

**DEVELOPING E-LKM THROUGH 5D MODEL:  
NEED ANALYSIS**

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**ABSTRACT**

The emergence of e-LKM is a technological advancement for Generation Z, whose each day is heavily reliant on technology, allowing the use of e-LKM particularly suited in this digital era. This research aims to examine the need to find an appropriate needs analysis that include the first stage of the 5D model (Define, Design, Demonstrate, Develop, and Deliver). The needs analysis seeks to discover and aims to develop e-LKM based on 1) Students' target needs, 2) Students' learning needs, and 3) The perceptions of English lecturers on the e-LKM. The researchers used a questionnaire and distributed it to 240 students. The result of this study indicated that 1) The student's target needs display that students learn English to be able to communicate and support their future (career and further studies), 2) The student's learning needs point out that students need lecturers and materials as the main source of learning, and 3) The English lecturer perception on students' English language skills are still low and there are gaps between students. This study suggests lecturers create a proper e-LKM for students to use in the learning process since the level of need for e-LKM is quite high.

*Keywords:* E-LKM, 5D Model, Need Analysis

**A. INTRODUCTION**

LKM is an important learning medium for lecturers since it allows students to put the material provided in class into practice. LKM is also used to assess the level of achievement in CPMK (Course Learning Achievement). As a result, LKM allows students to learn independently without the presence of lecturers. LKM can help students develop concepts about the content they are studying by encouraging them to think more actively and engage in activities (Bobrova et al., 2021). As a result, students can assess their understanding of the topic by studying and completing the included worksheets. The crucial role of LKM is not always exactly proportionate to field circumstances. There are still several LKM whose content does not correspond to the competences to be obtained. On the other hand, lecturers attempt to overcome this by requesting LKM references from different schools. However, this will create new challenges because the abilities and demands of students at each university are unique. If forced, the learning process will be ineffective. According to Siregar et al., (2019), the efficacy of teaching and learning activities is influenced by educator

planning, which includes the preparation of proper LKM. As a result, lecturers have the right to construct their LKM that is suited to their students' learning outcomes and requirements.

The English course LKM is one of the LKM necessities that must exist to be equipped. According to Bobrova et al., (2021), mastery of a foreign language is currently a high priority as one of the times' demands, alongside mastery of qualifying technology. English courses at UNIBA Madura are general courses that must be completed in 5 semesters and are graded from 1 to 5. However, during its deployment, English courses were not bundled particularly (English for Specific Purpose/ESP) based on output by the department. As a result, students simply learn theoretical principles and do not receive specialized English content relevant to their professions, such as Management and Accounting study programs. They should be provided with English abilities that will help them in their future careers, such as managers, marketers, and frontline workers. ESP, or English for Specific Purposes, is a type of English learning strategy that helps students learn English by the requirements of the science or profession that they will later follow (Hyland, 2022).

E-LKM may be accessed from anywhere and is inexpensive to print manually. This is undoubtedly a breakthrough in LKM production, as many lecturers continue to produce LKM traditionally and using 4D models described in prior studies (Lakapu et al., 2021). Meanwhile, the current study used e-LKM using 5D model. Furthermore, prior research of Nuha et al., (2023) only employed the collaborative learning approach, which is a learning model with small groups (Plomp development model, which consists of 3 stages: a preliminary study, a prototyping stage, and an assessment phase), whereas the current study used project-based learning, specifically big group learning, to ensure more even coverage. In addition, prior LKM designed by Juniarti et al., (2021) focused solely on improving writing abilities (writing) or passive English, but the next e-LKM intends to increase speaking skills (speaking) or active English.

PBL is a student-centered learning style that can help students develop critical thinking skills, cooperate, and come up with original ideas. This learning model, in addition to instilling thinking competencies and creating a flexible learning environment, also provides students with the opportunity to explore new fields, discover the latest issues, and integrate knowledge from different subjects (Issa & Khataibeh, 2021). In addition, PBL is a large-group learning (Usmaldi & Amini, 2022). This is based on the large number of students as the younger generation who tend to be more interested in playing digital media (Utami & Fadhilah, 2023). Therefore, with the existence of PBL-based e-LKM, it is hoped that UNIBA Madura students who are Generation Z can mingle more and actively participate in the learning process that is integrated with technology. This allows students to explore new topics, find current challenges, and combine information from other subjects (Issa & Khataibeh, 2021).

Thus, a requirements analysis to evaluate the importance of (e-LKM) must be conducted to meet learning objectives and students' needs. Furthermore, by completing a requirements analysis, lecturers can identify students' difficulties in learning English, ensuring that the e-LKM generated can overcome these deficiencies. As a result, this study is expected to offer alternate solutions to the limits of English teaching materials encountered by English instructors at UNIBA Madura. Based on the above context, the problem in this study is: how to assess the amount of need for the construction of e-LKM English for Specific Purpose to improve the speaking abilities of students at the Faculty of Economics and Business at

UNIBA Madura based (1) students' target needs, (2) students' learning needs, and (3) the perceptions of English lecturers on the e-LKM.

