



NEEDS ANALYSIS IN LEARNING ENGLISH FOR SPECIFIC PURPOSE (ESP) IN GRAPHIC DESIGN STUDY PROGRAM

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Abstract

The syllabus for ESP courses must be organized based on the needs analysis (NA) so that the English language learning carried out is relevant to the student's scientific field. NA will also help lecturers to determine appropriate learning methods and media to support ESP learning. This study aims to analyze needs in learning ESP in the Graphic Design study program at Politeknik Negeri Media Kreatif. Needs analysis is carried out using Romanowski's framework, namely Target situation analysis, Present situation analysis, Learning situation analysis, and Mean analysis. A descriptive qualitative approach is implemented in this investigation. The research participants consisted of 34 Graphic Design students and 2 English lecturers. The data collection methods used were a semi-closed-ended questionnaire, and a semi-structured interview. According to the results of the target situation analysis, students require English not only to study but also to meet the expectations of the workplace. They also want the ESP content to be directly related to their major. Students claim in their Learning Situation Analysis that learning ESP will help them advance their careers in graphic design by using a communicative and cooperative approach (including discussion) and practice sessions supported by audiovisual media. The present situation analysis showed that students have a solid grasp of fundamental English but need to improve in a number of areas, especially speaking. The result of means analysis reveals that campuses still do not provide the facilities students expect in ESP course, such as audio-visual equipment, language labs, and ICT-based learning media.

Keywords: Need Analysis, ESP, Graphic Design

INTRODUCTION

Currently, English is the lingua franca, that is, the language of instruction used by people from different countries in different fields (Yu and Liu, 2022). To respond to global challenges, the Indonesian government has launched continuous English learning starting from elementary school to tertiary education. In order to aid students in completing their college assignments and in the future when they are working, English study at the tertiary level should be in line with their scientific disciplines (Masykar, 2019). Needs analysis is necessary to ensure that the learning design created for students is appropriate for their needs and will benefit them intellectually and professionally in the future (Aflah, Mita Nur., Rahmani, 2018); (Ahmed Alsamadani, 2017). As a result, the ESP's concept was developed in the relation to language instruction. Later, it will need its own strategy to develop a curriculum, gather information, and determine how to teach, evaluate, and conduct research. Vocational Education is different from higher-level education in general universities. Graduates from vocational colleges are intended to be proficient to start working right away, either by creating jobs or by working for companies. Most courses in vocational courses are practical courses accompanied by tutorials in the laboratory.

ESP is a scientific study in English education that focuses on teaching English for specific purposes or audiences (Agustina, Nasrudin and Maharani, 2021). In fact, it aids students in actively speaking English in general and learning English terms associated with the subject of their study program. ESP will impart specific knowledge that students will need for their present jobs or for future

employment. Vocational education which aims to prepare work-ready graduates is very much in line with the general definition of ESP. The English curriculum in vocational education can be developed using the ESP teaching framework. English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) are two subcategories of ESP (Fitria, 2019). This difference is important because it will level the exclusivity built into the ESP. The term "EAP" alludes to an academic English course that improves the learner's academic English language abilities. EOP refers to English used professionally or for work-related reasons. This is because the goal of English for Professional Purposes is to improve the learners' English abilities for professional purposes. The nature of the language education syllabus is selective and is the result of a needs analysis. Even a General English syllabus alone needs to consider the needs of students by projecting their actual need for English. The activities chosen by the teacher to be taught in the classroom will come from the results of this consideration. The conscious or unconscious effort of a teacher to sort out and choose appropriate activities for their students is one of the first steps in making an educational syllabus.

Based on research involving stakeholders at Indonesian University, The ability to comprehend English-language publications is one of six categories of English language learning requirements, along with improving international collaboration, employment possibilities, life opportunities, and measuring learning outcomes (Poedjiastutie and Oliver, 2017). The stages in which ESP teachers identify what Needs analysis is the process of identifying the linguistic requirements and unique abilities that students need. ESP teachers must conduct this needs analysis in order to learn as much as they can about the requirements of their students in order to deliver effective and efficient instruction. Additionally, ESP focuses on teaching targeted English rather than general English so that students can acquire benefit and thrive in their field. Accomplishment and gain can be short-term, such as achievement in the education they are currently pursuing, or long-term, such as success in the job or work they will be involved in in the future. NA is a crucial and initial step that aids in determining the requirements, wants, and preferences of the learners. Additionally, it determines their preferences and linguistic background in an attempt to create a successful and effective course (Axmedovna *et al.*, 2019). As needs analysis has grown in sophistication, it now takes into account not only the language and skill usage in the goal scenario but also the learning factors and the teaching context. Numerous researchers have been conducting study on this topic over the past few decades.

