

Need Analysis on therapeutic Communication of Palliative Nursing in English for Specific Purposes (ESP)

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Abstract

English for Specific Purposes (ESP) is designed to meet student's specific needs. It deals with a need analysis. It is crucial to conduct a need analysis before designing the materials and syllabus. The material learned by students in the Academic process should correlate to the student's needs in the professional world/work world. This research is a Research and Development (R&D) which used ADDIE Model. It explored the required skills and difficulties encountered by the students in learning English, analyzed the learning materials topic that supports the profession, and the components of communicative competence need in therapeutic communication materials of palliative nursing. The data were collected through questionnaires and interviews. There were 28 nursing students and nursing lecturers. The questionnaire was distributed to students to explore their needs, while the interview was used to support data from the questionnaire. The findings indicated that since it focuses on therapeutic communication of palliative nursing, speaking skills need to train more. This skill is important as well as listening, reading, and writing. It is interconnected and can not stand alone. All of them need to be mastered by students. The material content taught needs to focus on the cases of palliative nursing, and it also must follow the steps of therapeutic communication techniques and strategies applied in daily nursing intervention procedures. Therefore ESP nursing course will support the institution in producing qualified graduates who are competent, skilled in their profession, and ready to face the international challenge.

Keywords: *ESP, Need Analysis, Therapeutic Communication, Palliative Nursing*

INTRODUCTION

The rapid development of technology requires people to master and be competent in using English. In this competitive era, people master English to demonstrate competence, compete in the international world or work overseas. Besides that, they need to have knowledge and skills for future employment (Usman & Anwar, 2021). In the nursing world, huge opportunities provided by BP2MI through the G to G (Government to Government) program and other private companies to work overseas made nursing colleges start to prepare and train students with international language skills, especially English communication skills. Communication skills become a crucial requirement in the working field. English proficiency is also seen as a necessity because workforces are becoming more international (Husna & Murtini, 2019). Therefore, nursing students must have good English competency to face this international challenge, get a better job or work overseas. The Nursing Education Core Curriculum published by the Association of Indonesian Nurses Education Institutions (AIPNI) is used as one of the guidelines for designing the syllabus and implementing the learning

process. Nursing students should master four English skills with the material substance leading to health services simulation (AIPNI, 2015). Besides that, the student's needs must be considered. The approach to learning a language based on the student's needs is known as English for specific purposes (ESP) (Hutchinson and Walter, 1994). An important point in designing ESP for determining the main and highlighting the reasons for ESP is analyzing the needs of particular students group (Dedi, 2017).

Robinson as cited in Hermawati (2016) stated that ESP learning goal orientation is more specific in the academic and professional fields. The substance of ESP is designed and developed based on the concepts of need analysis. This concept tries to connect what people need to learn in the academic field and profession. It refers to the activity involved in gathering information that will use as the basis for developing a curriculum that will meet the student's needs. Brown (2001) as cited in Putrilani et al. (2018) stated that it may be used as the foundation for determining the goal and objectives of the course, developing materials and tests as well deciding the strategies applied in the teaching and learning process. It is an integral part of curriculum development, and English materials are used as the basis for planning lessons, designing the syllabus, evaluating, developing materials, designing instructions, and developing assessments (Widodo, 2017). The purpose of need analysis is the material learned by students in the Academic process should correlate to the needs of students in the professional world/work world. Therefore, need analysis plays a crucial role in the teaching and learning process. It is used as the basis for developing goals, the objective of the course, and material development so that the learning process will equip the students with working field skills or support students' major fields.

Syukur & Nugraha (2019) Analyzed English students' needs for the nursing department. The study revealed that the needs of nursing students for ESP courses are very diverse. Students need English both for their current needs and professional career interests which will come. ESP teachers need to accommodate the student's needs and conduct a needs analysis continuously because the needs of ESP learners are always changing. While Usman & Anwar (2021) in their study evaluated the syllabus of English for specific purposes for nursing students. The results showed that the students need to learn more topics to adjust themselves in any situation and master communication skills to support them to get better careers in the future. The students also need to master four skills in English to increase their English proficiency, support their knowledge, and can cater to the demand for professional nurses in the future. While Dedi (2017) designed an English syllabus for the nursing student based on need analysis. The results showed that English is very important for their carrier, to get more information and, to get a scholarship. The language function needed by the respondents were giving directions, asking and reporting health problems, and diagnosing. The syllabus should include topics, language function, language focus, skills, competence, and teaching method and it should be based on the students' needs.