## **B. METHOD**

This study employs research and development study with 5D models as proposed by Cennamo & Kalk, (2019). However, this research focused on the initial phase, known as the define phase. The 5D model encompassed Define, Design, Demonstrate, Develop, and Deliver. In the Define, the researcher identifies the problem, conducts a needs analysis, and examines the task. The Design phase is gathered through investigative activities that assess the availability of products or e-LKM in the field, analyse user demands, and evaluate their advantages and disadvantages. During the Demonstrate phase, two primary tasks require attention, monitoring, developing instruments and procedures needed for prototype. The next phase is Develop. In this phase, the tasks involve in creating a prototype, or e-LKM, and conducting trials on the developed items is largely completed and the focus is on producing the product. Finally, the Deliver phase shares the developed product with others, usually through activities such as seminars or workshops (Winaryati et al., 2021).

This study focused on the Faculty of Economics and Business at KH. Bahaudin Mudhary Madura University, specifically the Department of Management and Accounting. The participants were divided into three classes, each specializing in management and accounting, for a total of 240 individuals. The study also involved English instructors. Purposive sampling was used in this study to select the respondents of the research. It is a method of selecting samples based on the researcher's understanding of the research objectives or challenges (Campbell et al., 2020). In other words, the researcher believes the selected sample is appropriate for the study and capable of providing the necessary information.

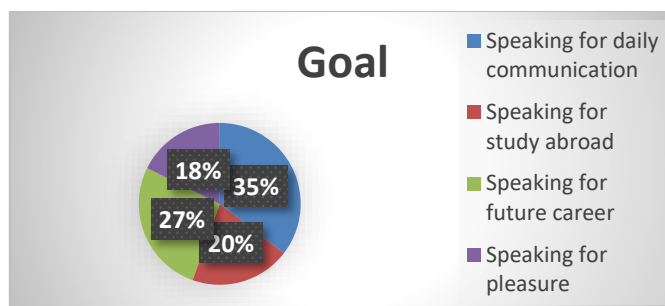
This research used a questionnaire as a survey method to collect data. The survey method serves as a technique to collect data on ongoing events and obtain factual information about the institutions, social, economic, and political aspects of a specific group or region (Destianingsih & Satria, 2020). Questionnaires aid researchers in concluding the questions they pose to the research sample (Nayak & Singh, 2021). Thus, the research consists of two categories of data: primary data (the interview results) and secondary data (the outcomes of the surveys). In addition, the research employed various data collection by conversational approach (interview).

## **C. FINDINGS AND DISCUSSION**

This needs analysis is categorized into three parts, namely (1) students' target needs, (2) students' learning needs, and (3) the perceptions of English lecturers on the e-LKM (Electronic Learning and Knowledge Management). E-LKM will be created for students of the Faculty of Economics and Business at KH. Bahaudin Mudhary University, Madura (FEB UNIBA Madura). The following is the explanation of each categorization.

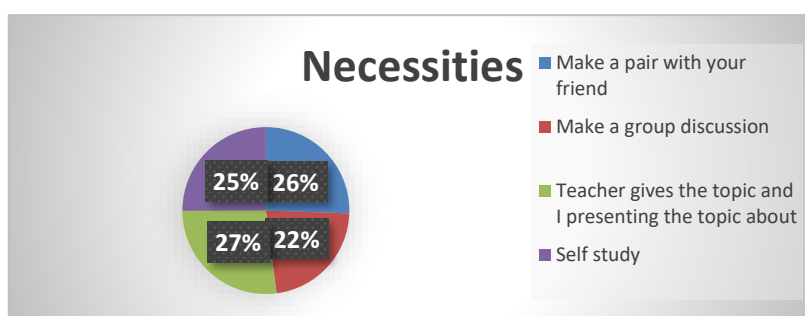
### **1. Students' Target Needs**

This needs analysis consists of goals, necessities, lacks, and wants. Each point of the needs analysis is presented in a series of questions within the questionnaire. Target needs refer to what learners need to do in the target situation.



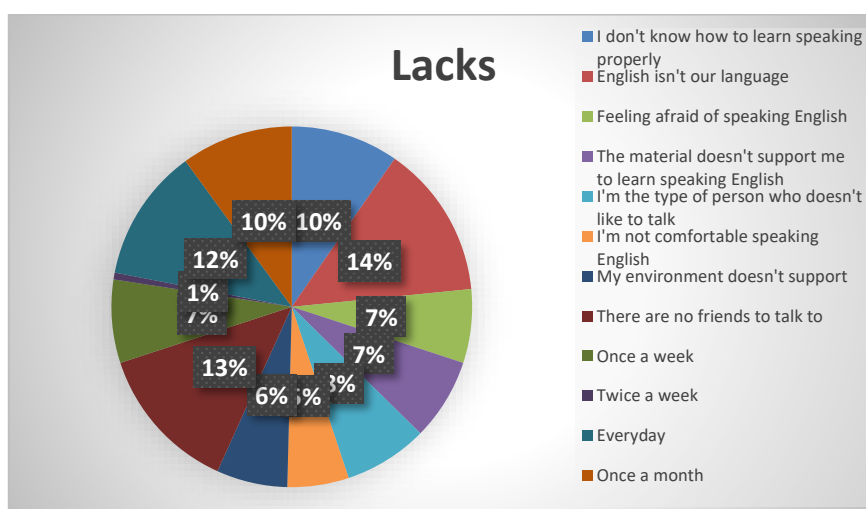
**Figure 1.** Students' Goal in Target Needs

