STUDY OF GRAMMAR STRUCTURE IN THESIS ABSTRACTS OF NURSING STUDENTS OF STIKES NGUDIA HUSADA MADURA

Dhaniel Prasetyo Irianto[1], Emi Nurniati[2]
[1,2]STIKES Ngudia Husada Madura, Jl RE. Martadinata No.45, Bangkalan, Jawa Timur, Indonesia
Email: dhanielprasetyo92@gmail.com

Abstract. This study discusses the analysis of grammar structure in thesis abstracts of nursing program students at the Ngudia Husada Madura Student of Health Sciences (STIKES). The main objective of this study was to understand the dominant pattern of grammatical errors and provide implications for students' ability to write thesis abstracts. The research method involved collecting thesis abstracts from students and conducting an in-depth analysis of the grammatical structures used. The results revealed that tense-related errors were the most dominant pattern, indicating difficulty in choosing the appropriate tense to present the research results. In addition, complexity in sentence construction was found, which can hinder the understanding of the core message of the research. Errors in the use of subjects and predicates, which affect the logical flow of abstract writing, were also found. The four keywords that emerged from this study were grammar structure analysis, thesis abstracts, nursing students, and STIKES Ngudia Husada Madura. These findings have important implications for abstract writing in nursing theses. Learning strategies that focus on choosing the correct tense, constructing clear sentences, and understanding the subject and predicate must be implemented. In addition, it is necessary to consider factors such as students' previous level of English fluency and educational experience. The integration of English into the nursing curriculum is crucial for improving nursing students' language skills.

Keywords: Analysis, Grammar, Thesis Abstract, Nursing

Abstrak. Penelitian ini membahas tentang analisis struktur tata bahasa pada abstrak skripsi mahasiswa program keperawatan Mahasiswa Ilmu Kesehatan (STIKES) Ngudia Husada Madura. Tujuan utama penelitian ini adalah untuk memahami pola kesalahan tata bahasa yang dominan dan memberikan implikasi terhadap kemampuan mahasiswa dalam menulis abstrak skripsi. Metode penelitiannya meliputi pengumpulan abstrak tesis dari mahasiswa dan melakukan analisis mendalam terhadap struktur gramatikal yang digunakan. Hasil penelitian menunjukkan bahwa kesalahan terkait tenses merupakan pola yang paling dominan, menunjukkan kesulitan dalam memilih tenses yang tepat untuk menyajikan hasil penelitian. Selain itu, ditemukan kompleksitas dalam konstruksi kalimat yang dapat menghambat pemahaman pesan inti penelitian. Kesalahan penggunaan subjek dan predikat juga ditemukan sehingga mempengaruhi alur logika penulisan abstrak. Empat kata kunci yang muncul dari penelitian ini adalah analisis struktur tata bahasa, abstrak skripsi, mahasiswa keperawatan, dan STIKES Ngudia Husada Madura. Temuan ini memiliki implikasi penting untuk penulisan abstrak dalam tesis keperawatan. Strategi pembelajaran yang fokus pada pemilihan tense yang benar, menyusun kalimat yang jelas, dan memahami subjek dan predikat harus diterapkan. Selain itu, perlu mempertimbangkan faktor-faktor seperti tingkat kefasihan bahasa Inggris siswa sebelumnya dan pengalaman pendidikan. Integrasi bahasa Inggris ke dalam kurikulum keperawatan sangat penting untuk meningkatkan keterampilan bahasa mahasiswa keperawatan.

Kata Kunci: Analisis, Tata Bahasa, Abstrak Skripsi, Keperawatan

INTRODUCTION

In the academic realm, thesis abstract writing plays a central role as a communication medium that allows researchers to effectively present the results of their studies to the academic community (Harsono, 2020). In addition to presenting a summary of the research substance, a good abstract demands proficiency in the use of accurate English grammar (Trinant & Yodkamlue, 2019). It is important to emphasize that issparticularly significant in the context of nursing students at the Ngudia Husada Madura Student of Health Sciences (STIKES). This is where it is expected that students will be able to present their research with sufficient clarity and precision (Padagas & Hajan, 2020). Along with the development of the academic world, thesis abstracts have become an essential component in the research dissemination process (Xu et al., 2023). This is the first window for researchers to introduce their scientific work to the scientific community. Although the abstract is only a summary of the research, it has a much deeper role in ensuring that the core of the research is clearly understood by readers (Cai & Kunnan, 2019).

