Need Analysis for the Development of Teaching Materials Using Task-Based Instruction for Nursing Students

Risman Wanci[1]*, Sujariati[2], Mualina[2], Muhaimin Abdullah[3]

[1]*Sekolah Tinggi Ilmu Keperawatan Famika Makassar, Indonesia*
[2]*Universitas Muhammadiyah Makassar, Indonesia*
[3]*Universitas Negeri Surabaya, Indonesia*

*Correspondence to: sapa.risman@gmail.com

Abstract: Providing appropriate teaching material is important because many students require exceptional teaching in specific fields. As an English lecturer, paying particular attention to students' learning needs is essential. This paper aims to analyze the English learning needs of nursing students. The research method applied in this paper was survey research. The results show that the respondents liked to learn English for nursing; all language skills were considered important, but speaking was chosen as a priority; in addition to classroom study, it is also essential to study outside class; one of the aims of learning English for nursing was to share information; all the learning methods provided were important, but study that focused on listening and pronunciation, reading while taking notes, repetition, and extensive group work were categorized as priorities; mostly the graduates said that English abilities are essential in the workplace for nurses; English abilities definitely support their jobs, and the teaching topics should be related to nursing. In conclusion, most respondents agreed with the plan to develop English teaching materials for nursing students based on task-based instruction. It is hoped that the results of this research can contribute positively to English lecturers and nursing students.

Keywords: needs analysis, english for nursing, task-based instruction

INTRODUCTION

A lecturer can contribute to an excellent and fun learning process in various ways. The success of education is always linked to the learning process and involves the classroom performance of both lecturers and students (Wanci & Darwis, 2019). Apart from assigning assignments to students, a lecturer should also design learning to facilitate the teaching process later (Suprihatin & Manik, 2020). Teaching materials significantly influence the learning process; therefore, a reasonable and appropriate textbook is needed (Hermansyah, 2021). A strong teaching strategy includes a way to succeed in teaching and learning. A lecturer must implement a proper teaching strategy to improve their English teaching, which can then make the learners feel at ease with and ready to accept the lesson (Maming, 2018). Moreover, appropriate teaching materials are essential (Hermansyah, 2021; Wanci & Darwis, 2019). One of the ways to develop proper English teaching materials is by creating them based on needs analysis data. The relevance of English teaching materials to student needs will likely improve students' motivation to learn and apply their knowledge of the subject (Hutchinson & Waters, 1987).

Regarding the importance of English for specific purposes (ESP) materials for learners, teaching materials should be taught based on the learners' needs. One of the ways to know their needs is by doing a needs analysis research. A needs analysis is obtaining information clearly showing what the sample population wants regarding a certain subject (Darwis & Wanci, 2019). Nursing students include students who need unique English (English for specific purposes). One of the ways to get English that suits the needs of nursing students is to analyze learning and language needs, as explained in the previous sentence. Based on the previous author's research results, the respondents agreed to develop English nursing material based on task-based instruction. This study aims to provide a need analysis for the nursing students of Famika Nursing College to improve the teaching materials based on the students' needs. As a lecturer, it is important to understand our students' needs before determining what to teach and what the best learning material is (Una, 2018).

There have been several research studies conducted on needs analyses for nursing students and English for nursing (e.g., Nurindah et al., 2019; Wanci & Darwis, 2019; Miyake & Tremarco, 2005; Alfehaid, 2011; Donnelly et al., 2009; Goodman et al., 2008; Gittell et al., 2008; Williams et al., 2009; Gilmore, 2008). Based on this previous literature, the author concludes that one of the essential aspects of English learning for nursing students is English explicitly related to nursing and the medical field. The output of the need analysis is the

input of a syllabus (Long, 2005). Additionally, Nurindah et al. (2019) state that a gap is created between the type of English material provided and the students' language needs when there is no need-based English instruction for nurses in a department.

