

Needs Analysis of Project-Based English Essay Writing Teaching Materials Development

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Abstract: This research used an R&D development model which was aimed at analyzing and identifying the needs of the students' learning and the development in Project-Based English essay writing teaching materials. The subjects of the research were third-semester English students and lecturers of Nurul Huda University, East OKU, South Sumatra. The research used four instruments for answering the research problems, namely the indicators of descriptive essay writing; the researcher review assessments; the experts' assessments; and students' and lecturers' interviews or questionnaires. The results showed that the needs for the development of Project-Based English essay writing teaching materials are high and various regarding to the students' necessities, lacks, and wants, and these needs are based on what they have been got or attained during the learning process.

Keywords: Needs Analysis, Writing Teaching Materials

Introduction

Education is basically an implies or a put to create human potential or humanize people. Education is exceptionally critical for the intellectual life of the country which is required to move forward the quality of Indonesian individuals (Faradhillah & Zahara, 2021). Individuals see education as a speculation or reserve funds for life within the future, since as it was outfitted with education can the community meet needs and create developments, both within the field of education and within the business sector (Aqib, 2012; Owings & Kaplan, 2019). This implies that education is exceptionally vital in people's lives in assembly needs and in making business areas.

Education may be a means for people to attain success. Typically not as it were genuine in Indonesia but all nations within the world. education too plays a part in investigating and creating human potential, to ended up developing, ethical, ethical, and fruitful human creatures. Education is exceptionally critical in this cutting-edge era in making strides in the quality of Human Assets (HR) where each nation will involvement advance in all angles of life. The impacts incorporate wants of the community will involve a move from basic to the advanced. These needs can as they were be met through education; this truth powers us to ceaselessly move forward the quality of education in Indonesia.

Based on this, education must be created ceaselessly both by the government and other educational teacher, particularly improvement within the higher education environment, one of the advancements that must be carried out by higher education is the improvement of writing instructing materials. So it requires genuine dealing from different parties. Persadha (2016) appears that the writing capacity among students is still low, and typically reflected within the low distribution of logical works by Indonesian understudies.

Writing expertise is one of the dialect abilities which is exceptionally complex, meaning that it must get more parcel in learning (Hornby, 2004; Gaith, 2006). Sardilla (2016) states that talking approximately writing aptitudes, writing is not fair information and capacities that are aced by knowledge, and not fair a pastime, but has ended up a need for knowledge, in creating contemplations and wants, particularly for understudies.

Alameddine and Mirza (2016), in their research about, expressed that understudies, in common, tend to have negative states of mind towards writing, particularly writing in English. This negative demeanor is based on the complexity of writing exercises. In expansion, the need for the greatest instructing materials claimed by teachers is additionally the reason for the need for students' writing abilities. Most of the understudies said that it would be exceptionally simple on the off chance that there were instructing materials such as modules that methodically contained educating materials concurring to the material that students had to urge within the course. Understudies trust that there are teaching materials that can be examined freely indeed in spite of the fact that they ought not to meet face to face.

For this reason, in this article, the creator needs to appear how teachers can create educating materials for writing English papers with Project-Based Learning which is additionally accepted to be able to develop students' writing abilities. Project-based English essay writing educating materials are a frame of instructing materials that lead understudies to investigate the substance (the substance of the material) utilizing different implies that are significant to themselves and to conduct collaborative tests.

Literature Review

Learning Needs

Learning needs are the fissure between the learner's current level of information and aptitudes, and the level of information and aptitudes required to perform an errand or a

set of assignments. The real needs contrast, as do the strategies utilized to meet those needs (Grant, 2002).

Learning needs allude to what the learner is required to do in arrange to memorize. It is concerned with the method and exercises within the learning process. This stage presents the information approximately the subject, abilities, input, method, instructor part, learner part, and setting. The material ought to be planned absolutely which can meet students' requirements. Because it is claimed by Paltridge and Starfield (2013) that ESP/EAP centers on learners' needs, and advances their basic considering.