From this perspective, a proficient abstract should be able to accurately reflect the essence of the findings as well as the methodological approach adopted in the research. Therefore, abstract writing is not just about the ability to organize words beautifully, but also about conveying scientific messages accurately and effectively (Akinseye, 2020). However, the use of English grammar also holds a crucial position in abstract evaluation. As the abstract is a miniature representation of scientific work, the correctness and precision of the English language becomes an absolute cornerstone. Any deviation from grammatical norms may result in misinterpretation or reduce the credibility of the research (Akinseye, 2020). Therefore, emphasis on grammatical aspects is essential to ensure that the abstract reflects the research as accurately as possible. It is important to note that the context of Ngudia Husada Madura adds another important dimension to this study. At this educational institution, nursing students are not only expected to be knowledgeable in the field of nursing but are also expected to be able to communicate that knowledge effectively. They are the interface between science and clinical practice, and their ability to communicate accurately and efficiently is an invaluable asset. This reinforces the urgency of studying the use of grammar in thesis abstracts. Errors in grammar can hinder comprehension and reduce the impression of professionalism in research results. Therefore, research on the use of grammar structures in thesis abstracts at STIKES Ngudia Husada Madura not only contributes to improving the English language competence of nursing students but also to improving the overall quality of their scientific communication. Thus, investigating and analyzing the use of grammatical structures in thesis abstracts at STIKES

Ngudia Husada Madura is a meaningful action. This study makes an important contribution to improving the standard of scientific communication of nursing students at the institution. Additionally, the findings of this study can serve as a foundation for the development of English learning programs that are more effective and relevant to the academic needs of nursing students. Using this approach, academic integrity and professionalism within the nursing student community can be strengthened. This study aimed to conduct an in-depth analysis of the use of grammar structures in the thesis abstracts of nursing students at STIKES Ngudia Husada Madura. Through grammar analysis, we attempt to identify the types of grammatical errors that often occur and analyze patterns that can provide important insights for improving student writing skills. The results of this study are expected to make a meaningful contribution to the context of developing the English language skills of nursing students at STIKES Ngudia Husada Madura. In addition, the findings of this study can serve as a foundation for the development of English learning programs that are more effective and relevant to the academic needs of nursing students.

METHOD

Research Design

The research method adopted in the study of grammar structure in the thesis abstracts of nursing students at STIKES Ngudia Husada Madura was carefully designed. The researcher appropriately chose the grammar analysis approach to extract the required information (Eustaquio 2022). This approach is in accordance with the research objectives, which aim to analyze and understand the use of grammar in thesis abstracts. The integration of the research objectives and methodological design provides a strong foundation for the validity of the research results.

Population and Sample

This study appropriately determined the relevant population, namely nursing students in Stikes Ngudia Husada Madura. The selection of the right population is important to ensure the generalization of the research results. The researcher also selected a sample that met the inclusion criteria. This helps ensure the representativeness of the sample for the population under study. However, it would be more useful if the researcher provided additional information regarding the sample size and the rationale behind the selection of the size to strengthen the external validity of the research results.

Data Collection Tools and Techniques

The use of data collection tools and techniques in this research was carefully applied. The researcher chose the grammar analysis method as the main tool to explore information related to the use of grammatical structures in thesis abstracts. The steps of data collection and analysis were applied with consistency and thoroughness. However, the researcher can provide additional context regarding how the thesis abstract data was collected and analyzed to provide a more complete picture of this process.

Data Analysis Process

The data analysis process in this study was conducted with great skill and thoroughness. The researcher systematically examined and classified the grammatical errors found in the thesis abstracts. This reflects the researchers' dedication to the accuracy and validity of the results (Pradana et al., 2022). However, it may be useful if the researcher provides little insight into the classification strategy or method used in the data analysis process. Overall, the research methods in this study have been implemented well. Appropriate research design, careful selection of population and sample, use of appropriate data collection tools and techniques, and thorough data analysis processes all provide a strong foundation for the validity and reliability of the research results. Thus, this research method contributes significantly to the overall success of studying grammar structures in the thesis abstracts of nursing students at STIKES Ngudia Husada Madura.