The nursing lecturers and students at Famika Nursing College supported the plan to develop English-based nursing materials based on a needs analysis. This is shown by their responses from a previous study that gathered their perceptions of the plan to develop English teaching materials for nursing students. This previous research revealed that students and lecturers had highly positive perceptions of the material development plan based on their needs with a task-based English instruction approach (Darwis & Wanci, 2019). Concerning the plan to develop English teaching materials for nursing students at the nursing study program of Famika Nursing College, Makassar, Indonesia, it is essential to do a needs analysis research to know the students' needs in learning English. The needs analysis output is a syllabus input (Long, 2005). In addition, teachers need to use knowledge regarding student needs to design work units and tasks through different learning materials or media (Arifin et al., 2018). Barnard and Zemach (2014) have highlighted two essential points to remember when discussing ESP). The first is that ESP includes many content areas, such as medicine, business, engineering, law, history, design, and art. Indeed, any area of professional life or contemporary academia has specific English needs. The second essential point is that ESP does not refer to a single technique, method, or approach (even though the role-play activities and simulations are always linked to business ESP courses). The only feature common to all types of ESP courses is the selection of content and teaching approaches according to the perceived needs of the learners. Consequently, needs analysis generally plays a more pivotal role in ESP than EGP. Furthermore, ESP subjects are either designed for particular groups of language learners' needs regarding their learning of the language and communication skills or to provide a useful function for the students' professions, studies, or workplace experiences (Basturkmen, 2010). Indeed, ESP is an essential component of language teaching, with its approaches to materials design, curriculum development, testing, pedagogy, and research (Nunan, 2004). The ESP model prepares materials that help target learners implement proper English for different goals in the future. Usually, ESP students learn English for a particular role, such as being a flight attendant, mechanic, or doctor (Yahya et al., 2019).

English for specific purposes (ESP) is a general term that refers to teaching English to learners with a particular reason for learning the language, whether for a specific job or field of study. The two main areas are English for occupational purposes (EOP) and English for academic purposes (EAP). The former focuses on how a student can use English in a particular job or profession, while the latter focuses on providing students with the proper language skills for pursuing a tertiary-level course taught in English and presenting, researching, and publishing in an academic setting (Barnard & Zemach, 2014). The English that a particular group of students needs should be targeted to the content they most want for their English learning. This can be done by identifying the needs of the students to understand what they want. Students must inform their lecturers of the required English so that the material taught meets their needs (Hutchinson & Waters, 1987).

Students have been shown to have different needs and learning interests that greatly influence their motivation to learn a particular subject and the effectiveness of their knowledge. The students must be understood by the curriculum developer regarding the relevancy of the subject to the students' needs and interests (Hutchinson & Waters, 1987). According to Hutchinson and Waters (1987), designing a course in English learning should begin with the following question: "Why do these students need to learn English?". In the language center approach, needs are defined as the ability to comprehend and produce the linguistic features of the target situation, such as the ability to understand the passive voice (Hutchinson & Waters, 1987). A needs analysis is a process for obtaining information to know clearly what the target group wants regarding a certain subject (Darwis & Wanci, 2019). The definition of a needs analysis in a language teaching and language program design is a process of deciding the needs for which a learner or group of learners requires a language and arranging the needs according to priorities (Richards & Schmidt, 2010).

Based on the definitions of ESP above, the writers are interested in giving an opinion about the meaning of ESP itself. It is a part of the English subject prepared based on learners' needs for being taught to a particular group of learners. Various articles regarding Task-Based Instruction or Task-Based Language Teaching have been published, including (Bruton, 2005; Hermansyah, 2021; Iranmehr et al., 2011; Ismail et al., 2023; Suhara, 2023; Suprihatin & Manik, 2020; Yunus & Taslim, 2017). These studies were conducted with different objects, including perception, evaluation, task design, and the effectiveness of TBI in teaching. On this occasion, the writers used TBI (Task-based instruction) as an approach to develop nursing English learning materials. The writers conduct this research to analyze the English learning needs of nursing students. The writers involve responses from nursing students and lecturers, alumni, and nurses currently working in hospitals to obtain more valid data to report on the results of this research. Writers also hope that this research will be helpful both practically and theoretically. Practically, this research is likely beneficial for English lecturers and nursing students learning the subject of English for nursing. Theoretically, this research is expected to contribute to the field of English for specific purposes, specifically in nursing English.

