

Need Analysis of English for Specific Purposes (ESP) for Grade X Science Students in Jakarta and Bogor

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ABSTRACT

English for Specific Purposes (ESP) plays an important role in helping students develop language skills that are relevant to their academic needs and future goals. Therefore, conducting a needs analysis is essential to identify learners' necessities, wants, and lacks in learning English. This study aimed to analyze the English learning needs of Grade X Science students in Jakarta and Bogor. The study employed a descriptive research design involving 28 respondents. Data were collected through questionnaires and semi-structured interviews and were analyzed using percentage analysis.

The findings revealed that most students learn English primarily for educational purposes and consider English important for their future academic and professional development. Speaking was identified as the most important language skill as well as the skill students most wanted to improve.

However, speaking was also perceived as the most challenging skill. The results further showed that students preferred interactive learning activities, such as games, role-play activities, and video-based learning. In addition, entertainment, daily-life topics, and science-related topics were considered the most interesting learning topics. Social media was identified as the most preferred learning medium, while a relaxed and interactive classroom atmosphere was considered the most favorable learning setting. Furthermore, students expected teachers to be friendly, supportive, and communicative throughout the learning process.

Based on these findings, it can be concluded that English instruction for Science students should be designed according to learners' specific needs, preferences, and learning characteristics. Integrating communicative activities, relevant learning content, and technology-based media may enhance students' motivation, engagement, and communicative competence. The findings of this study are expected to provide useful insights for teachers and material developers in

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designing more effective ESP-based English learning programs for senior high school students.

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INTRODUCTION

English plays a significant role in supporting students' academic development and preparing them for future educational and professional opportunities. In senior high school, English is not only used as a communication tool but also as a medium for accessing knowledge and information from various fields of study. For Science students, English becomes increasingly important because many scientific textbooks, articles, journals, and digital learning resources are written in English. Therefore, English learning for science students should not merely focus on general communication skills but also support students in understanding scientific concepts and communicating scientific ideas effectively. In this context, English learning should be designed to meet the academic needs and learning purposes of students in the science stream.

English for Specific Purposes (ESP) is considered an appropriate approach to support students' specific academic needs. ESP focuses on developing language skills based on learners' goals, interests, and future purposes. Hutchinson and Waters (1987) explain that ESP is an approach to language teaching that is centered on learners' needs. In addition, Dudley-Evans and St John (1998) state that ESP is designed to meet the specific needs of learners in particular disciplines or professional fields. Therefore, teachers need to identify students' learning needs before designing English materials and classroom activities. Through ESP, English instruction for science-stream students can be adjusted to help students understand scientific texts, participate in classroom discussions, and express scientific ideas more effectively.

However, English instruction in many senior high schools still tends to apply general English materials that may not fully reflect students' academic backgrounds and learning expectations. As a result, the learning process may become less relevant to students' actual needs and interests. Richards (2001) emphasizes that needs analysis is an essential process in designing language courses because it helps identify learners' necessities, lacks, and wants. By conducting a needs analysis, teachers are able to understand students' learning objectives,

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difficulties, preferred learning activities, and language skills that need to be improved. Consequently, English learning materials can be designed more effectively and appropriately according to students' academic contexts.

The preliminary findings of this study indicate that most Science students learn English primarily for educational purposes and consider English important for their future academic development. The findings also reveal that students need mastery of the four language skills, with speaking identified as the most important skill. However, speaking is also considered the most difficult skill by many students. In addition, students show strong interest in interactive learning activities such as games, role play, group discussions, and the use of social media as learning media. These findings suggest that science-stream students require English learning that is communicative, practical, and closely connected to their learning preferences and academic needs.

Based on these considerations, this study aims to analyze the English learning needs of Science students in senior high school. The study involves 28 respondents and focuses on identifying students' learning goals, preferred language skills, learning difficulties, and expected classroom activities. The results of this study are expected to provide useful insights for teachers in designing English learning materials and classroom activities that are more relevant, engaging, and appropriate for Science students.