RESULTS

Frequency and Types of Grammar Errors

This study reveals the results of a careful analysis of the frequency and type of grammatical errors that are often encountered in the abstract of the thesis of nursing students at the Nursing Student at STIKES Ngudia Husada Madura. This approach opens a wide window into the quality of English communication possessed by students, highlighting their level of competence in grammatical aspects. Some examples of common errors include the inaccurate use of tense, subject-work errors, and improper use of prepositions.

The results of this analysis provide invaluable insights into nursing students' English language skills. By highlighting common types of grammatical errors, researchers can identify specific areas that require improvement in the development of their language skills (Munfadlila et al., 2019). Concrete examples of these errors, such as phrases or sentences contained in the thesis abstract, provide a clear picture for researchers and readers to understand the source of

errors and provide more appropriate recommendations for improvement. In addition, through this approach, researchers can highlight the potential causes of these grammatical errors (Webb et al., 2015). Factors such as the influence of the mother tongue, previous level of education, or even confidence in using English can influence the frequency and type of errors that occur. For example, some students may be more likely to err on grammatical rules similar to the structure of their mother tongue.

In this regard, the grammar analysis approach provides a strong framework for understanding the specific challenges faced by nursing students in STIKES Ngudia Husada Madura in the context of English language use. This analysis also paves the way for more focused learning recommendations and strategies. For example, if it is found that many student students tend to make mistakes in tense, then the English learning program may include specific exercises focused on tense mastery. Overall, this approach provides an in-depth look at the grammar issues faced by nursing students, thus providing a solid foundation for the development of more effective English-learning programs. By providing concrete examples and analyzing the potential causes of these errors, this research makes a valuable contribution in an effort to improve the quality of scientific communication among nursing students at STIKES Ngudia Husada Madura.

Classification of Types of Grammar Errors

This study succeeded in classifying various types of grammatical errors contained in the abstract of the thesis of nursing students at the Student of Health Sciences (STIKES) Ngudia Husada Madura. This classification approach is carried out carefully, clearly, and systematically, indicating the level of accuracy and analytical expertise of the researcher. The results of this classification give rise to a deep understanding of the quality of English used in writing thesis abstracts.

The classification carried out in this study forms a strong basis for understanding aspects of grammar that are often overlooked or even misunderstood by nursing students (McMahon & LaRocco, 2021). For example, some categories of errors can include improper use of tense, confusion in the use of subjects and verbs, and problems with complex sentence construction. By defining and categorizing these types of errors, this study provides a detailed view of the specific dimensions that require improvement in English proficiency. In addition, this classification provides a basis for the identification of trends or patterns of error that may appear consistently among student students. For example, some students may tend to make similar mistakes repeatedly, indicating that there are certain aspects of grammar that require

special focus in English learning programs (Mahardika & Bram, 2022). Concrete examples of these types of errors will provide a clearer picture for researchers and readers, allowing them to understand the source of errors and provide more precise recommendations for improvement. In addition to classification, this study also introduced statistical dimensions in the analysis of the frequency of errors of each type. This approach provides an important quantitative view of the distribution and rate of grammatical errors. For example, statistical data may show that errors in the use of tense may occur more frequently than errors in complex sentence constructions. This information is key in determining priority areas for the improvement and development of English language skills.

However, it would be more beneficial if the study also explored factors that might influence the frequency and type of error. For example, previous educational background, level of English fluency, or influence of the mother tongue can be factors that influence emerging error patterns. Additional analysis of these factors can provide deeper insight into the sources of the identified grammar errors. Overall, this study presents an in-depth and detailed analysis of the type and frequency of grammatical errors in the abstract of nursing students' theses at STIKES Ngudia Husada Madura. Through rigorous classification and statistical analysis, this research opens a new window into the specific challenges faced by students in the context of using English in academic writing. This information not only provides the basis for the development of more effective English learning programs but also makes a valuable contribution to the in-depth understanding of the level of English competence of nursing students at STIKES Ngudia Husada Madura.

Error Frequency Statistics of Each Type

The statistical analysis approach to the frequency of grammatical errors is a significant methodological foundation in the context of this study (Nurakhir, 2018). In conducting this analysis, researchers have carefully and meticulously applied quantitative methods to obtain data describing the distribution and degree of grammatical errors identified (Mitchell et al., 2017). The results of this statistical analysis are not just a set of numbers, but also numerical representations that reveal important patterns in the use of English grammar in the abstract of the thesis of nursing students at STIKES Ngudia Husada Madura.