METHODS

The research method applied in this study was survey research. This approach helped develop the needs analysis results regarding English instruction for nursing students. The survey was conducted at a hospital and the nursing study program at Famika Nursing College, Makassar, Indonesia. Survey research is often used to describe the views, opinions, attitudes, and perceptions of the individuals who are the researcher's focus (Latief, 2013; Postlethwaite, 2005). The research respondents were 40 nursing students in their fourth semester at the time this research was carried out, 18 nursing lecturers, ten stakeholders, and 25 nurses who worked in the hospital. All respondents were involved in determining nursing students' English language learning needs. The researchers used questionnaires, interviews, and documentation in doing this research. The needs analysis questionnaire was given to respondents to determine the need for nursing English teaching materials for students. Interviews were conducted to get verbal data from the respondents. Documentation is carried out when conducting research. The research used the instruments mentioned above to obtain data. Respondents were given the needs analysis questionnaire to determine their needs regarding nursing English teaching materials. Apart from questionnaires, interviews were also conducted to obtain data from respondents and documentation. The data from the student's learning needs questionnaires were analyzed by looking for the average score of each number. The data were analyzed quantitatively, followed by a qualitative description.

RESULT AND DISCUSSION

This section presents the findings of the needs analysis and discusses the data. The data comprises questionnaires and interview results from nursing students, lecturers, stakeholders, and graduate nursing students.

Tabe 1. The language skills that are more needed in the teaching and learning process of English for Nursing

Respondents	Skills	Not Important		Important		Priority		Total Respondents	Total Percent
		F	%	F	%	F	%		
Nursing Students	Speaking	0	0	20	50	20	50	40	100
	Writing	0	0	32	80	8	20	40	100
	Listening	0	0	36	90	4	10	40	100
	Reading	0	0	29	72.5	11	27.5	40	100
Nursing Lecturers	Speaking	0	0	6	33.33	12	66.67	18	100
	Writing	0	0	12	66.67	6	33.33	18	100
	Listening	0	0	11	61.11	7	38.89	18	100
	Reading	0	0	7	38.89	11	61.11	18	100
Stakeholders	Speaking	0	0	1	10	9	90	10	100
	Writing	0	0	5	50	5	50	10	100
	Listening	0	0	6	60	4	40	10	100
	Reading	0	0	5	50	5	50	10	100
Total	Speaking	0	0	27	93.33	41	206.67	68	300
	Writing	0	0	49	196.67	19	103.33	68	300
	Listening	0	0	53	211.11	15	88.89	68	300
	Reading	0	0	41	161.39	27	138.61	68	300

Table 1 demonstrates that all the above language skills are needed in the teaching and learning process. None of the respondents chose "unimportant " to answer any question. In particular, there are 27 (93.33%) respondents chose important, 41 (206.67%) respondents chose priority for speaking skill, 49 (196.67%) respondents chose important, and 19 (103.33%) respondents chose priority for writing skill; 53 (211.11%) respondents chose important, and 15 (88.89%) respondents chose priority for listening skill; and there are also 41 (161.39%) respondents chose important, and 27 (138.61%) respondents chose priority for reading skill. The priority determinations are speaking and reading skills because 41 (206.67%) respondents chose speaking skills as a priority, and 27 (138.61 %) chose reading skills as a priority. Besides that, the total percentage of speaking skills (341%) is higher than other skills, followed by the total percent of reading skills, which consists of essential and priority percent 327 %, followed by writing skills (319 %), and then listening skill (315%).