Goals refer to the purposes that students have for learning English. From Diagram 1 above, it can be seen that 35% of FEB UNIBA Madura students learn English. Their second choice, at 27%, is to pursue a career in the future. Their third choice, at 20%, was to continue their studies abroad. Lastly, 18% of students chose to learn English for enjoyment, such as watching foreign films and listening to foreign music. English's status as an international language not only fulfills academic requirements but also caters to students' needs beyond the classroom. Many students around the world make English their preferred language (Akther, 2022). Universities use English as the language of instruction for many study programs. Therefore, these campuses require TOEFL and IELTS scores to accept foreign students. Furthermore, today's job market, both domestically and internationally, demands the possession of English language proficiency. Therefore, mastery of English is a must in the current era.



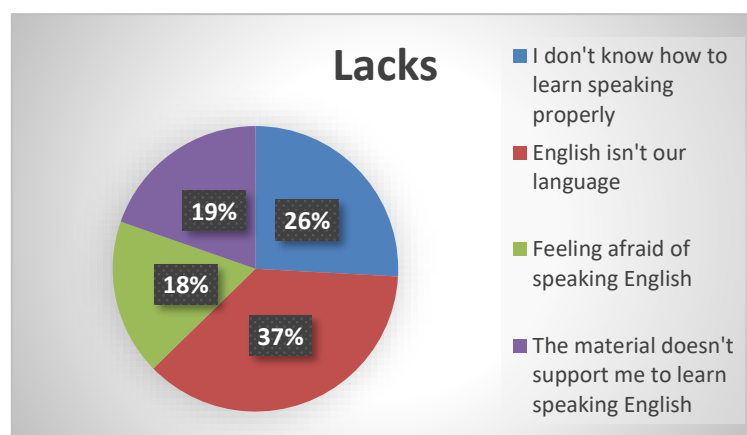
**Figure 2.** Students' Necessities in Target Needs

Diagram 2 explains the techniques or methods that students need to improve their English-speaking skills. A total of 27% of students felt they would be more active in trying to speak English with the help of lecturers. Furthermore, 26% of students chose to pair up with friends to improve their skills. In third place, 25% of students chose independent study. Lastly, 22% of students chose to participate in group discussions. Most students believe that help from other people, such as lecturers and study buddies, can increase their success in learning English. Lecturers can help improve students' speaking skills because lecturers can plan activities that focus on the use of new vocabulary and grammatical principles needed to build language skills. Likewise, friends play a role. Friends can be a valuable resource for English language learners and can contribute to a positive influence. This implies that students can enhance their English skills by engaging in practice sessions with their friends, free from the fear or embarrassment of mistakes, thereby sustaining their motivation to learn (Omar et al., 2023). In addition, some students have the option to study English independently. Students can learn according to what they like best, and they can adjust topics according to what is around them (Fajar & Agustina, 2019).



**Figure 3.** Students' Lacks in Target Needs

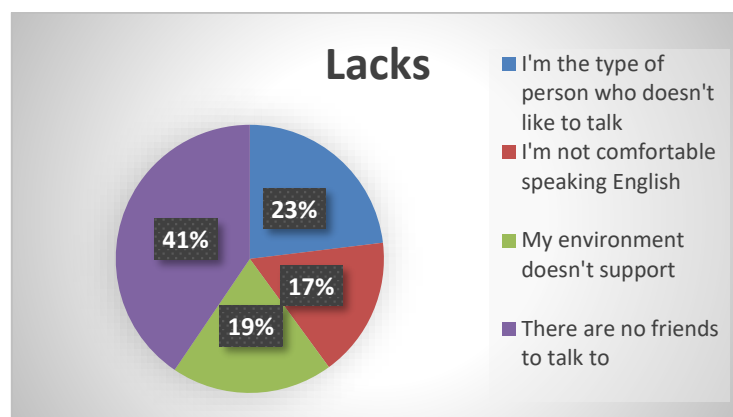
Diagram 3 explains the weaknesses or challenges FEB UNIBA Madura students face when learning to speak English. Students determine their lacks by comparing their current situation with their targets (Gürler & Konca, 2023). In other words, lack refers to students' difficulties in achieving their targets. These weaknesses are divided into three parts: (1) reasons for difficulty in speaking English, (2) reasons for finding English learning difficult, and (3) time constraints in learning English.