It can be seen that need analysis is crucial and need to conduct before designing the syllabus and material. Since the student's needs for ESP course is diverse, ESP teachers need to accommodate the student's needs and conduct a need analysis. ESP course should connect what students need to learn in the academic field and profession. The English syllabus and material given should accommodate their current needs and professional career so that it will support them to get better careers in the future. ESP deals with the activities of collecting information. That information is then used to shape learning goals, objectives, and developing materials so that the learning process will

meet the student's specific needs. The previous research identified the student's needs for ESP courses, it figured out the importance of language skills, English skills needed, difficulties encountered by students, preferences activities, and language functions needed by students. That basic information was then used as a cornerstone to design the English learning syllabus and learning materials.

Previously, English lecturers of ITEKES Cendekia Utama Kudus did not carry out a need analysis before designing the learning syllabus. Although the English material taught has led to a simulation of health service which is adapted from the AIPNI curriculum, they did not know properly what their student's specific needs are. The students also have low speaking capability and lack of practice because it taught only 2 credits per semester. On the other hand, the excellence of the nursing department is palliative nursing care. It deals with therapeutic communication. Therapeutic communication is professional communication that leads to the goal of healing the patient (Musliha & Fatmawati, 2010). This communication plays an important role in patient care. To strengthen this excellence and accommodate students' needs, the lecturers need to conduct a need analysis. The English syllabus and material given must support the institution to reach its vision & mission and accommodate the student's needs. So that the English learning material provided would be appropriate to students' needs, effective, and efficient. It also supported the institution in producing qualified graduates who are ready to face the international challenge

This research explored a need analysis for ESP courses but it is more specific rather than previous research. The questions related to the language function needed by students in the previous research focus on general health services like the medical profession, medicine, medical terms, hospital management, medical records, giving directions, asking and reporting health problems, diagnosing, etc. Meanwhile, this study focuses on therapeutic communication strategies of palliative nursing care as the excellence of the institution. The English material given accommodated the student's needs and also supported the vision, mission, and excellence of the institution. So that students will train properly both in their language and their excellence.

The writers conducted the research entitled Need Analysis on therapeutic communication of palliative nursing care in English for specific purposes. It explored; 1. The required skills and difficulties encountered by the students in learning English, 2. Analyzed the learning materials topic that supports the profession, and 3. The components of communicative competence need related to therapeutic communication materials of palliative nursing in English for specific purposes.

METHODS

This study design is research and development (R & D). The research used ADDIE Model, this model was applied to guide the researchers in developing materials. These are; Analysis, Design, Development, Implementation & Evaluation. In this study, the researchers only focus on the first and the second phase, which are; Analysis and Design. The upcoming phase will continue with further research.

The subject of this study was the sixth-semester students of nursing bachelor degree and the lecturers who taught therapeutic communication of palliative nursing. This subject was used because the students also studied therapeutic communication subject this semester. Therefore the students could explore their needs based on the knowledge they had.

The questionnaire and interview were used as the instrument. The questionnaire was distributed to the sixth-semester students of nursing bachelor degree by using Google form. The researchers then chose 28 students randomly. The interview has been given to 2 lecturers. The data from the questionnaire were analyzed quantitatively using Statisticanalysis (SPSS). It used a Likert scale to get information from the participants.

Table 1. Likert Scale

Score	Strength & Weaknesses Level	Importance/ Necessity Level
1	Very Weak	Very Unimportant
2	Weak	Somewhat Unimportant
3	Neutral	Neutral
4	Strong	Somewhat Important
5	Very Strong	Very Important

The data analysis technique was done by processing the results of the questionnaire.