The interview data also shows that though all language skills are essential, speaking should be a priority in teaching. For example, Student C stated, "From my point of view, all the English language skills are important, but speaking and reading should be priorities in teaching English for nursing because some people have good English skills in listening and writing, but they do not have good speaking and reading skills." Student D added, "I think speaking should be a priority in the teaching and learning process of English for nursing in order for the

nursing students to be able to speak English well, and then reading skills because some students can speak well, but this does not guarantee that they can read well in English too." Moreover, Lecturer A claimed, "I think the four English skills are essential because the skills are connected: writing, speaking, reading, and listening. However, for the priority in English learning, reading should be a priority for the nursing students because they have a final examination on the campus, so they need more reading skills to do their exam." Lastly, Lecturer B stated, "I hope speaking and reading skills will be priorities in teaching and learning so that the students will be able to communicate with others in English and collaborate with others."

Table 2. Our college environment supports the teaching and learning process of English for Nursing

Respondents	Yes		No		Total Respondents	Total Percent
	F	**%**	**F**	**%**		
Nursing Students	36	90	4	10	40	100
Nursing Lecturers	16	88.89	2	11.11	18	100
Stakeholders	10	100	0	0	10	100

Table 2 shows that the college environment of the respondents supports the teaching and learning process of English for nursing. It also shows that most respondents chose yes to the question above, and only a few of them chose no as a response to this question.

Table 3. We agree if the English teaching materials for Nursing are based on Task-Based Instruction

Respondents	Yes		No		Total Respondents	Total Percent
	F	**%**	**F**	**%**		
Nursing Students	39	97.5	1	2.5	40	100
Nursing Lecturers	18	100	0	0	18	100
Stakeholders	10	100	0	0	10	100
Graduate of Nursing Students	25	100	0	0	25	100

Table 3 above shows that most respondents agree that the English teaching materials for nursing should be based on task-based instruction. In particular, 39 (97.5%) nursing students chose yes to the question from Table 3, and only one (2.5 percent) student chose no. All 18 (100%) nursing lecturers, 10 (100%) stakeholders, and 25 (100%) nursing graduates also responded yes to the question. The interview data also shows similar results. For example, Student E stated, "I agree that the materials should be based on task-based instruction because by applying the method or approach, not only the English lecturer will be active but also the nursing students." Student F stated, "Yes, I do because doing a task in the teaching and learning process will train our English skills and encourage us to study more English." Furthermore, Lecturer C responded, "Yes, I agree, because applying the approach will support students in doing their activities in a hospital later." Lastly, Lecturer D said, "Yes, I agree, because a nurse needs a lot of English in his/her daily activity in a hospital."

Table 4. English for nursing mastery supports our works

Respondents	Yes		No		Total Respondents	Total Percent
	F	**%**	**F**	**%**		
Graduate of Nursing Students	25	100	0	0	25	100

Table 4 above indicates that mastery of English for nursing supports nurses' work in the workplace. In other words, lecturers must be concerned about the mastery of nursing English for nursing students to make them more useful in their future workplaces. In particular, all 25 (100%) nursing student graduates agreed that mastering English for nursing supports their work.

Table 5. Nursing English material must contain the following items

Respondents	Items	Not Important		Important		Priority	
		F	**%**	**F**	**%**	**F**	**%**
Graduates of Nursing Students	Daily conversation	1	4	22	88	2	8
	Reading	0	0	25	100	0	0
	Grammar	2	8	23	92	0	0
	Vocabulary	1	4	22	88	2	8
	Exercise	1	4	22	88	2	8

Table 5 above shows that all the items for the English content of nursing materials were chosen as essential or priority. However, a small number of respondents also chose "not important" for some of the items. For instance, one (4%) respondent chose "not important" for the daily conversation item, two (8%) respondents chose this for the grammar item, one (4%) respondent chose this for the vocabulary item, and one (4%) respondent chose this for the exercise item. It also can be seen that most respondents chose reading as an essential item to be included in English for nursing materials. Overall, however, it is significant that most respondents chose "important" and "priority" for these items.