**Figure 3a.** Students' Lack of Target Needs

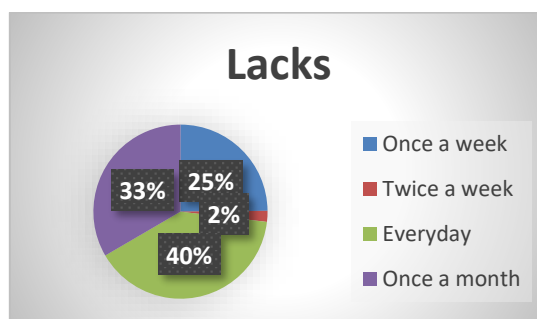
Diagram 3a shows that FEB UNIBA Madura students faced difficulties in learning to speak English for four main reasons. First, 37% of students believed English was not their mother tongue, so they were not introduced to it from a young age. Second, 26% of students do not know how to learn to speak English properly. Third, 19% of students found it difficult to learn to speak English because the materials they received were not supportive. This is related to the lack of specific English learning materials tailored to their respective majors. Lastly, 18% of students were afraid to speak English, making it difficult for them to start learning to speak. English is not widely spoken, making it hard for students to learn. Therefore, students hope that studying on campus can help them master English better. However, the lack of materials has become a new obstacle for them. ESP-based English

learning materials are a vital component for honing students' speaking skills, such as enriching vocabulary, technical terms, and information about related scientific disciplines (Rohimajaya et al., 2021). Apart from that, with learning materials, students can improve their English language skills through listening, speaking, reading, and writing, as well as the components of language, such as vocabulary, grammar, and pronunciation.



**Figure 3b.** Students' Lack of Target Needs

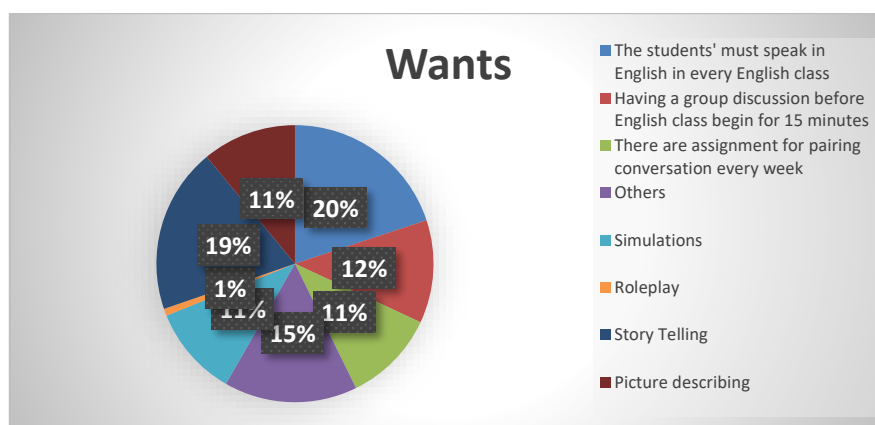
In addition to the four reasons mentioned above (Diagram 3a), there are four additional reasons why students find learning English difficult. First, 41% of students felt that there were no friends who shared the same vision for learning English, especially speaking. Second, 23% of students did not like speaking or appearing in public. Third, 19% of students found it difficult to speak English because their environment was not supportive. Lastly, 17% of students felt uncomfortable when speaking English. Most students find it difficult to learn English, not only because they don't have friends or a supportive environment, but also because they have low self-confidence. It is not uncommon for them to experience speech anxiety. Students feel inferior when they have to speak English in front of their classmates and worry about making mistakes. Difficulty with grammar, a lack of vocabulary knowledge, pronunciation errors, and learning conditions (pressure) also contribute to this. Therefore, creating e-LKM can also help solve this problem. Using technology, lecturers can develop educational resources that enhance speaking abilities and alleviate speech anxiety (Hutabarat & Simanjuntak, 2019). This is because lecturers can integrate material with interesting videos so that students are not stressed during the learning process.



**Figure 3c.** Students' Lack of Target Needs

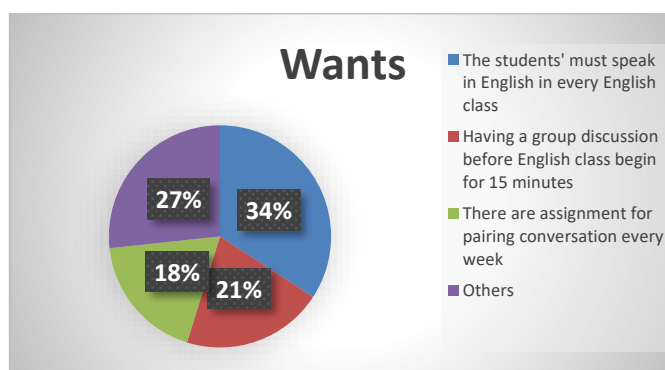
Besides the two factors of difficulty in learning English mentioned above (Diagram 3a and 3b), FEB UNIBA Madura students also struggled to improve their English-speaking skills due to insufficient study time on campus. Therefore, students wanted to have better study

schedules. 40% of students desired to learn English every day. On the other hand, students who were less inclined towards English preferred English lessons to be held once a month, totaling 33% of students. However, 25% of students preferred English lessons once a week, and 2% of students preferred studying twice a week. Learning English, especially in the field of speaking, will be more effective if it is practiced regularly, for example by creating an English Day program. This is because learning English every day serves as a program to train and become accustomed to using English in daily activities (Ningsih & Hamdani, 2022). That way, students must use English within the agreed time. UNIBA Madura only conducts English language learning sessions once or twice a week for a duration of 50 to 100 minutes. Therefore, with the development of e-LKM, lecturers can develop material that can be accessed every day by students even though they are not in class so that lecturers can still measure their progress.



