors in pronunciation and a lack of vocabulary. The majority of physics students choose to learn English through videos/films.

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