1. The first and second questions were analyzed by looking at the percentage score, the questions were about gender and English skills level.
2. The third, fourth, and fifth questions were analyzed by looking for the mean score of each number. The questions were about Language strengths & weaknesses, the importance of language skills, and English skills needed (communicative component needed) by students.
3. The others were analyzed by looking for the frequencies of each number. The questions were about difficulties encountered by students, language function needed, and preferences for activities.

While the interview was analyzed descriptively to support the data from the questionnaire. The questions were about:

1. The most important English skill that should be mastered by students.
2. The language functions need to teach to the students to support therapeutic communication of palliative nursing in English for specific purposes.
3. The teaching and learning strategies & activities need to do to support it.

After getting the data from the questionnaire and interview, the researchers then interpreted the data to answer questions, find a discussion on it and conclude the results of the research.

RESULTS AND DISCUSSION

Analysis Phase

The first stage in the ADDIE cycle is Analysis. In this phase, the researchers gather information about student’s needs. Antony et al. (2015) as cited in Syakur et al. (2020) stated that one of the processes of material development is needs analysis. It is one of the procedures used to gather information about the students’ needs. In this research, the need analysis explored some information related to students' skill needs, difficulties encountered by students, topic materials need, learning style, and other base information. The results were then used as a cornerstone for developing the materials.

Students’ Demographic Data

The results of the questionnaire in the first question showed the students’ demographic data. The respondent is 17. 2% male and 82. 8 % female. Their English skill

level showed that 27.6 % of students are at the beginner level, while 72.4 % of students are at the intermediate level.

Table 2. Students' Demographic Data

		Amount	Percentage (%)
Gender	Male	5	17,9 %
	Female	23	82,1 %
English Skill	Beginner	8	28,6 %
	Intermediate	20	71,4 %

Student's Language strengths and weaknesses

The student's strengths and weaknesses in table 2 showed that the most powerful abilities are reading (2.97) and listening (2.90). On the other hand, the weakest are speaking (2.60) and writing (2.80). Connect to table 1 that 71.4% of students' English skill is at the intermediate level, this results showed that the student's language strengths and weaknesses are also at the fair level. It is interconnected.

Table 3. Language Strengths & Weaknesses

Skill	Mean Score
Listening	2.90
Speaking	2.60
Reading	2.97
Writing	2.80

The importance of English language skills

The results on the importance of language skills showed that all English skills are important. The most important skill is reading (3.93), vocabulary (3.83), grammar (3.83), pronunciation (3.80), then continued writing (3.79), speaking (3.77), and listening (3.77).

Table 4. The Importance of Language Skills

Skill	Mean Score
Reading	3.93
Writing	3.79
Speaking	3.77
Listening	3.77
Grammar	3.83
Vocabulary	3.83
Pronunciation	3.80

Regarding the interview result related to the most important English skill that should be mastered by students. The lecturers stated that:

"The focus of therapeutic communication is on communication to heal the patient, it should focus on speaking skills. However, reading is crucial because nursing students also need to read the international journal, write nursing documentation, or read English instructions on how to use medical equipment or medication."

“All English skills are important. The most important is students’ speaking ability. The second is reading comprehension, it is used for nursing students to read the journal.”

Chant et al. (2002) as cited in Zivanovic & Ciric (2017) stated that therapeutic communication is a form of communication that is ultimately aimed to achieve a particular therapeutic effect (assisting through communication). It is an adjective associated with the art of healing because therapeutic communication is communication designed in such a way as one of the efforts for the patient's healing process (Fitriani & Laelah, 2021). Since it focuses on communication, speaking skill is important as well as listening, reading, and writing.

English Skills Needed (Communicative Component Needed)

English skills needed by students in English subject which shown in table 4 stated that the students need all of the English skills. The most needed by students are speaking (3.77), listening (3.63), then reading and writing (3.60).