**Figure 4.** Students Want in Target Need

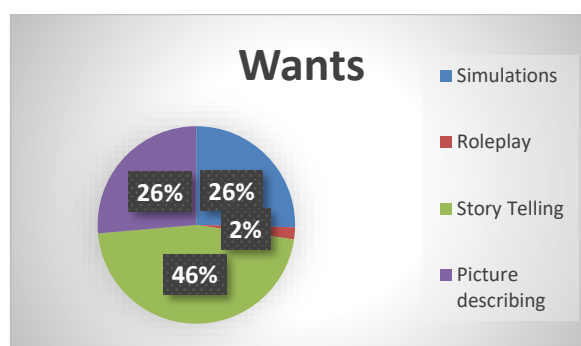
To address the weaknesses in learning English and achieve the desired goals of the students, FEB UNIBA Madura students have expressed several desires related to improving their English-speaking skills. 'Wants' answer students' perspectives about their needs (Gürler & Konca, 2023). In addition, 'wants' pertain to the expectations students have after completing their courses. In addition, wants are determined by the insiders are learners and outsiders that are experts, teachers, and trainers involved in the learning process. These 'wants' are categorized into various activities within the classroom.



**Figure 4a.** Students Want in Target Need

In diagram 4a above, students classified several classroom activities to help them master English more quickly. Firstly, 34% of students desired a mandatory English-speaking rule

in English language courses. Second, 21% of students wanted to have a 15-minute group discussion before lectures began. Thirdly, 18% of students wanted paired dialogue tasks to have an English-speaking partner. Among these three desires expressed, 27% of students wanted other activities that can support their needs, such as special days that require all students to use English. Planning of English language learning in class will certainly help students to improve their English language skills. From the data above, even though the English language skills of students at FEB UNIBA Madura are not good enough, they want each learning session to have supporting activities to improve their skills, especially in speaking, one of which is by holding group discussions in which language is mandatory. English. Group discussions themselves can provide intellectual, emotional, and social benefits (Dael et al., 2019). The purpose of group discussions is to enrich information with accurate data to reach a consensus. In addition, engaging in English discussions allows them to directly practice and expand their vocabulary due to the variety of topics discussed.



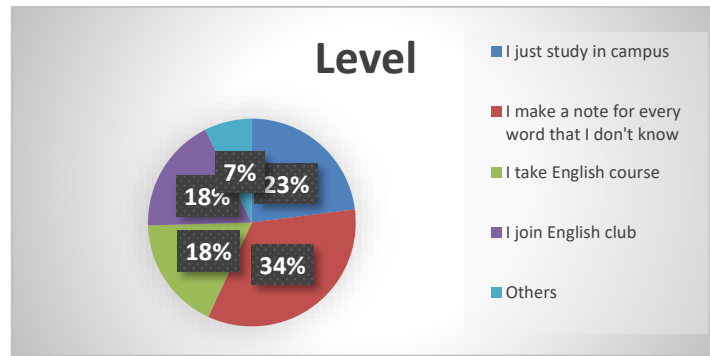
**Figure 4b.** Students Want in Target Need

Furthermore, to improve their English-speaking skills, FEB UNIBA Madura students have expressed several speaking activities they would like to have in class. 46% of students wanted to practice storytelling. Additionally, an equal percentage of 26% of students desired activities like describing pictures and simulations. Lastly, 2% of students were interested in speaking practice through role-playing or drama activities. To improve speaking skills, lecturers must be able to facilitate students with various activities that encourage learners to actively speak, such as telling stories, playing roles, describing pictures, and so on. The storytelling method introduces students to new vocabulary, real context, expressions, and pronunciation for oral production (Sharma, 2018). In addition, telling stories can provide motivation and reduce anxiety for language learning. Apart from telling stories, roleplay practice also has a very important role in improving speaking skills. This is because when students do roleplay, they will practice being other people by improvising accordingly and designing the real world in different scenarios (Maulana & Lolita, 2023). In other words, students can try the profession they want in the future.