Many researchers have advocated for needs analysis in the area of ESP (Rahman, 2015), including Basturkmen (2010); Dudley-Evans & St. John (1998); West (1994); Robinson (1991); McDonough (1984); and Munby (1978). The most common methodology for examining language demands is Munby's "Communicative Syllabus Design," a relatively early model of analyzing ESP requirements. Munby model recognizes participant needs and examines them according to "Purposive Domain" (ESP classification); "Interaction"; "Setting"; "Dialect"; "Instrumentality"; ""Target Level"; "Communicative Event"; and "Communicative Key" (the method by which communication requires to

be performed. Munby, on the other hand, focused more on communicative syllabus design, with the goal of creating a profile of the student's linguistic requirements using his "Communication Needs Processor (CNP)" model. It was an in-depth analysis of the requirements of the pupils. However, it has limitations in terms of its specifics and its impact on later needs analysis. Hutchinson and Waters note that the approach only generates an unordered list of linguistic qualities since it ignores the objective requirements of different viewpoints (those of teachers, sponsors, and learners).

Then, in 1987, Hutchinson and Waters (Rahman, 2015) divided needs into learning needs and target needs (what students need to be capable to convey in the target scenario). Teachers can determine the discrepancy between what is being taught now and what is required for students' future careers by gathering data about learner requirements and analyzing the resulting data. It is claimed that the main goal of education should be to close this gap. Dudley-Evans and St. John provided eight criteria for performing a need analysis in 1998 (Mohamad Tarmizi and Janan, 2022), including: (1) Target situation analysis and objective needs; (2) Wants, means and subjective needs; (3) Present situation analysis; (4) Lacks: Lack of students; (5) Learning needs; (6) Linguistic analysis, discourse analysis, genre analysis, (7) Course need, (8) Mean analysis. From various existing theories related to the previous Need Analysis, Romanowski proposed a comprehensive framework of needs analysis for use in various types of ESP courses consisting of 4 types of needs analysis, namely target situation analysis (Information about activities and assignments students are currently or will complete using English in work or academic situations), learning situation analysis (determine the goals, motivations, and learning variables that drive students to pursue ESP), present situation analysis (determine the students' current proficiency in English and what they have and have not mastered in light of the desired learning outcomes) and means analysis (identify the learning environment, such as teachers, learning media, and existing facilities) (Romanowski, 2017). These 4 types of analysis will be discussed by the author and this research.

Numerous scholars have examined the ESP needs for various study programs, namely: the needs of English at the higher education level (Parnawati *et al.*, 2019), NA on Nursing students (Yuriatson Jubhari, Rosmiaty, 2022), on ICT students (Diana and Mansur, 2018), on Informatics Engineering (Nimasari, 2018), on Medical Students (Lodhi *et al.*, 2018), on Hospitality Students (Milaningrum and Rahmawaty, 2019), on Physical Education (Pranoto and Suprayogi, 2020). These studies seek to develop the ideal subject matter, learning methods, and learning goals for each individual study program in order to equip students with the English language proficiency they will require in the future. However, The ESP for graphic design field, both in terms of need analysis and syllabus creation, hasn't been the subject of any research.