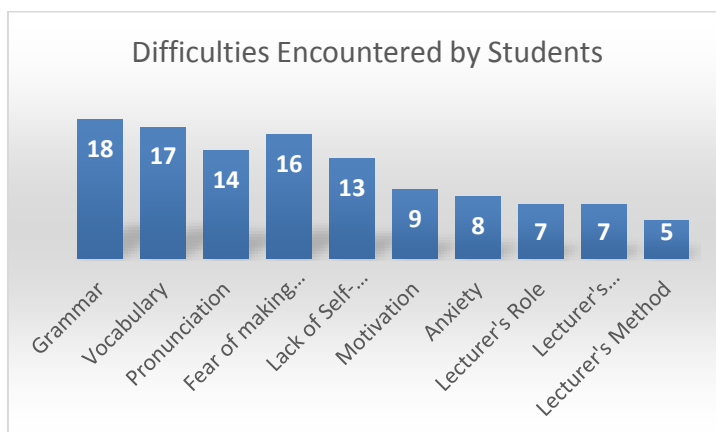
Table 5. English Skills Needed (Communicative Component Needed)

Skill	Mean Score
Listening	3.63
Speaking	3.77
Reading	3.60
Writing	3.60

The four language skills (speaking, listening, reading & writing) are the mode or manner in which language is used for communication (Richards & Schmidt, 2002). A person communicates using a language and employs a combination of these skills. In the oral language, a person receives the message by listening and responding by speaking, while in the written language, he receives the message by reading and responding by writing (Pardede, 2017). Zumam & Fujiono (2020) stated that in mastering English students need to master four skills, those are; listening, speaking, reading, and writing. Those English skills are interconnected and can not stand alone. All of them are crucial. Therefore, those English skills need to be mastered by students well

Difficulties encountered by students

In the process of learning, difficulties encountered by students were divided into; Linguistic problems and non-linguistic problems (Student’s & Teacher’s Factor). In linguistic problems, 60% of students had a problem with grammar, 56.6 % of students had a problem with vocabulary, and 46.6 % of students had trouble with pronunciation. Then, non-linguistic problems were divided into students’ factors and teachers’ factors. The problems encountered by students were; 53.3 % of students fear making mistakes, 43.3 % of students lack self-confidence, 30 % of students had problems with their motivation, and 26.6 % had problems with anxiety. While 23.3 % of students stated that their English lecturer’s role and teaching strategies did not play a role maximally, 16.6 % of students said that they had a problem with their lecturer’s teaching method.