Table 6. The purposes of learning English for Nursing

Respondents	Items	Not Important		Important		Priority	
		F	%	F	%	F	%
Nursing Students	To succeed in studies	0	0	22	55	18	45
	To continue studies	0	0	22	55	18	45
	To succeed in a career	0	0	21	52.5	19	47.5
	To exchange information	0	0	20	50	20	50
	To get a scholarship	1	2.5	27	67.5	12	30
	To get a job	0	0	23	57.5	17	42.5
	For personal needs	0	0	23	57.5	17	42.5

The table above shows nursing students' purposes regarding learning English for nursing. There are 22 (55%) students who chose "important" regarding succeeding in their studies. Similarly, 22 (55%) students chose "important" when continuing their studies, while 20 (50 percent) students chose "priority" when exchanging information. Furthermore, 27 (67.5%) students chose "important "regarding getting a scholarship, while 23 (57.5%) chose "important" about getting a job, and 23 (57.5%) students chose "important" and 17 (42.5%) chose "priority" about personal needs. There is only one (2.5%) student who chose "not important" on the item of getting a scholarship. Overall, all the items can be categorized as essential and a priority regarding learning English for nursing.

Table 7. Besides in the classroom, nursing English learning should also be carried out outside the classroom.

Respondents	Yes		No		Total Respondents	Total Percent
	F	%	F	%		
Nursing Students	40	100	0	0	40	100
Nursing Lecturers	17	94.44	1	5.556	18	100
Stakeholders	10	100	0	0	10	100
Graduates of Nursing Students	24	96	1	4	25	100

Table 7 above shows that most respondents also agreed to study outside the classroom. In particular, 40 (100%) nursing students chose yes, 17 (94.44%) nursing lecturers chose yes, 10 (100%) stakeholders chose yes, and 24 (96%) nursing student graduates chose yes. Thus, only two respondents chose no, one nursing lecturer and one nursing student graduate. The interview data also shows similar results. For instance, Student G states, "In my opinion, we also need to learn English for nursing materials outside of the classroom because we will get new knowledge by studying outside of the classroom." Student H said, "Yes, it is necessary to learn English outside of the classroom. It is one of the ways to avoid boredom in learning and to get more experiences." Lastly, Stakeholder A claimed, "Yes, it is necessary to learn English for nursing outside of the classroom. It is one way to train and accustom the students to using English."

In Table 1, shown above, we know that all four English skills are needed. Most respondents expressed this opinion if we look at the respondents of nursing students, who, on average, chose these four skills. Likewise, the respondents of nursing lecturers acknowledged the importance of mastering the four English skills for nursing students. The last was the response from stakeholders regarding the four English skills. From the responses of these respondents, we know that nursing students need four English skills. People who study English need to master the four English skills, namely writing, reading, listening, and speaking; these four skills are very important for an English language learner (Ali, 2022; Muzdalifah & Asril, 2022). The data in Table 2 show that, on average, the respondents answered that their college environment supports the teaching and learning process of English for nursing. Although it is acknowledged that some answered no, far more answered yes. The college environment is also essential to know because the learning environment is necessary for parents, teachers, and students to pay attention. The entrepreneurial environment significantly impacts entrepreneurial activities, and selecting such an environment is crucial for college students' entrepreneurial endeavors (Zhu & Qiao, 2023).

The data in Table 3 shows that the respondents agree that the English teaching materials for nursing are based on task-based instruction. This should concern us writers so we can continue writing and making textbooks based on task-based instruction. Apart from that, much research has supported language teaching using this task-based instruction method. This can be seen from the many articles that discuss the effectiveness of teaching using the task-based instruction method. The research results show that Task-Based instruction positively impacts students' speaking and writing skills (Pham & Do, 2021). Combining Task-Based instruction and YouTube helps improve students' speaking skills; of course, this is done with clear instructions from a teacher (Poonounin et al., 2024). Table 4 data informs us that mastery of nursing English benefits a nurse when working later. Of course, it would be even more beneficial if the workplace is an international hospital where English is used daily. It should also be noted that this information is from graduate nursing students, meaning they have experience working as nurses, so the information they provide is vital for a prospective nurse. ESP analysis is necessary to ensure that English language instruction is relevant to the field students study (Burhan & Putra, 2021). Table 5 shows several items that must be included in nursing English textbooks. This is excellent advice and input for writers and readers, so if the writer wants to continue researching and making a book, then the items mentioned are valuable information for us. Of course, we plan to make textbooks after knowing the results of this needs analysis research. So, this research does not stop at this stage. This also illustrates the importance of paying attention to students' learning and language needs when developing teaching materials. This needs analysis of research results can become a foundation for developing POE-based digital modules (Sundari et al., 2024). It is considered very good based on expert research on the product developed in this research (Jubaidah et al., 2024).