RESEARCH METHOD

This study employed a descriptive research design. The participants consisted of Grade X Science students from senior high schools in Jakarta and Bogor. From a total population of 28 students, 10 students were selected as the sample. The data were collected through questionnaires and semi-structured interviews. Based on Michael Quinn Patton Marshall and Rossman (2016), the interviews were conducted to explore the participants' views, experiences, and meanings. After the data were collected, the results were analyzed quantitatively using percentage analysis adapted from Fred N. Kerlinger Kerlinger (2000) to interpret the questionnaire results.

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RESULT AND DISCUSSION

Table 1 The Percentage of Students Respond on Necessities

Table 1 presents students' necessities in learning English, including their learning goals, perceptions of the importance of English, and language skills needed to support their academic studies. The findings show that the majority of students (64.3%) learn English primarily for educational purposes. This result indicates that

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English is viewed as an important subject that supports students' academic success, particularly in understanding learning materials and preparing for higher education. Meanwhile, only a small percentage of students learn English for occupational purposes (21.4%), daily communication (3.6%), entertainment (3.6%), interpersonal networking (3.6%), or examination purposes (3.6%). These findings suggest that students currently prioritize academic needs over social or professional needs.

Regarding the importance of English, 71.4% of students stated that English is important for their future, while 17.9% considered it important and 10.7% regarded it as fairly important. This demonstrates that students have a positive perception of English and recognize its value for future educational and career opportunities. Such awareness may contribute positively to students' motivation to learn English.

In terms of learning needs, speaking was identified as the most important skill, with 60.7% of students indicating that they need speaking skills to support their major. This finding reflects students' desire to communicate effectively and express ideas confidently in academic and social contexts. Furthermore, 57.1% of students emphasized the importance of mastering the four language skills, namely listening, speaking, reading, and writing. Meanwhile, reading and writing skills received lower percentages (17.9% and 21.4%, respectively). These results indicate that although students recognize the importance of all language skills, they place greater emphasis on speaking ability. Therefore, English learning materials should provide more opportunities for communicative activities while maintaining balanced development of all language skills.

Table 2 The Percentage of Students Respond on Wants

Aspect	Items	Descriptions	Percentage
Wants	Skill Preference	Students want to improve speaking skill	94.6%
		Students want to improve their reading skill	32,1%
		Students want to improve their writing skill	14,3%
		Students want to improve their listening skill	25,0%
	Learning Activity	Students prefer games as	71.4%

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		learning activities	
		Students prefer watching videos as learning activity in English classes	42,9%
		Students prefer listening activities in English classes	39,3%
		Students prefer experimental or hands on activities in English classes	28,6%
		Students prefer presentation activities in English classes	21,4%
		Students prefer role play activities in English classes	10,7%
		Students prefer discussion activities in English classes	21,4%
	Topic Preference	Students choose entertainment as the most interesting topic	75%
		Students are interested in English topics related to their major	35,7%
		Students are interested in English topics related to daily life	46,6%
		Students are interested in technology-related English topics	28,6%

		Students are interested in culture related English topics	32,1%
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Table 2 presents students' wants in learning English, including their preferred language skills, learning activities, and topics. The findings reveal that speaking is the skill that students most want to improve, with 94.6% of respondents selecting this option. This percentage is considerably higher than those for reading (32.1%), listening (25%), and writing (14.3%). The result indicates that students perceive speaking as the most valuable skill for their current and future needs. It also suggests that students may feel that their speaking ability has not yet developed sufficiently and therefore requires greater attention in English classes.

Regarding learning activities, games were the most preferred activity, chosen by 71.4% of students. Watching videos was selected by 42.9% of students, while listening activities (39.3%), experimental activities (28.6%), discussions (21.4%), presentations (21.4%), and role-play activities (10.7%) received lower percentages. These findings suggest that students prefer enjoyable and interactive learning experiences that encourage active participation rather than traditional teacher-centered instruction. Games and multimedia-based activities may help reduce anxiety and increase motivation in learning English.