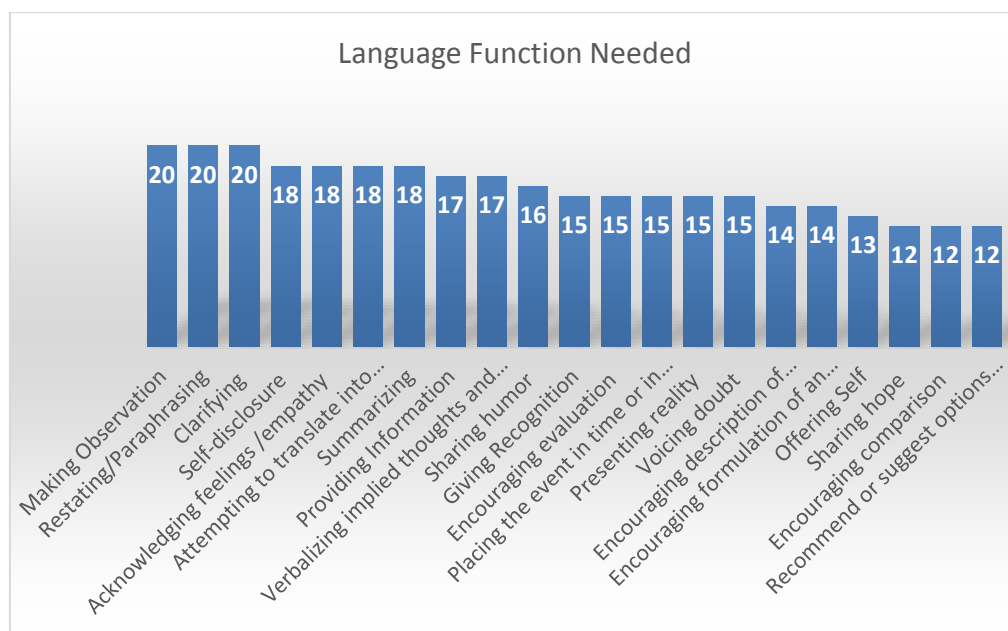


Graphic 1. Difficulties Encountered by Students

In the teaching-learning process of a foreign language, speaking skill is a productive skill and becomes the main priority that should be mastered by students. In reality, there are several difficulties encountered by students in mastering these skills as lack of motivation, student interest, and teaching technique (Akmal, 2018). This research results showed that the highest problems faced by the students are grammar, vocabulary, and pronunciation. Besides that, the students also fear making mistakes and lack self-confidence. To solve this problem the lecturers need to apply appropriate learning strategies. Learning strategies are the first step in determining the application of appropriate methods, approaches, techniques, and tactics used in managing the classroom to achieve successful language teaching and increase students' learning achievement (Tahir, 2012). The use of appropriate methods and strategies in the classroom can improve student skills and competencies according to the expected outcome (Negara, 2021). Without appropriate learning strategies, students can not improve their skills and competencies so the learning goals and objectives will not achieve maximally.

Language function needed by students

Graphic 2 showed the language function needed by students. The most needed by the students were; making an observation, restating/paraphrasing, and clarifying (66.6%), self-disclosure, acknowledging feelings/empathy, attempting to translate into feelings, summarizing (60%), providing information, and verbalizing implied thought (56.6 %), sharing humor (53,3 %), giving recognition, encouraging evaluation, placing the events in time, presenting reality, voicing doubt (50%), encouraging description of prescription and encouraging formulation (46.6%), offering self (43.3 %), sharing hope, encouraging comparison, and recommend or suggestion option (40%).



Graphic 2. Language Function Needed

Therapeutic communication is a process in which the nurse consciously influences the patient or helps the patient to better understand through verbal and non-verbal communication. In practical terms, this communication means the use of certain strategies that encourage the patient to express feelings and ideas (Hargie, 2006). Syukur & Nugraha (2019) reported that the material needed by the students in their research were related to the medical profession (nursing activities), medicine & medical terms, wards & department in the hospital, and medical records. Usman & Anwar (2021) categorize the topics related to the skill in ESP, those were; Social skills, cultural differences, interpreting medical terms, presentation skills, giving advice, and report writing. While Dedi (2017) reported that the language function needed by the respondents was giving directions, asking and reporting health problems, and diagnosing.

Since this study focuses on therapeutic communication skills of palliative nursing, the language function taught must follow the steps of therapeutic communication techniques and strategies. As stated by the lecturers below;

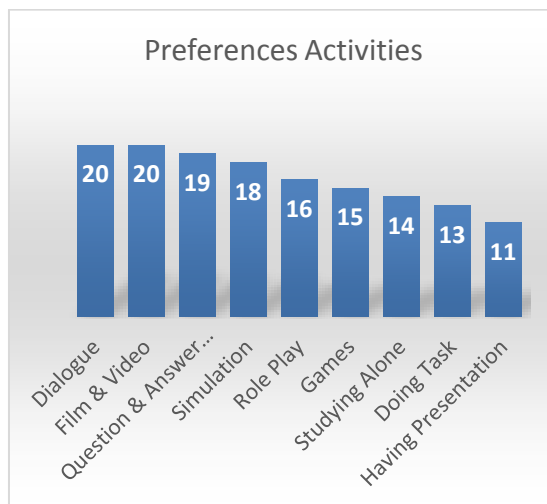
“Therapeutic communication techniques are divided into; pre-interaction, interaction, and termination. The students need to understand how to introduce themselves and convey their goals before checking the patient’s condition, making observations, expressing feelings, encouraging comparisons, etc. The materials related to that communication technique should be trained more.”

“English Language materials should be related to pre-interaction (self-analysis ability), orientation (introduction, delivery of goals, time contract, etc.), work phase (procedure implementation), and termination (evaluation of examination result) techniques.”