Needs which include both basic learning devices (such as education, verbal expression, numeracy, and issue understanding) and the essential learning substance (such as information, abilities, values, and states of mind) required by human beings to be able to outlive, to create their full capacities, to live and work in respect, to take part completely in development, to move forward the quality of their lives, to create educated choices, and to proceed to learn. The scope of essential learning needs and how they ought to be met shifts with person nations and societies, and definitely, changes with the entry of time.

Some studies propose that, at slightest in connection to proceeding proficient improvement, learning is more likely to lead to alter in hone when 1) needs evaluation has been conducted, 2) the education is connected to practice, 3) personal motivating force drives the instructive effort, 4) and there's a few fortifications of the learning (Grant, 2002).

Learning needs assessment is hence pivotal within the instructive preparation. They are a key step within the learning cycle. It is beneficial to invest time doing intensive learning needs assessment – after all, it is what will drive the learning preparation amid the trainee's connection.

Learning needs can be categorized as either seen or genuine. Learners and instructors may have seen needs approximately demeanors and competencies that a learner is anticipated to memorize. Genuine learning needs are the ones that have been chosen through the heading of a syllabus, school, or licensing organization. But watch out – there can be a bungle in learning needs between learners and instructors or faculties/educational foundations.

Needs Analysis for Material Development

Needs analysis is by and large accepted to be imperative in ESP/EAP setting since it empowers specialists and materials scholars to discover almost their genuine learners' needs (Ali & Salih, 2013). Needs examination recognizes a specific learner's or gathering of learners' communicative needs and their learning styles and inclinations. It helps the instructor in recognizing the learners' future target assignments and, on the off chance that fundamental, changing the syllabus, adjusting it to the learners' particular needs, what learners know and what they ought to learn in arrange to address these needs (Graves, Needs examination - a handle of analyzing learners' needs in a course utilized since the 1960s amid the rise of English for Particular Purposes (ESP) - includes a pivotal part in educational modules and material improvement to form more significant and persuading programs (Dooley, 2010; Richards, 2001; Stoller et al., 2006). Needs analysis (NA) gets to be not as it were a crucial instrument in ESP course plan (West (1994) in Huang, 2010), but moreover essential in English for Scholastic Purposes (EAP) (Hamp-Lyons (2001) in Huang, 2010). NA can give profitable data to assist teachers to make choices for the courses and to coordinate the course targets with the desires of outside partners, such as company proprietors or planned managers where the understudies might work after their graduation (Poedjiastutie & Oliver, 2017). In other words, a comprehensive NA can fill the crevice between what is instructed in the instructive institution and what is truly required within the genuine world. Besides, the data gotten from a careful NA can moreover be utilized as the premise to choose or plan fitting materials or textbooks as assets to attain learning objectives (Litz, 2001).

This noteworthy move in reaction to the dialect learners' needs has been advanced spurred by the development of communicative dialect educating strategy (CLT) which focused on the noteworthiness of learners' information of both dialect shapes and their pertinence to the setting in which they are utilized. This has persuaded the promotion of investigating learners' needs, a vital component of English for Particular Purposes (ESP), as contended by Cook (2003) that "whereas within the past, whether in grammar-translation or in coordinate strategy instructing, the accentuation had been upon the authority of shapes, to begin with, and they utilize afterward, CLT understudies considered to begin with what they required to do with the dialect and after that learned the shapes which would fulfill those needs".

Advance in Richards & Platt, (1992, cited in Al-Tamimi & Shuib, 2007) needs examination is characterized as “the prepare of deciding the requirements for which a learner or bunch of learners require a dialect and orchestrating wants concurring to priorities” (p. 1). Needs Analysis is one of the crucial element in of ELT and ESL courses. In case we come up short to gather the requirements of teachers, understudies, guardians, and chairmen, ready to never deliver the correct material, which has the specified effect on dialect learners (Darici, 2016). In spite of the most recent changes, it is accepted that there's still a huge crevice between the current materials and the genuine needs of accomplices. In reality, the two key accomplices, who are the instructors and learners, to a few degrees, are mindful of their needs.