## **2. Students Learning Needs (The need to achieve the target)**

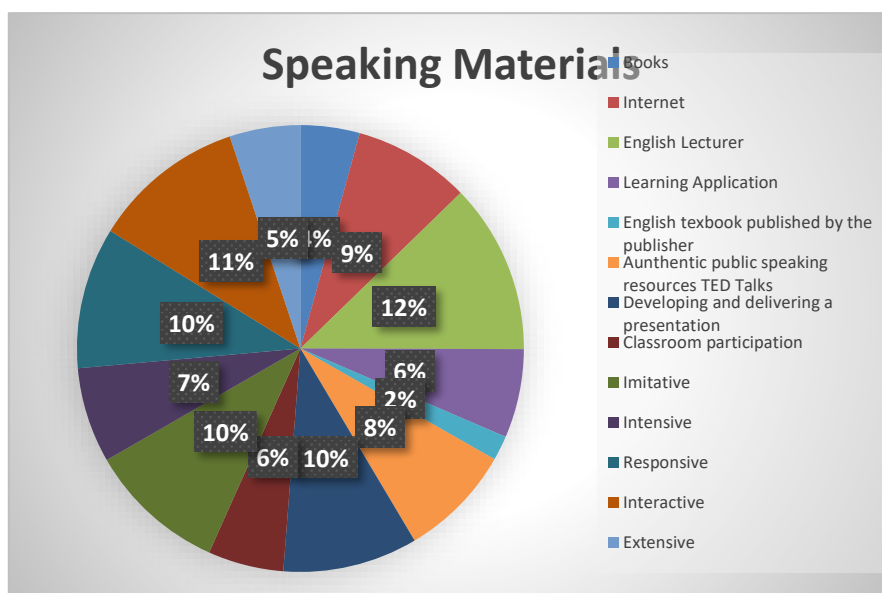
The analysis of these needs consists of levels and speaking materials. Each point of the needs analysis is presented in the form of questions in the questionnaire. Learning needs are what learners need to do to learn.





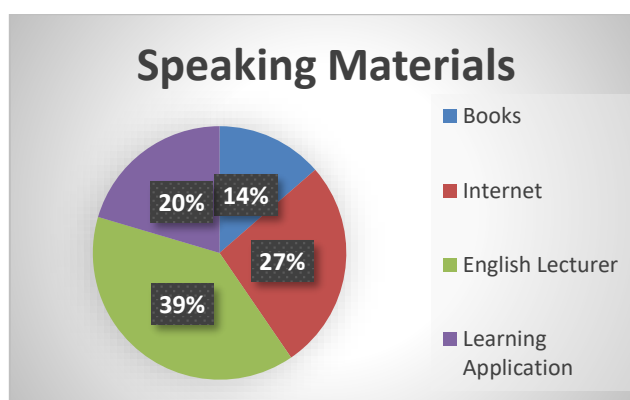
**Figure 5.** Students' Level of Learning Needs

Questions about the level in the questionnaire aim to find out what students did to improve their English-speaking skills. About 34% of students chose to take notes on what they had learned, either from independent study or together with instructors or discussion groups. Furthermore, 23% of students chose to study on campus. In other words, the role of lecturers and learning materials is crucial for improving the English-speaking skills of FEB UNIBA Madura students. Furthermore, 18% of students chose English courses to add to the knowledge they have gained in lectures, and another 18% chose to join English learning clubs. Finally, 7% of students chose other activities to enhance their speaking abilities, such as watching English-language films and listening to English songs. Each student has their way of learning to improve their ability to speak English. Students who have a verbal method of learning prefer to write down and reread their notes. Taking notes is a very effective way to support the learning process (Shi et al., 2022). By taking notes, students can enhance their memory, expand their vocabulary, and gain a deeper comprehension of the teacher's spoken material. Therefore, the role of places to study such as campuses, courses, and English learning clubs is very important. This means that students also need a facilitator or guide to help them learn to speak.



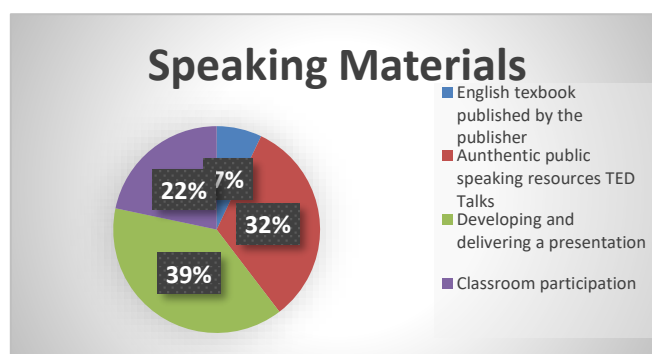
**Figure 6.** Students' Speaking Materials in Learning Needs

To achieve the desired level of English, students must also have primary sources and reference materials to enhance their speaking skills. Additionally, students need to identify the specific types of English-speaking skills they wish to learn further to be able to develop the right strategies. This is done to enable lecturers to implement the appropriate strategy. The category of speaking materials for students regulates this. Needs analysis directs lecturers to identify student needs. Therefore, the main role of needs analysis is to provide input to lecturers in making decisions about developing material according to what students need (Menggo et al., 2019).