In the Graphic Design Study Program of Politeknik Negeri Media Kreatif, the allocation for learning English is 3 semesters. In the English I course, students learn English in general (General English) as preparation for the next English course. In the following semester, students study ESP which focuses on English used in the work environment, for example, English related to graphic design,

business communication, customer service, negotiations, presentations, meetings, and job interviews. However, the preparation of the English language learning above was not designed based on in-depth needs analysis. Graphic Design study program students were selected as research objects. The study program is a three-year level vocational education where graduates are expected to be able to work independently or work in a company. Each study program certainly requires learning English differently according to their respective fields. This research will only discuss need analysis of the ESP course in the Graphic Design Study Program. The curriculum for vocational education needs to be prepared to take into account the specific needs of each study (Arellano, Masykar and Almulhim, 2019); (Widianingsih and Listyaningrum, 2019). One study of English education that can be used as a reference in creating a vocational education curriculum is ESP (Widodo, 2016). In determining the ESP material to be taught, it is advisable to carry out a need analysis (Basturkmen, 2010). Referring to the previous explanation, It investigates needs analysis in the context of learning ESP in the Graphic Design study program at Politeknik Negeri Media Kreatif.

METHOD

This research applies descriptive method and qualitative method. Both the descriptive and qualitative methods are used in this study. Inductive data analysis is used to draw conclusions from qualitative research, which describes or depicts all data collected in its natural form using words or sentences. (Sugiono, 2019). Descriptive analysis using percentages and numbers is the data analysis method employed in this study. The technique applied to acquire data is questionnaires and interviews because they are considered the most appropriate tools for collecting data regarding ESP learning needs. The research participants consisted of 34 students and also 2 English lecturers in the Graphic Design study program at Politeknik Negeri Media Kreatif for the 2022/2023 academic year. The questionnaire is constructed in the style of a semi-closed-ended questionnaire, meaning that some questions allow respondents to choose their own answers, while others require that they provide their own responses. (W Creswell and David Creswell, 2018). As comparative data, 2 English lecturers were interviewed using semi structured interviews. The results of the questionnaires and interviews are then put on descriptively. The question items used in the questionnaire refer to Romanowski's need analysis framework. Questions related to Target situation analysis (TSA) consisted of 5 questions, Learning situation analysis (LSA) of 12 questions, Present situation analysis (PSA) of 8 questions and Mean (MA) of 6 questions (Romanowski, 2017).

RESULTS AND DISCUSSION

The need analysis conducted for the ESP course in the Graphic Design study program consists of TSA, LSA, PSA, and MA. There were 34 students who took part in this study consisting of 14 female

and 20 male students aged 18-22 years. The questions used in the questionnaire refer to Romanowski's need analysis design.

Target situation analysis (TSA)

In the Target situation analysis (TSA), it was found that out of 34 students, it was found that 18 people (53%) studied English for Specific Purposes for a combination of study, work and training at the same time. Meanwhile, 9 students (26.5%) wanted to learn ESP for study purposes, 6 students (17.6%) for other purposes such as career advancement and TOEFL/IELTS test preparation and 1 person (2.9%) for work.

Table 1. ESP Learning Objectives

No	Learning Objectives	Responses	Percentage
1	to study	9	26.5%
2	to work	1	2.9%
3	for training	0	0%
4	to a combination of these (study, work and training)	18	53%
5	for other purposes, e.g., for preparing TOEFL/ IELTS, for career advancement	6	17.6%
		34	100%

As a result of the table's findings, it can be said that the expectations of students on ESP are that ESP can be useful for them to study now, work and practice later in the future with the majority answering in option 4 (for a combination of these).

The second question in the TSA is about how ESP will be used in the course. As many as 70.6% of students consider ESP as a medium: speaking, writing, reading and etc. Meanwhile, 14.7 % will use ESP as a channel, e.g., on the phone, face to face. Furthermore, another 14.7% use it in a text or discourse, e.g., lectures, an academic text, catalogs, etc.



Picture 1. Objective of ESP

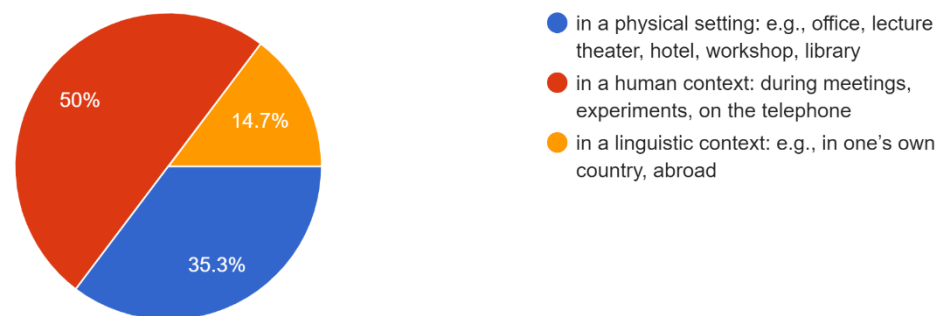
In question 3. What will the content area be? Almost all students answered a) related to subject/field of study: e.g., graphic design, advertising, multimedia, etc.