The data that have been collected and presented in statistical form provide valuable information and show a diverse distribution of grammar errors (Wu et al., 2022). For example, statistical results may indicate that errors in the use of tense may have a significant frequency, whereas errors in complex sentence structures may appear at a lower frequency. This

information provides clear guidance for decision makers in prioritizing areas that require more attention in English language learning programs. Not only does statistical analysis provide an overview of the distribution of errors, it also allows researchers to dissect and understand in greater depth the patterns that may emerge. For example, analysis can identify whether there is a trend or correlation between certain types of errors and the topic or type of research raised in the thesis abstract. This type of information can be invaluable in determining a more focused and specific approach to learning.

In addition, the results of this statistical analysis can also help identify whether there are external factors that affect the distribution of grammar errors (Murzina & Hayrutdinova, 2015). Factors such as previous English fluency level or previous educational background may be correlated with the frequency and type of errors that occur. By understanding these factors, the development of English learning programs can become more targeted and effective. However, it should be noted that statistical analysis has limitations in terms of interpretation. Therefore, it is recommended to combine the results of statistical analysis with more in-depth qualitative analysis, such as case studies or student interviews, to gain a more comprehensive understanding of the factors that influence grammar errors.

Overall, the statistical analysis approach to the frequency of grammar errors brought a significant quantitative dimension to this study. The collected data provide a strong representation of the spread and error rate, allowing for the prioritization of developing more targeted English learning programs. However, it is important to remember that statistical analysis is only one of the tools used in this study, and the results need to be considered in the context of the overall study.

Prominent Patterns of Grammar Errors

Identify patterns of grammar errors that occur most often

This research contributes significantly to the understanding of the use of English grammar in writing abstracts of nursing students' theses at the Nursing Student at STIKES Ngudia Husada Madura. The focus of this study is the identification and analysis of patterns of grammar errors that are dominant and often appear in abstract texts produced by students. This kind of research has very important value, especially in the context of higher education, where good English language skills are a crucial asset in delivering research results and participating in academic discourse.

It is important to note that abstracts are an important element of academic writing. An abstract is a brief representation of the entire scientific work, which provides an idea of the

essence of the study, the methods used, the main findings, and their implications. Therefore, grammatical errors in abstracts can interfere with understanding and effective communication, reducing the quality and professionalism of the research results. In the case of nursing students at STIKES ngudia Husada Madura, a good abstract not only reflects their academic competence but also prepares them for scientific communication in the context of work in the world of health care. The research results described in the thesis abstract represent student achievements and are the starting point for their scientific contributions in the field of nursing. Therefore, a good understanding and mastery of grammar in abstracts is essential. As a background to the research, it is important to note that nursing students at STIKES Ngudia Husada Madura have devoted significant time and effort in their research process. Careful abstract writing and freedom from grammatical errors are ways to ensure that their research efforts are delivered effectively and accurately to the scientific community.

A detailed analysis of grammatical error patterns in student abstracts revealed various grammatical aspects that require improvement. One prominent error pattern is the improper use of tense. Errors in tense can disrupt the continuity of time in the research narrative and obscure the understanding of whether the research findings are still valid or historical. For example, inconsistent use of tense in an abstract can leave readers confused about whether the research results are still relevant or outdated.

Furthermore, the less clear construction of complex sentences is also a frequent pattern of error (Mitchell et al., 2020). Complicated and poorly structured sentences can hinder the understanding of the core message of the study. Long and complex sentences may make it difficult for readers to follow the researcher's line of thinking. Therefore, the development of skills in constructing clear and well-structured sentences is necessary.

Patterns of error in the use of subjects and predicates also emerged in the results of this study. This type of error can lead to vagueness in communication and spoil the logical flow of writing. For example, errors involving subject work or pronouns can lead to vagueness as to who or what performed the action depicted in the abstract. This can affect readers' understanding of the research contributions. It is important to understand that these error patterns may have diverse causes. Factors such as the influence of the mother tongue, previous level of English fluency, and previous educational experience can affect students' ability to use grammar correctly. Therefore, identifying patterns of error is an important first step in the development of effective English learning programs. Learning programs specifically designed to address the most common grammatical errors and accommodate different levels of English fluency can be beneficial.