**Figure 6a.** Students Speaking Materials in Learning Needs

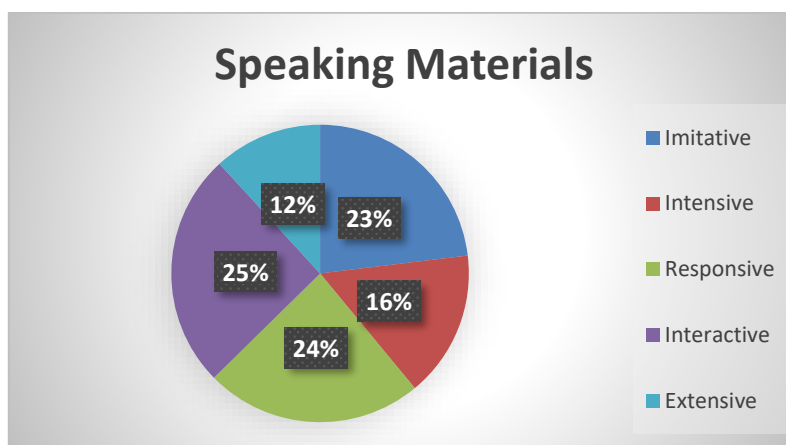
From Diagram 6a above, it can be seen that there were several primary sources needed by FEB UNIBA Madura students to learn English speaking skills. First, 39% of students required English lecturers as their main learning source. Second, 27% of students used the internet to access primary learning sources to stay up-to-date. Third, 20% of students used learning applications as their primary source for learning English. Finally, 14% of students used books as their main learning source. FEB UNIBA Madura students are Generation-Z who are very close to technology. Students prefer to access learning materials using learning applications or browsing on the internet. Therefore, creating e-LKM is very appropriate to attract their interest in learning English.



**Figure 6b.** Students Speaking Materials in Learning Needs

To support the primary sources in learning English, FEB Madura students also needed other references and materials to enhance their English-speaking skills. In Diagram 6b, 39% of students needed presentations in English. Second, 32% of students required YouTube programs that can train their communication skills. Third, 22% of students desired active class participation to practice expressing their opinions. Finally, 7% of students needed textbooks to improve their English-speaking skills. Lecturers also need to understand that students in Generation-Z naturally prefer to do things related to technology. Therefore,

lecturers can integrate their presentation activities with electronic learning media, such as showcasing the results of their YouTube viewing. Generation-Z, most of whom are students, tend to maximize YouTube by watching videos related to study assignments, and in their free time, they like to watch lifestyle videos or vlogs (Erenia et al., 2024).



**Figure 6c.** Students Speaking Materials in Learning Needs

Besides the primary and supporting sources mentioned above (diagrams 6a and 6c), students also needed to plan which speaking skills they needed to study further. From Diagram 6c, 25% of students chose interactive skills. Second, 24% of students selected responsive skills. Third, 23% of students chose imitative skills. Fourth, 16% of students chose intensive skills. Lastly, 12% of students selected extensive skills. According to the results of the need for speaking materials, students prefer to study in groups because they can immediately respond to the conversation of the other person they are talking to. Therefore, e-LKM can be integrated with the use of PBL. Through PBL, students not only acquire language skills but also develop active learning, critical thinking, effective presentation skills, and self-confidence, with equal opportunities for participation (Simbolon et al., 2019).

From the breakdown of the diagrams by category above, it can be seen that the need for e-LKM is very significant. Based on their goals, 35% of FEB UNIBA Madura students wanted to learn English to be able to communicate in daily life. Additionally, 27% aimed to learn English for future career opportunities. Therefore, the need for e-LKM tailored to each major will greatly assist students in achieving their goals. This aligns with Dwisusila et al., (2023) stating that one of the benefits of creating materials based on ESP is to encourage students to learn English directly within the context of their discipline, both for academic and non-academic purposes. Therefore, instructors need to prepare syllabi and teaching materials for English courses that can facilitate the needs of students in their specific fields (Natsir et al., 2022).

In the category of student needs, 19% of students find difficulty in learning English, especially in speaking, due to insufficient materials. Therefore, educators need to develop teaching materials that meet students' needs. Additionally, materials tailored to students' needs will help them become independent learners (Puspita & Amelia, 2020). The inadequacy of learning materials results in students lacking the knowledge to speak English correctly. This is evidenced by 26% of students who do not know how to start learning to speak English.

The need for e-LKM is inseparable from the crucial role of lecturers in the English language learning process for FEB UNIBA Madura students. In the category of learning needs, 23% of students chose to study on campus to improve their English-speaking skills. Additionally, 39% of students believed that the primary source of learning English is through English lecturers. In this regard, the role and responsibilities of lecturers in the classroom are crucial for meeting learning targets and desired learning processes. Although teaching goals and styles may vary, each style and goal serves an important function in assisting students in improving their English language skills (Khanh, 2024). In line with the previous research, 27% of students felt more active in speaking English when lecturers provided prompts on topics relevant to their majors.