Table 2. ESP Content Scope

No	the content area	Responses	Percentage
1	relating to subject/field of study:	28	82.4%

	e.g., graphic design, visual communication, advertising, multimedia, etc.		
2	relating to participants' level: undergraduate students, in-service technicians, etc.	6	17.6%
		34	100%

In question 4. “Where the language will be used,”, most students (50%) will use English in a human interaction: e.g., during meetings, on the phone, experiments. The language will be used in a physical setting as 35.3%, then in a linguistic context as 14.7%



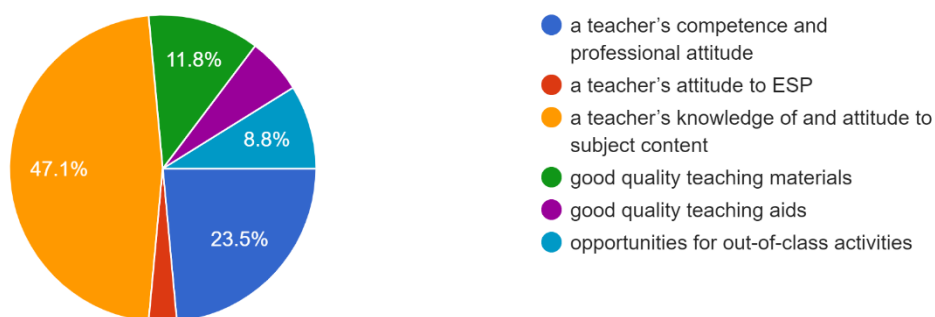
Picture 2. ESP Learning Context and Setting

Related to Question 5. When will the language be used?, 61.8% of respondents answered that the use of English occurred when they were in ESP class, 38.2% used it in several other activities outside the classroom, namely when attending international seminars, exhibitions, competitions, interviews, communicating with prospective clients from abroad, working on graphic design projects such as making promotional media in English (posters, brochures, catalogs, advertisements and others).

Learning situation analysis (LSA)

There are 12 questions consisting of closed and open questions to explore LSA in Graphic Design students. In this analysis, it is known that some of the reasons Respondents took ESP courses were due to obligation 67.6%, due to needs 20.6%, due to economic reasons (status and promotion) 11.8%. Regarding student expectations regarding ESP outcomes, the percentage of respondents studying ESP was 61.8% answering orientation to get a job, 26.8% to change social status, and 11.8% to upgrade careers. The students' approach to the ESP course is to improve their English (94.1)%, the last time they have to spend (5.9%). Most of the Graphic Design students at the Politeknik Negeri Media Kreatif are from Senior High School, and some are from Vocational High School. Previously, students from high school did not know about ESP and graphic design knowledge; because what they learned was, general English and high school also did not have a Graphic Design subject, so they only got to know Graphic Design in college. this is also one of the factors inhibiting their achievement in learning ESP. Students who come from Visual Communication Design Vocational Schools, graphic design, and multimedia, have no difficulty learning ESP because they have already known Graphic Design before. The concept of ESP learning for them is practicing, learning by doing, they want to learn sincerely but

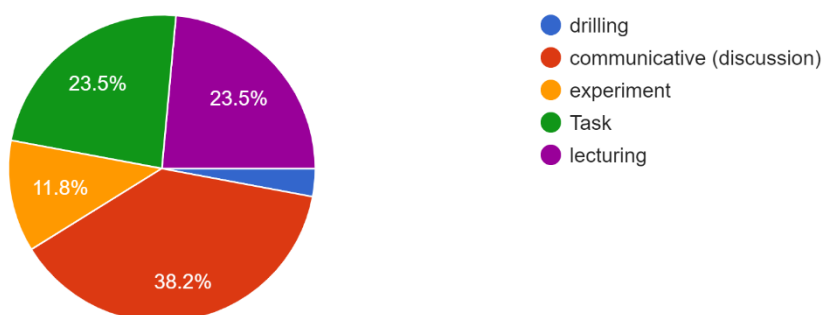
with fun. When asked about what learning methods interested them, students answered variously, namely communicative, practical, audio-visual, cooperative, and project-based learning methods. Respondents' answers to open-ended questions about "What sort of techniques bore/alienate you?" are summed up as follows: task-based learning, memorizing, lecturing, and direct (one way communication).