In Table 6, the respondents' responses regarding the objectives of learning nursing English are quite varied. Some answered that the purpose of learning nursing English was to support success in studying, continuing their studies, supporting their careers, exchanging information, getting scholarships, getting jobs, and also for personal outings. Among the things that need to be noted is that, on average, the respondents answered like that, although someone answered that it was not crucial for the item to get a scholarship; apart from that, they answered important or priority. The responses showed that the respondents have positive intentions in learning nursing English. Table 7 data shows the desire for nursing English teaching to be carried out in and outside the classroom. The suggestion to study outside the school is to avoid the boredom of learning in the classroom. We know that if learning is done only in the classroom while there are opportunities to do it outside the classroom, it can cause boredom for students. Of course, teachers must be able to see this situation, of course with various considerations, too. What is clear is that the teachers, Insya Allah, understand this. The Flipped Classroom is a teaching model that encourages and motivates students to learn independently, enabling their academic improvement (Ma et al., 2024). Using English outside the classroom is essential for students because it will help improve their speaking skills (Lase, 2024).

CONCLUSION

Based on the above findings and discussion, this work concludes that the respondents of this paper agreed with the plan to develop English for nursing materials based on task-based instruction. In particular, the respondents wanted to learn English for nursing; all language skills were considered important, but speaking was chosen as a priority; in addition to classroom study, it is also essential to study outside class; one of the aims for learning English for nursing was to share information; all the learning methods provided were important, but study that focused on listening and pronunciation, reading while taking notes, repetition, and extensive group work were categorized as priorities; mostly the graduates said that English abilities are important in the workplace for nurses; English abilities definitely support their jobs, and the instruction topics should be related to nursing. Lastly, most respondents agreed with the plan to develop English materials for nursing students based on task-based instruction. The findings are expected to contribute to teaching and learning English at Famika Nursing College in Makassar, Indonesia.

REFERENCES

Abdullah, M., Sampelolo, R., Syawal, S., & Wanci, R. (2024). Exploring Prospects of Web-Published Academic English Coursebook for Non-English Major Students. *International Journal of Research on English Teaching and Applied Linguistics*, 4(2), 13–25. https://doi.org/10.30863/ijretal.v4i2.5270

Alfehaid, A. F. T. (2011). *Developing an ESP curriculum for students of health sciences through needs analysis and course evaluation in Saudi Arabia* [Doctoral dissertation, University of Leicester].

Ali, H. H. H. (2022). The importance of the four English language skills: Reading, writing, speaking, and listening in teaching Iraqi learners. *Humanitarian and Natural Sciences Journal*, 3(2), 153-165.

Arifin., Haryanto., Basri, M., & Ansari. (2018). Multicultural Approach in Developing Instructional Learning Material at Indonesian Senior High School. *TEFLIN International Conference*, 49–57.

Barnard, R., & Zemach, D. (2014). Material for Specific Purposes. In B. Tomlinson (Ed.), *Developing Materials for Language Teaching* (p. 106). An imprint of Bloomsbury Publishing Plc.

Basturkmen, H. (2010). *Developing Courses in English for Specific Purposes*. Palgrave Macmillan.