Kaur (2007) portrays needs examination makes a difference instructors to choose fitting assignments and substance and teachers' statements of goals and to supply distant better; a much better; a higher; a stronger; an improved; a much better understanding of the reason of education for the learners. Most ponders essentially show that needs examination is of most extreme significance in foreign/ second dialect learning accomplishment (Brindley, 1984; Hutchinson & Waters, 1987; Jasso-Aguilar, 1999; Boshier & Smalkoski, 2002; Xenodohidis, 2002; Watanabe & Mochizuki, 2005; Cameron, 2008). Needs analysis may be a distinct and vital stage in arranging instructive programs and educational programs advancement (Tzotzou, 2014). To begin collecting data on the learners' language needs, a needs analysis needs to be carried out (Jordan, 1977). Learners' recognitions of their needs alter as the course passes (Chambers, 1980). The correct time to conduct NA isn't simple to expect. There appear to be three or four conceivable answers to this address, for illustration, sometime recently, at the beginning, amid the preparing course, and/or conclusion of a course (West, 1994; Mortazavi, 2016).

One significant motive that is the normal issue, which has been going on for a long time, is that needs analysis tends to be related to ESP and is neglected within the common English classroom (Seedhouse, 1995). Needs analysis plays a critical part as a basic and introductory point for recognizing learners' needs as well as for educational programs plan, content determination, assignments plan, and material advancement (Huang, 2010). Close to the learner's needs, “information almost the dialect itself, the foundation of the learners and the instructors, and the imperatives and assets of the

program” are too vital to be considered since those components may influence a course or program (Lambert, 2010).

Moreover, Lowi (in Miyake and Tremarco; 2005) proposes sorts of needs analysis as follows: 1. Target Situation Analysis of students includes the tasks and activities in which English is used; 2. Wants, Means and Subjective Need Analysis includes personal information about students including factors that affect the way students learn such as previous learning encounters, social information, reasons for learning ESP and their expectations; 3. Present Situation Analysis: Information about students’ current skills and abilities regarding language use; 4. Lack Analysis: the space between Present Situation Analysis and Target Situation Analysis; 5. Learning Need Analysis: language learning information about the kind of effective ways the students require to develop their language skills; 6. Linguistic Analysis, Discourse Analysis, and Genre Analysis: professional communication information of how language and skills are used in the target situation; 7. Means Analysis: information about the environment, surroundings, and the atmosphere in which the course will be conducted.

In developing learning materials for ESP, students’ requirements is the pivotal portion. Since the material for ESP ought to meet the students’ requirements, finding out the students’ requirements is basic to execute at the early arrangement in creating the material for ESP. The pertinence of the material and students’ requirements will altogether progress the students’ inspiration and in this manner make their learning way better.2001).

Method

This research used narrative description which is designed to describe teachers’ knowledge about what they know, how they think, how they develop professionally, and how they make decisions in the classroom, (Creswell, 2012). This design is used in this study because it was intended to identify and explain the teachers’ ways in conducting need analysis on material development in teaching English essay writing.

This research was conducted at the STKIP Nurul Huda campus, East OKU, South Sumatra, for third-semester English students. Meanwhile, research and development time starts from the planning stage, preliminary research stage, the development of teaching materials, validation stage, and trial stage which took place from 2018 to 2022.

The development of teaching materials for writing English essays in this study uses the R&D development model from Borg & Gall (2003). This R&D development model consists of 10 steps including (1) research and information collecting, (2) planning, (3) develop preliminary form of product, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) operational field testing, (9) final product revision), and (10) dissemination and implementation.

In this study, the data are (1) the findings of the needs analysis regarding the learning materials for project-based English essay writing, (2) the results of students' work in making project-based English essays, (3) the gaps between the existing material and the designed material; and also, feedback or suggestions (evaluation results) from experts. The research used four instruments for answering the research problems, namely the indicators of descriptive essay writing; the researcher review assessments; the experts review assessments; and students' and lecturers' interviews or questionnaires regarding to the need of students' learning and the development in Project-Based English essay writing teaching materials.