To reach the goals and objectives of learning, the material content should relate to palliative nursing more than health services in general. So that students will train properly both in their language and excellence. The results of students’ language function need then classified based on the therapeutic communication techniques orders confirmed by the lecturers.

Preferences Activities

Graphic 3 showed the students' preferences for activities in learning English. it showed that dialogue, film & video (66.6 %) become the activities they want to do most, then continued by the question & answer session (63.3%), simulation (60%), role play (53.3%), games (50%), studying alone (46.6 %), doing the task (43.3%), and having presentation (36.6 %).



Graphic 3. Preferences Activities

Both lecturers stated that:

“Simulation and role play are the best activities to train the students’ therapeutic communication skills.”

Role play is an activity where the students can express ideas, opinions, or feelings through words of articulation to others (Rahayu, 2015). It can be used to encourage students’ proficiency in speaking (Harmer, 2001). While Simulation is more elaborate than role play (Nunan, 2003). Hyland (1993) as cited in Murtiningsih & Kailani (2019) stated that simulation is a problem-driven activity that occurs in a clearly described realistic setting. Students are given a task to perform based on their standard operating procedure in daily nursing intervention. Although the highest score of preference activities is dialogue and film/video (66.6%), simulation techniques, and role play need to be applied more to improve student’s communication skills and prepare students for the clinical workplace. The others students’ preferred activities can be used as supplementary activities.

Design Phase

The second stage in the ADDIE cycle is Design. Mahirah & Salpidata (2018) stated that there are 6 components of blueprint design, those are; the topic of each meeting, the content of the material, primary skill, the flow of skills, scientific approach (observing, questioning, collecting information, associating, and communicating), and learning instruction (type of activity, amount of the activity in the meeting, and text structure used).

In the blueprint design, the topic material of each meeting is related to the technique and strategy of therapeutic communication skills. In the implementation, the students

not only learn about language and the useful expression of its technique but also needs to learn useful expression in the phase of pre-interaction, orientation, work phase, and termination. They also need to follow those therapeutic communication phases. Therefore it will train them both in language and their skills.

Table 6. Topic Material

Meeting 1	Sharing observation
Meeting 2	Restating / Paraphrasing
Meeting 3	Clarifying
Meeting 4	Self-disclosure
Meeting 5	Acknowledging feelings/empathy
Meeting 6	Attempting to translate into feelings
Meeting 7	Summarizing
Meeting 8	Providing information
Meeting 9	Verbalizing implied thought
Meeting 10	Sharing humor
Meeting 11	Giving recognition
Meeting 12	Encouraging evaluation

The primary skill needed to learn by students is speaking but all English skills are crucial and interconnected. Therefore, those English skills need to be mastered by students. Language knowledge like grammatical structure, vocabulary, and pronunciation also needs to be considered. Since it focuses on communication, Role play and simulation techniques should be practiced more.

CONCLUSION

English for Specific Purposes (ESP) deals with students' specific needs, and the needs vary for each student in each institution. Therefore, it is crucial to conduct a need analysis before designing the materials and syllabus. The material learned by students in the Academic process should correlate to the student's needs in the professional world/work world. It also needs to consider current students' needs and students' future needs. Since this research focuses on therapeutic communication of palliative nursing care as the institution's excellence, speaking skills need to train more. This skill is important as well as listening, reading, and writing. Those English skills can not stand alone, it is interconnected, and need to be mastered by students. The material content taught needs to focus on the cases of palliative nursing. It also needs to follow the steps of therapeutic communication techniques and strategies applied in real daily nursing intervention procedures. So ESP nursing course will support the institution in producing qualified graduates. Students are not only competent and skilled in their profession, but they are also capable to communicate using English, competitively, and ready to work in the international world.

Although this research methodology steps only focus on Analysis and Design. The blueprint design of this research will be useful for further research, students, and institution. English for Specific Purposes (ESP) especially English for nursing must conduct a need analysis before designing the syllabus and materials. It needs to consider the student's needs and support the vision, mission, and excellence of the institution. So that students will train properly both in their language and their excellence.

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