Picture 3. Important content in this ESP course

On the questionnaire items about the most important things in the ESP course, 47.1% of respondents answered the teacher's knowledge and attitude towards course content, 23.5% chose the teacher's competency and professional attitude and 11.8% answered the quality of course material.

For gender, 58.8% of the respondents are male students and 41.2% female students. In terms of social background, all Respondents are Indonesian citizens who come from Javanese, Batak, Malay, Mandailing, Karo, Padang and Sundanese ethnicities. Graphic Design students are dominated by students from outside the city of Medan. The use of regional languages is still strong among them, especially when they return to their regions and also when they communicate on campus with fellow students of the same ethnicity.



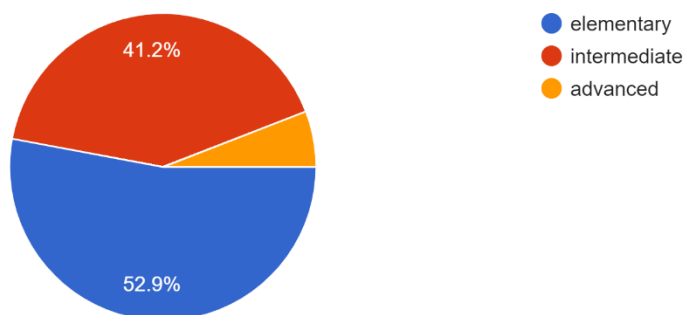
Picture 4. Preferred Teaching Style

For learning style preferences, 38.2% of respondents chose communicative (discussion), 23.5% for tasks and lecturing, 11.8% for experiments, and 3% for drilling. In the knowledge section on Graphic Design, many answered they did not know, but some were able to explain the scope of graphic design.

In the open question section regarding interests, the majority answered that they liked graphic design, drawing, digital marketing, sports and art. On the social background questionnaire items. In the questionnaire section about perspectives to English or to the cultures of the English-speaking world, Respondents realized that English is important in a global world, it is fun, but some also claim to be passive.

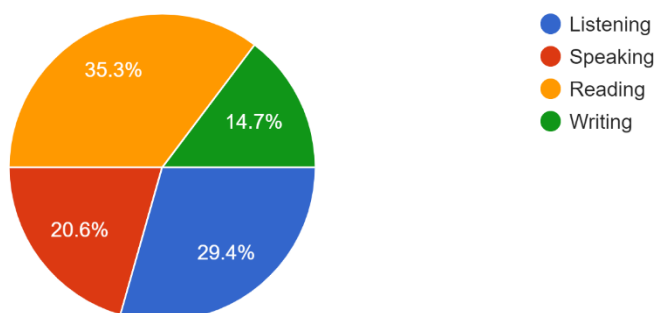
Present Situation Analysis (PSA)

The information should be concerned with language items, abilities, methods, and subject knowledge, all referring to potential course participants, for a successful PSA check. On questions related to the length of time studying English, the time span is very diverse, but it can be concluded that students have started learning English since they were in kindergarten, elementary school, and even junior high school, and in general, respondents got knowledge about English from courses and schools.