Results and Discussion

This research answers two problems related to the need of materials development of English writing STKIP Nurul Huda Sukaraja, East OKU, South Sumatera, namely: 1) The needs analysis of English essay writing material in STKIP Nurul Huda Sukaraja, East OKU, South Sumatera; 2) How the English essay writing materials have been implemented in STKIP Nurul Huda Sukaraja, East OKU, South Sumatera. The result of the study is explained as follows:

The Result of Needs Analysis

The questionnaire that is based on Hutchinson & Water's theory (1987) used this research includes the following aspects: 1) The needs (necessities) of users for teaching materials for writing English essays which include activities on existing teaching materials, the content of teaching materials for writing English essays used and the design of teaching materials for writing essays English was spoken at that time. 2) Lack of teaching materials for writing English essays which includes the same aspects as the students' needs, such as teaching material activities, content/topics, and design of teaching materials for writing English essays; and 3) Wants regarding what kind of English essay writing teaching materials are suitable for the students.

Table 1. Components of Writing

No	Components of Writing	Problems Found	Materials Required
1.	Grammar	- Lack of grammar mastery	- Modeling text - Grammar materials according to the text - Grammar explanation - Vocabulary highlighting according to the text - Ideas finding techniques - Correct techniques and mechanism in writing
2.	Vocabulary	- Lack of vocabulary enrichment	
3.	Content	- Difficulty in finding ideas to write	
4.	Organization	- Difficulty in organizing the text	
5.	Mechanism	- Difficulty in following the steps of writing technically and mechanically	

The further explanation of the interview results is described as follows:

1. Learning to write English essays based on information from randomly selected students all said that they learned to write English essays only once a semester at the sixth meeting, at the first and fifth meetings they concentrated on learning to write texts. After learning to write English essays, after that they take a midterm exam and continue with writing a thesis proposal and then a final semester exam;
2. Their understanding of writing English essays, according to them writing English essays is quite complicated, in addition to having to write at least more than one paragraph, they are also constrained in putting their ideas into writing. According to them, the topics they usually encounter in the teaching materials used are topics they don't know, so they feel doubtful about what they want to write. In addition, they are also constrained in mastering English vocabulary;
3. Regarding the contribution of learning to write English essays in writing student thesis at that time, the students said that they were quite helped in writing, but they also did not understand how their writing actually was. So far, they have not been able to feel the benefits of writing essays in the world of work;
4. Regarding student problems or complaints, they said that when they learned to write English essays at that time because there was only one meeting in two semesters they only understood a few aspects, for example, they only understood the number of paragraphs that had to be written in the essay, the rest they forget. They find difficulty in expressing ideas, in addition to not having too much vocabulary, they are also controlled in how to write good and correct essays;
5. Regarding teaching materials for writing English essays, the ones used at that time were only presented slides and a group of students was assigned to present how to write a good English essay without any practice in writing English essays;

6. When asked about the alignment of teaching materials for writing English essays used with the syllabus, they answered that they had forgotten;
7. Regarding the teaching materials they want to support effective learning to write English essays, they want a special book on writing English essays that can motivate and improve students' ability in writing English essays. For example, the chosen topic is a familiar topic and is equipped with a clear essay and there is an exercise equipped with a correction sheet. In addition, students want the number of meetings in one semester to be increased so that they can study carefully.

The questionnaire instrument was given to students with a total of 40 statements or questions related to several aspects of teaching materials for writing English essays. The needs analysis instrument given to students is given to students who are currently taking and have already taken the Introduction to Academic Writing course. This is taking into account that the more students who provide answers to the questionnaire, the more visible the need for English essay writing teaching materials are needed by students.

Table 2. Questionnaire Results

No	Statement	Score					Total	Mean
		5	4	3	2	1		
A	MATERIALS							
	Project-based learning English writing materials can help to:							
1	Understand the concept of descriptive essay	3 6	1 8	1	1	0	25 8	4,6 1
2	Understand the process of descriptive essay writing	3 5	1 6	2	1	0	25 7	4,5 9
3	Understand the structure of descriptive essay	2 3	2 7	5	1	0	24 3	4,3 4
	Understand the aspects of writing, including:							
4	- Topic	2 9	2 2	5	0	0	25 2	4,5
5	- Organization (Cohesion and Coherence)	2 2	2 6	8	0	0	24 3	4,3 4
6	- Vocabulary	3 4	1 5	7	0	0	25 7	4,6
7	- Syntax	2 0	3 0	4	2	0	24 3	4,3 4
8	- Mechanism	1 3	2	1 3	2	1	22 5	4,0 2
9	Be able to write and publish descriptive essay	1 2	3 5	8	1	0	23 5	4,2
B	ACTIVITY							
	Input of writing wanted:							