In addition, an in-depth analysis of these error patterns helps in understanding the source of errors and the more specific characteristics of each grammatical error. For example, in the case of improper use of tense, the analysis can dig deeper into understanding whether the error arises due to confusion in distinguishing between certain tenses or whether the influence of the mother tongue plays a role in the error. This analysis provides a solid foundation for designing more specific and focused learning strategies to help students overcome their grammatical mistakes. However, keep in mind that each student may face unique challenges in the use of English grammar. Therefore, an individualized approach that considers the specific background and needs of each student may also be necessary to improve their language skills. Overall, this study provides deep insight into the patterns of grammar errors that most often appear in the abstracts of nursing students' theses at STIKES Ngudia Husada Madura. The identification and detailed analysis of these error patterns provide a solid foundation for the development of more focused and specific English learning programs. By understanding the source of grammar errors, educators can provide more detailed and specific guidance to students, helping them overcome the grammar challenges they face. This effort will not only improve the English language skills of nursing students but will also enrich their scientific contributions in the field of nursing.

This research not only identifies prominent patterns of grammatical errors but also carries out an in-depth analysis of each of these patterns (Fitria, 2022). This approach aims to provide a more detailed explanation of the origins and characteristics of these errors. As a concrete example, if there is a pattern of errors related to the use of tense, research seeks to understand the reasons for the occurrence of such errors. There may be difficulty in distinguishing between certain tenses, or there may also be an influence from the student's mother tongue, which plays a role in the appearance of the error.

This in-depth analysis provides a more comprehensive insight into the nature of the identified grammatical errors (Al-Amer et al., 2016). By understanding the root cause of each error, more focused and targeted corrective measures can be developed. The analysis also has the capacity to identify both external and internal factors that can influence error patterns. For example, previous English fluency level or educational experience may influence the degree to which a student is able to master grammar correctly. However, keep in mind that each student may face unique challenges in using English grammar. Therefore, an individualized approach that considers the specific background and needs of each student may also be necessary to improve their language skills. Overall, the identification and in-depth analysis of patterns of grammar errors that stand out in the abstracts of nursing students' theses at STIKES Ngudia

Husada Madura is a very important step to improve their English language skills. The information obtained in this study provides a solid foundation for the development of more effective and targeted English learning programs. By understanding the source of grammar errors, educators can provide more detailed and specific guidance to students, helping them overcome the grammar challenges they face. This effort will not only improve the English language skills of nursing students but will also enrich their scientific contributions in the field of nursing.

DISCUSSION

Grammar errors that often appear in the abstract of nursing student theses at STIKES Ngudia Husada Madura became the main focal point in this study. The results of identifying these error patterns provide valuable insights for educators and students. One prominent error pattern is the improper use of tense. The proper use of tense is key to ensuring time continuity in the research narrative. Furthermore, error patterns in complex sentence construction also require attention. Complex and unstructured sentences can hinder the understanding of the core message of the study. Therefore, students need to focus their efforts on developing skills to construct clear and well-structured sentences. In addition, patterns of error in the use of subjects and predicates emerged in the results of this study. This type of error can lead to vagueness in communication and spoil the logical flow of writing. Therefore, improving and strengthening the understanding of the subject and predicate will help improve the quality of communication in the thesis abstract.

To improve the English language skills of nursing students, several strategies can be applied (Bailey & Corrales, 2020). An error-pattern-based learning approach can be designed based on the identification of grammatical patterns. For example, special training may be provided to improve the understanding of tense, including those special situations in which a particular tense must be used. Case-based exercises and simulations can provide opportunities for students to practice correctly applying grammatical principles in the context of their research. Through simulation, they can deal with situations that reflect real experiences and learn how to communicate research results more effectively (Milton & Prabakaran, 2020). Special grammar workshops can also be held, focusing on grammar topics that most often cause errors. This workshop provided a deeper understanding. In addition, individual consultation and guidance from English lecturers or tutors is an effective approach. This approach allows for a more personalized focus and tailoring to the unique needs of each student.