Bruton, A. (2005). Task-based language teaching: For the state secondary FL classroom? *Language Learning Journal*, *31*(1), 55–68. https://doi.org/10.1080/09571730585200091

Burhan, K., & Putra, H. (2021). Developing English Materials for Nursing Students through Students' Need Analysis. *Journal of English Education and Teaching*, *5*(3), 413–424.

Bygate, M. (2016). Sources, developments, and directions of task-based language teaching. *Language Learning Journal*, *44*(4), 381–400. https://doi.org/10.1080/09571736.2015.1039566

Darwis, N., & Wanci, R. (2019). Students and Lecturers' Perceptions Toward the Plan of Nursing English Material Development Based on Needs Analysis. *The Asian ESP Journal*, *15*(1.2), 176–197.

Donnelly, T. T., McKiel, E., & Hwang, J. (2009). Factors influencing the performance of English as an additional language nursing students: Instructors' perspectives. *Nursing Inquiry*, *16*(3).

Gilmore, M. (2008). Predictors of success in associate degree nursing programs. *Teaching and Learning in Nursing*, *3*(4), 121-124. https://doi.org/10.1016/j.teln.2008.04.004

Gittell, J. H., Weinberg, D., Pfefferle, S., & Bishop, C. (2008). Impact of relational coordination on job satisfaction and quality outcomes: a study of nursing homes. *Human Resource Management Journal*, *18*(2), 154-170.

Goodman, B., Jones, R., & Macias, M. S. (2008). An exploratory survey of Spanish and English nursing students' views on studying or working abroad. *Nurse Education Today*, *28*(3), 378-384.

Hermansyah, Y. (2021). Analisis Materi Bahasa Arab Dalam Buku Ajar Kelas 7 Smp Muhamadiyah Al Furqan Banjarmasin. *Jurnal Al-Maqayis*, *5*(1), 45. https://doi.org/10.18592/jams.v5i2.5475

Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A Learning-Centred Approach*. Cambridge University Press.

Iranmehr, A., Erfani, S. M., & Davari, H. (2011). Integrating task-based instruction as an alternative approach in teaching reading comprehension in English for special purposes: An action research. *Theory and Practice in Language Studies*, *1*(2), 142–148. https://doi.org/10.4304/tpls.1.2.142-148

Ismail, S. M., Wang, C., & Jamalyar, R. (2023). The impact of task-based instruction on learners' reading comprehension, L2 grit, anxiety, and motivation for L2 reading. *Asian-Pacific Journal of Second and Foreign Language Education*, *8*(1). https://doi.org/10.1186/s40862-023-00216-2

Jubaidah, S., . N., Ilham, A., & Annisa, K. (2024). Development of Arabic Calligraphy Teaching Materials Based on 21st-Century Skills. *KnE Social Sciences*. https://doi.org/10.18502/kss.v9i9.15673

Lase, L. (2024). Use of English outside the classroom by students of the English Education Study Program. *EBONY: Journal of English Language Teaching, Linguistics, and Literature*, *4*(1).

Latief, M. A. (2013). *Research Methods on Language Learning an Introduction*. Universitas Negeri Malang Press.

Long, M. H. (2005). *Second Language Needs Analysis*. Cambridge University Press.

Ma, Y., Wei, C., & Huang, F. (2024). A full-flipped classroom mode from the perspective of Junior High School English teachers. *Heliyon*, *10*(2). https://doi.org/10.1016/j.heliyon.2024.e24864

Maming, K. (2018). Helping the EFL learners in reading class: Learning by interacting with social media-related topics through pre-question way. *Asian EFL Journal*, *20*(11), 205–223.

Maulina, M., Nasrullah, R., & Wanci, R. (2022). Social Media Utilization for Self-Regulated English Learning during COVID-19 Outbreaks. *Tell : Teaching of English Language and Literature Journal*, *10*(1), 75-83.

Miyake, M., & Tremarco, J. (2005). Needs analysis for nursing students utilizing questionnaires and interviews. *Kawasaki Journal of Medical Welfare*, *11*(1), 23–34.