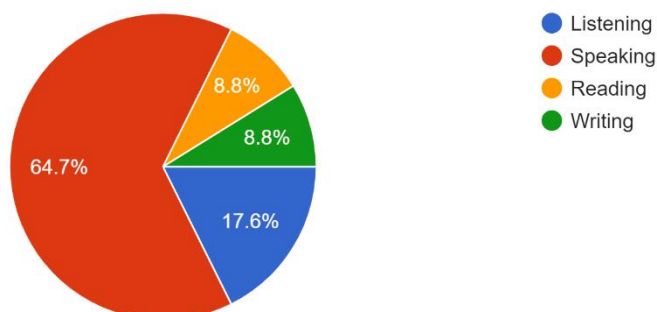
Picture 5. Students' language level

On language level questionnaire items, 52.9% of respondents answered elementary, 41.2% answered intermediate and only 5.9% declared themselves at the advanced level



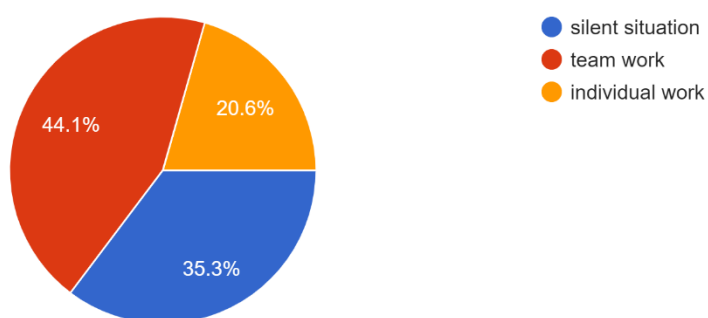
Picture 6. Well-developed English Skill

Regarding the skill aspect of the respondents who were asked which had developed well, 35.3% chose Reading, 29.4% chose Listening, 20.6% chose Speaking, and 14.7% chose Writing. This result is also supported by the results of interviews which were confirmed by the lecturer in charge of the course where student learning outcomes in Reading were on average better than the others.



Picture 7. Undeveloped English skills

On the question of skills that need to be improved, 64.7% of respondents answered Speaking which is a big challenge for learning English. Reading and Writing each 8.8% and listening 17.6% Respondents. This is reinforced by the results of interviews with supporting lecturers that students need improvement in the Speaking skill aspect. In open-ended questions regarding their knowledge regarding English structures and lexis, the majority answered they did not know, there were some who stated that English structures and lexis refer to the grammar rules and vocabulary



Picture 8. Preferred study time

In the study time preference questionnaire items, 44.1% of respondents answered they preferred team work, 35.3% preferred silent situations, and 20.6% preferred individual work. On the question of what their learning strategy was, Responses answered repetition, practice, reading and watching, and cooperation.

Means Analysis

In Mean Analysis, researchers want to investigate the facilities, equipment, learning media provided by education providers, and whether they meet the needs of students in learning ESP. based on the analysis conducted, Politeknik Negeri Media Kreatif provides a fairly spacious and comfortable study room for students, which includes a whiteboard and projector. However, unfortunately the campus does not yet provide audio-visual equipment that supports listening or watching videos in class. In addition, the language lab is also not available on this campus, even though students want a variety of learning that does not only focus on textbooks. Lecturers have so far made up for this shortcoming by providing and bringing their own speakers if there are listening activities or activities that require audio-visual equipment. This is actually quite troublesome for lecturers, because the learning support equipment should be provided by the campus. This causes audio-visual activities are rarely carried out by lecturers. In addition, to support digital learning, which is currently booming, students hope campuses and lecturers will provide ICT-based learning media. This is in line with the research (Yaumi, 2012) which states that ICT-based media is useful in improving the quality of education

CONCLUSION

In ESP courses, Need analysis is crucial for designing curriculum, compiling syllabus, determining methods and even appropriate learning media. Based on the research results obtained, the Need Analysis for the Graphic Design ESP Course based on Romanowski, the Target Situation Analysis shows that for students English is needed not only in order to study but for the demands of their world of work, they also want ESP content to be truly relevant to their major. In the Learning Situation Analysis, students state that learning ESP is to reach a good career in graphic design by having communicative and cooperative method (including discussion), and practicing assisted with audio visual media to help them mastering ESP rather than focus on the textbook.

Present Situation analysis revealed that they had learned English at Kindergarten or Elementary School. This shows that on average they have a good basic knowledge of English but need improvement in several aspects of English, especially speaking skills. Regarding the skills aspect that students already have, there are 35.3% of graphic design study program students who are known to have reading skills, 29.4% listening, 20.6% speaking, and 14.7% writing. The need of the Means Analysis exposes that students need English laboratory, audiovisual tools, and ICT-based learning media to help them accelerate ESP master in Digital era.

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