No	Statement	Score					Total	Mean
		5	4	3	2	1		
10	Model of descriptive essay	16	36	4	0	0	246	4,4
11	Vocabularies found in the essay	26	23	5	2	0	252	4,5
12	Grammar that is appropriate to the essay	28	27	0	0	1	261	4,7
13	Analysis format of the essay	29	22	5	0	0	261	4,7
14	Identification format of the essay	21	28	6	1	0	251	4,5
15	Images or figures related to the text	16	26	13	0	1	239	4,3
	Kind of activity that is wanted in learning to write English essay							
16	Analyzing the structure of essay	17	31	5	3	0	246	4,4
17	Identifying the grammatical issue in the essay	21	23	10	2	0	248	4,43
18	Writing a descriptive essay based on the existing example	17	28	9	2	0	246	4,4
19	Writing a descriptive essay based on the images	22	27	5	1	0	308	5,5
20	Completing and arranging sentences to be a whole correct paragraph	23	25	6	2	0	257	4,6
21	Correcting the sentence structure and punctuation (error analysis)	27	23	4	2	0	264	4,7
22	Writing text based on the example with correct grammar	21	26	6	3	0	255	4,6
23	Writing descriptive essay based on surrounding things	25	28	2	0	1	267	4,8
24	Writing descriptive essay based on observation	25	26	4	0	1	266	4,8
25	Writing descriptive essay based on the existing local wisdom	25	24	6	0	1	265	4,73
26	Presenting the written descriptive essay	21	31	3	0	1	265	4,73
27	Publishing the written descriptive essay in mass medias	18	22	15	1	0	252	4,5
C	TEACHING AND LEARNING PROCESS							
	The lecturer role wanted during the teaching and learning process:							
28	Motivating students during the project execution	16	29	9	2	0	255	4,6
29	Giving advices to the student conducting mistakes during the project	13	24	10	5	4	234	4,2
30	Giving examples or explanation before the project execution	14	23	13	6	0	243	4,34

No	Statement	Score					Total	Mean
		5	4	3	2	1		
31	Teaching and guiding communicatively	19	31	5	0	1	266	4,8
32	Monitoring the students' ability and development in writing	16	30	9	1	0	261	4,7
	The desired role during the learning process:							
33	Active and responsive participant	18	25	12	1	0	261	4,7
34	Passive participant	14	33	7	1	0	304	5,43
35	Leader in project execution	15	30	9	2	0	261	4,7
D	EVALUATION							
	Total of projects considered effective in one unit:							
36	1 project	21	17	12	4	2	255	4,6
37	2 projects	15	23	10	4	4	246	4,4
38	3 projects	16	21	8	4	7	241	4,3
	Appropriate time to get evaluated:							
39	The end of learning process per unit	21	24	8	2	1	269	4,8
40	The end of learning process of several units	8	15	16	16	1	221	3,95

The questionnaire given to students is based on a Likert scale which consists of four choices, namely: Very Good with a value of 5, Good with a value of 4, Enough with a value of 3, Less with a value of 2, and Very Poor with a score of 1. Based on this value, the higher the value of the student's answer, the higher the student's need for teaching materials for writing English essays. Thus, data analysis on student needs for teaching materials for writing English essays is seen from the scores obtained by students from the results of students' answers to the statement, after that, the item values are added up and then divided by the total number of students who filled out the questionnaire so that the average value is obtained.

Conclusion

The needs of material development in English essay writing are high and various regarding to the students' necessities, lacks, and wants, and these needs are based on what they have been got or attained during the learning process. Those needs include the components of writing such as grammar, vocabulary, content, organization, and mechanism, and of course the teacher's or lecturer's technique in implementing and

applying the developed materials. Time management or duration of learning also plays an important role in determining the students' success in learning to write an English essay.

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