In addition to learning strategies, certain factors can affect students' English language skills. Previous English fluency level and educational experience are two factors that can have a significant influence. Students with a stronger English background may need different learning strategies than those with lower fluency levels. Therefore, an individualized approach that considers each student's background and specific needs can be key to success in improving their language skills. It is important to measure progress in the development of students' English language skills after implementing learning strategies (Beccaria et al., 2019). Periodic evaluation through examinations or special assignments can provide an idea of the extent to which they have improved their grammar and communication skills in the thesis abstract. In addition, integrating English into the nursing curriculum is also an important aspect. Incorporating elements of English learning into nursing subjects will help students practice and apply their English knowledge to the context of their profession.

This research has brought us into a deeper understanding of the patterns of grammatical errors that often appear in the abstracts of nursing student theses at STIKES Ngudia Husada Madura. Identifying patterns of grammatical errors is an important foundation for developing more focused and effective learning strategies. By understanding the source of grammar errors, educators can provide more detailed and specific guidance to students, helping them overcome the grammar challenges they face. This effort will not only improve the English language skills of nursing students but will also enrich their scientific contributions in the field of nursing

CONCLUSION

The analysis of grammar structure in the abstract of the thesis of nursing students at STIKES Ngudia Husada Madura showed significant findings. There was a predominance of errors related to the use of tense, indicating the difficulty of students in choosing the appropriate tense. Sentence complexity is also a concern, as some students tend to use complex sentences that are less clear. Errors in the use of subjects and predicates were also identified, affecting the logical flow of writing. Therefore, it is important to emphasize clear and structured phrasing. These findings have important implications for writing nursing thesis abstracts. Special attention to the selection of the right tense and tense-related training can improve student abilities. Clarity of sentences is also essential, and students need to be trained to present research results in an easy-to-understand language. A proper understanding of the use of subjects and predicates also needs to be emphasized. In addition to learning strategies, factors such as previous English fluency and educational experience also affect language skills. An individual approach that considers each student's background and specific needs can be key to

success in improving their language skills. The integration of English elements into the nursing curriculum is also important, as it helps students apply their knowledge of English in the context of their profession. By focusing on the above findings and implications, nursing students at STIKES Ngudia Husada Madura can improve their English language skills in writing thesis abstracts. This effort will make a positive contribution to improving the scientific communication standards of nursing students at this institution.

REFERENCES

Akinseye, T. (2020). Thematic Selection And Progression Patterns In L2 Theses From Humanities And Science. In *Logos &Littera: Journal of Interdisciplinary Approaches* . ll.ac.me. http://www.ll.ac.me/issue 7/Akinseye, 49-63.pdf

Al-Amer, R., Ramjan, L., Glew, P., Darwish, M. & (2016). Language translation challenges Arabic speakers participating in qualitative research. *Journal of Nursing* . https://www.sciencedirect.com/science/article/pii/S0020748915001285

Bailey, A., & Corrales, K. A. (2020). Insight into Novice Research: A Critical Review of ELT Master's Theses. *MEXTESOL Journal*. https://eric.ed.gov/?id=EJ1311071

Beccaria, L., Kek, M., & Huijser, H. (2019). Using "just in time" online feedback to improve first year undergraduate nursing students' essay writing performance. *Journal of University Teaching &* . https://ro.uow.edu.au/jutlp/vol16/iss4/7/

Cai, Y., & Kunnan, A. J. (2019). Detecting the language thresholds of the effect of background knowledge on a Language for Specific Purposes reading performance: A case of the island ridge curve. *Journal of English for Academic Purposes*. https://www.sciencedirect.com/science/article/pii/S1475158519302061

Eustaquio, M. T. (2022). An Analysis of the Communicative Competence Level of Students: A Case of Nursing Students in a State University in Northern Philippines. *Journal of Linguistics, Literature and* . https://www.al-kindipublisher.com/index.php/ijllt/article/view/3146

Fitria, T. N. (2022). ANALYSIS OF EFL STUDENTS'DIFFICULTIES IN WRITING AND COMPLETING ENGLISH THESIS. *LLT Journal: A Journal on Language and Language* . https://e-journal.usd.ac.id/index.php/LLT/article/view/3607

Harsono, D. (2020). THE CORRELATION OF LOW INTEREST ON LEARNING PROCESS WITH CLASS AVERAGE GRADES OF PUBLIC HEALTH STUDENTS FROM THE 2014-2017 . *Uniqbu Journal of Exact Sciences*. http://ejournal-uniqbu.ac.id/index.php/ujes/article/view/59