Muzdalifah, I., & Asril, E. (2022). The Use of Flipped Classroom Method in Integrated English Course. Jurnal Karya Ilmiah Multidisiplin (JURKIM), *2*(3), 215-220.

Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge University Press.

Nurindah., Suhartini, L., & Nggawu, L. O. (2019). English for Nursing Purposes (ENP): Investigating the Students, Academicians, and Administrators' Language Needs at Mandala Waluya Health Institution. *Asian ESP Journal*, 15(1.2), 248–271.

Pham, V. P. H., & Do, T. H. (2021). The impacts of task-based instruction on students' grammatical performances in speaking and writing skills: A quasi-experimental study. *International Journal of Instruction*, 14(2), 969-986.

Poonounin, R., Chano, J., & Wu, C. C. (2024). Task-Based Instruction in Enhancing Conversational Skills of Thai Students at Grade 11, YouTube as Teaching Media. *Journal of Curriculum and Teaching*, 13(1), 1-12.

Postlethwaite, T. N. (2005). Educational Research: Some Basic Concepts and Terminology. In *International Institute for Education Planning*.

Pressley, M., Harris, K. R., & Marks, M. B. (1992). But good strategy instructors are constructivists! *Educational Psychology Review*, 4(1), 3–31. https://doi.org/10.1007/BF01322393

Richards, J. C., & Schmidt, R. W. (2013). *Longman dictionary of language teaching and applied linguistics.* Routledge.

Suhara, T. (2023). Meningkatkan Keterampilan Berbahasa Secara Produktif melalui Metode Task-Based Instruction. *Madrascience: Jurnal Pendidikan Islam, Sains, Sosial, dan Budaya*, 5(1), 1-20.

Sujariati, & Wanci, R. (2023). Distance Learning: The Impact on Teaching and Learning Process. *Al-Ishlah Jurnal Kependidikan*, 15(2), 1–10. https://doi.org/10.35445/alishlah.v15i2.2301

Sundari, P. D., Hidayati, Saputra, D., Sari, S. Y., & Anusba, E. B. (2024). Analysis of Teaching Materials Needs for Digital Module Development in Physics Learning: Teachers Perception. *Jurnal Penelitian Pendidikan IPA*, 10(2), 674-680.

Suprihatin, S., & Manik, Y. M. (2020). Guru menginovasi bahan ajar sebagai langkah untuk meningkatkan hasil belajar siswa. PROMOSI (Jurnal Pendidikan Ekonomi), 8 (1), 65–72.

Una, S. (2018). Needs Analysis of English for Specific Purposes (Development of Economic English Material Based on Shariah Economy System). *Asian ESP Journal*, 14(6), 40–59.

Wanci, R. (2023). English Learning Material Based on Task-Based Instruction: A Study of Material Construction for Nursing Students. *AL-ISHLAH: Jurnal Pendidikan*, 15(4), 4844–4851.

Wanci, R., & Sujariati, S. (2021). Using Task-Based Instruction in Designing English Learning Materials for Nursing Students at STIK Famika, Indonesia. *Jurnal Diskursus Islam*, 9(3), 1–7.

Williams, G. A., Park, J. R., Traynor, V., Nairn, S., O'Brien, E., Chapple, M., & Johnson, S. (2009). Lecturers' and students' perceptions of portfolios in an English School of Nursing. *Journal of Clinical Nursing*, 18(8), 1113-1122.

Yahya, A., Said, Y. R., & Masruddin. (2019). Developing Appropriate English Learning Materials for Syariah Economic Law Study Program Students at IAIN Palopo, Indonesia. *The Asian ESP Journal*, 15(1.2), 22 – 33.

Yunus, M., & Taslim, T. (2017). English lecturers' perceptions of task-based reading teaching at ABA Universitas Muslim Indonesia. *Asian EFL Journal*, 2017(98), 4–15.

Zhu, L., & Qiao, W. (2023). Construction of Entrepreneurial Environment for College Graduates Based on Big Data Technology. *Wireless Communications and Mobile Computing*, 2023(1), 4471045.