Furthermore, regarding the target needs of students, 26% of students desired more simulations related to their majors. This aligns with the development plan of ESP-based e-LKM, where the materials provided are tailored to specific majors and emphasize practical application. Additionally, 39% of students also required English presentations to enhance their speaking skills in English. All these needs will be addressed in the e-LKM specifically designed to achieve optimal student learning needs.

### **3. Perceptions of English Lecturers regarding the Designing e-LKM for ESP through Project-Based Learning**

From the results of interviews conducted with 5 English lecturers at FEB UNIBA Madura, it was found that in general, the ultimate goals of teaching English is to enhance the students to develop skills that will make them competitive in the job market. It has been proven in the following interview:

***Lecturers:***

*"My goal in teaching English speaking, particularly at FEB, is to ensure that our students are able to compete in the workplace because they already have a strong academic background in economics and business. We believe that their proficiency in English will greatly benefit their professional careers...."*

In line with above statement, the students also stated the same with the lecturers' opinion that the purpose of learning English is to daily communication as well as for future career.

***Students:***

*"Now that we are in the era of modernization, Miss, the competition for jobs is tough." There are numerous rivals, not only on domestic campuses. The English skill is certainly taken into consideration. Even in our daily lives, we encounter English, such as when we play games or use social media. So, in my opinion, English is really crucial for communication as well and job seeking..."*

Both students and lecturers are agreed that the goals of FEB in learning speaking are for future career and daily communication. Indeed, school and college curricula now include English to help non-native speakers overcome communication barriers and become future experts and professionals in various fields (Aziz & Kashinathan, 2021). However, the English language skills among students at FEB UNIBA Madura were quite poor. Students who do not master English and are proficient in English have a big gap.

**Lecturers:**

*"Actually, English 1-5 are UNIBA's defining courses, however the amount of credits is limited. So, as English course lecturers, we aim to give content that are appropriate for the time limits. Furthermore, there is a substantial class gap. Some students excel academically, while others struggle significantly"*

**Students:**

*"We struggle to speak English because we are afraid of making mistakes, Miss." Laugh later. Then we do not have friends to talk with in English, Miss. I was once mocked for answering questions in class in English"*

To bridge this gap, effective teaching materials are needed that can improve students' skills, especially in speaking English. As stated by Rustamov & Mamaziyayev, (2022) teaching a foreign language to students of a non-linguistic university should be guided by the technologies of a professionally orientated and student-centred education. Thus, far the teaching materials used are still universal and not specific to each department so they are less efficient. Therefore, it is necessary to develop ESP-based e-LKM.

**Lecturers**

*"We are still lacking in the implementation of student learning strategies. However, we attempt to use simple tactics such as pair-groups, presentations, and small-group discussions. However, due to time limits, we cannot guarantee that all students actively participate in speaking English in class"*

**Students**

*"We are usually requested to give presentations and participate in group discussions, but just as representatives"*

The development of ESP-based e-LKM is very important considering the current development of information technology which increasingly influences the way we learn and teach. ESP demands specificity in learning, according to the specific needs of students in their field (Ekayati et al., 2020; Hyland, 2022). e-LKM can provide easier and more flexible access for students to deepen their understanding in practical contexts.

**Students**

*"If e-LKM is implemented, it will simplify the process for me, Miss, to access lecture materials, submit assignments, participate in online discussions, and take quizzes and exams, while also enhancing the overall interest level"*

**Lecturers**

*"Due to the limited time we have during class learning, students naturally need e-LKM to be accessible anytime and anywhere. In addition, our students are mostly from Generation Z, and they are indeed familiar with the use of technology. So we are sure that e-LKM will be very useful for students"*

One of the main challenges is ensuring that e-LKM content is not only academically relevant, but also meets the practical needs of students in their field. This requires close collaboration with industry practitioners or experts in the relevant field to ensure the content presented is

not only theoretical but also applicable. The use of technology in ESP-based English learning can provide many benefits. Technology allows the integration of various media such as videos, simulations, and interactivity which can increase student engagement and understanding of more complex speaking material (Mahdi, 2022).

#### D. CONCLUSION

A need analysis to determine the importance of student needs regarding teaching materials (e-LKM) must be carried out so that learning targets and desires between students and lecturers can be achieved. Apart from that, by conducting a needs analysis, lecturers can find out the limitations that students have in learning English so that the e-LKM can overcome these shortcomings. The students experience difficulties in learning to speak English because the material they receive in class is not yet supportive. Apart from that, students want lots of simulation practice related to their major. This is under the ESP-based e-LKM development plan, where the material that provided is tailored to the department and places more emphasis on practice.

Furthermore, in the 5D model, the need analysis is still at the initial stage *Define* (identifying problems and conducting need analysis). Therefore, this research can be developed further at a later date at the *Design* stage (investigating activities that assess the availability of e-LKM), *Demonstrate* stage (monitoring and developing instruments & procedures needed for prototype testing), *Develop* (creating prototype), and *Deliver* (developing product). In other words, future researchers have great potential to develop this research to be able to create e-LKM based on the needs analysis found.

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