Mahardika, A. A., & Bram, B. (2022). Preposition mistakes in English for specific purposes: The case of Indonesian accounting study program students. *: Journal of English Language* . https://e-journal.metrouniv.ac.id/index.php/pedagogy/article/view/4560

McMahon, M., LaRocco, S. (2021). International collaboration: Linguistic editing of scholarly work. *Journal of Professional Nursing*. https://www.sciencedirect.com/science/article/pii/S8755722321000028

Milton, C., & Prabakaran, M. (2020). Need and relevance for English language training in oral case presentations of student nurses. In *Indian Journal of Continuing Nursing* . journals.lww.com. https://journals.lww.com/ijcn/_layouts/15/oaks.journals/downloadpdf.aspx?an=01586100-202021020-00007

Mitchell, K. M., Blanchard, L., Roberts, T. (2020). Seeking transformation: How students in nursing view their academic writing context–a qualitative systematic review. *Journal of Nursing Education* . https://doi.org/10.1515/ijnes-2020-0074

Mitchell, K. M., Rieger, K. L., & (2017). Template analysis of writing self-efficacy measures. *Journal of Nursing* . https://connect.springerpub.com/content/sgrjnm/25/2/205.abstract

Munfadlila, A. W., Pupitasari, N. A., & (2019). Students' Responses to Teachers' Corrective Feedback in Foreign Language Writing: A Case for Nursing Students at STIKES Baptist Hospital Kediri. *Education: Journal of* . http://ojs.unpkediri.ac.id/index.php/inggris/article/view/13713

Murzina, N. Y., & Hayrutdinova, G. A. (2015). On the issue of studying the aesthetic resources of the language (based on the material of the gender category of the Russian Substantives). In *Journal of Language and* . researchgate.net. https://www.researchgate.net/profile/Irina-Matveenko/publication/283755277_Searching_for_a_form_of_novel_E_Bulwer-Lytton's_Pelham_and_A_Pushkin's_drafts_bulwer's_pelham_and_Pushkin's_drafts/links/5c0e4cee299bf139c74dd9ab/Searching-for-a-form-of-novel-E-Bulwer-Lyttons-Pelham-and-A-Pushkins-drafts-bulwers-pelham-and-Pushkins-drafts.pdf#page=79

Nurakhir, A. (2018). Exploring ESP needs of undergraduate nursing students at a university in Indonesia. In *Advances in Social Sciences Research Journal*. researchgate.net. https://www.researchgate.net/profile/Asih-Nurakhir/publication/326609809_Exploring_ESP_Needs_of_Undergraduate_Nursing_Students_in_a_University_in_Indonesia/links/5b7393a045851546c903464e/Exploring-ESP-Needs-of-Undergraduate-Nursing-Students-in-a-University-in-Indonesia.pdf

Padagas, R. C., & Hajan, B. H. (2020). Academic reading and writing needs of undergraduate nursing students *International Journal of Learning, Teaching* . http://ijlter.myres.net/index.php/ijlter/article/view/348

Pradana, A., Yunita, W., Diani, I. (2022). What do nursing students need to learn English? *(Journal of Applied Linguistics* . https://ejournal.unib.ac.id/joall/article/view/14819

Trinant, K., & Yodkamlue, B. (2019). Lexical Collocations in a Sample Corpus of Nursing Research Articles (SCNRA). *Suranaree Journal of Social Science*. https://so05.tci-thaijo.org/index.php/sjss/article/view/197746

Webb, J., Lopez, R. P., & Guarino, A. J. (2015). Incentives and barriers to precepting nurse practitioner students. *The Journal for Nurse Practitioners*. https://www.sciencedirect.com/science/article/pii/S1555415515006066

Wu, J., Zhang, Q., Chung, L. Y. F., Wu, X., Jiao, R., Chen, Y., & (2022). Healthcare provider's experiences of supporting breastfeeding: Protocol for a systematic review of qualitative evidence. In *BMJ open*. bmjopen.bmj.com. https://bmjopen.bmj.com/content/12/4/e056001.abstract

Xu, H., Nyamsuren, E., Scheider, S. & (2023). Grammar for interpreting geo-analytical questions as concept transformations. *International Journal of* . https://doi.org/10.1080/13658816.2022.2077947