In terms of topic preference, entertainment was identified as the most interesting topic by 75% of students. Daily-life topics (46.6%) and topics related to students' major (35.7%) also attracted considerable interest. Meanwhile, technology-related topics (28.6%) and culture-related topics (32.1%) were less preferred. These results indicate that students tend to engage more with topics that are familiar and relevant to their personal experiences. Therefore, English learning materials should incorporate interesting and relatable topics while gradually introducing academic content related to students' field of study.

Table 3 The Percentage of Students Respond on Lack

Aspect	Items	Descriptions	Percentage
Lack	Common difficulty in learning English	Students struggle with grammar	35.7%
		Students struggle with self confident	32,1%
		Students struggle with vocabulary	14,3%
		Students struggle with pronunciation	14,3%

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		Students struggle with understanding text or audio	3,6%
	The most challenging skill	Students consider speaking as the most difficult skill	57.1%
		Students consider reading as the most difficult skill	14,3%
		Students consider writing as the most difficult skill	10,7%
		Students consider listening as the most difficult skill	17,9%
	Self Confidence	Students feel fairly confident using English	3,6%
		Students feel quite confident using English	64,3%
		Students feel less confident using English	28,6%
		Students do not feel confident using English	3,6%

Table 3 presents students' lacks or difficulties in learning English. The findings show that grammar is the most common difficulty, experienced by 35.7% of students. Self-confidence is the second most common challenge (32.1%), followed by vocabulary (14.3%) and pronunciation (14.3%). Only 3.6% of students reported difficulties in understanding texts or audio materials. These results indicate that students' difficulties are not solely related to linguistic knowledge but are also influenced by psychological factors, particularly confidence when using English.

Furthermore, speaking was identified as the most challenging language skill by 57.1% of students. Listening was selected by 17.9%, reading by 14.3%, and writing by 10.7%. This finding is consistent with the results in Table 2, where speaking was also the skill students most wanted to improve. The consistency of

these findings suggests that speaking is both the most needed and the most problematic skill for students. Difficulties in speaking may stem from limited vocabulary, grammatical uncertainty, pronunciation problems, and fear of making mistakes.

Despite these challenges, students generally demonstrate a positive level of confidence. Most respondents (64.3%) reported feeling quite confident in using English, while 3.6% felt very confident. However, 28.6% still felt less confident, and 3.6% reported having no confidence at all. These findings indicate that although students face several learning difficulties, they still possess a positive attitude toward English learning. Therefore, teachers should create supportive learning environments that encourage students to practice speaking without fear of making mistakes.

Table 4 The Percentage of Students Respond on Input

Aspect	Items	Descriptions	Percentage
Input	Learning Activity	Students prefer role play activities	39.3%
		Students prefer watching video	28,6%
		Students prefer reading text	14,3%
		Students prefer listening audio	3,6%
		Students prefer combination activities	14,3%
	Learning Media	Students consider social media as the most helpful learning medium	42.9%
		Students consider textbook as the most helpful learning medium	21,4%
		Students consider learning app as the most helpful learning medium	10,7%
		Students consider YouTube as the	17,9%

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		most helpful learning medium	
		Students consider learning website as the most helpful learning medium	7,1%

Table 4 presents students' preferences regarding the input they expect in English learning. The findings indicate that role-play activities are the most preferred learning activity, selected by 39.3% of students. Watching videos was preferred by 28.6%, while reading texts and combination activities each received 14.3%. Listening to audio recordings was selected by only 3.6% of students. These results suggest that students prefer learning activities that allow them to actively use English rather than passively receive information. Role-play activities provide opportunities for students to practice communication skills in realistic situations and may help improve both fluency and confidence.

Regarding learning media, social media was considered the most helpful medium by 42.9% of students. Textbooks were selected by 21.4%, YouTube by 17.9%, learning applications by 10.7%, and learning websites by 7.1%. These findings indicate that students are highly familiar with digital technology and prefer learning resources that are easily accessible and engaging. Social media may provide authentic language exposure and opportunities for informal learning outside the classroom. Therefore, integrating digital media into English instruction could increase students' motivation and participation in learning activities.

Table 5 The Percentage of Students Respond on Setting

Aspect	Items	Descriptions	Percentage
Setting	Learning Preference	Students prefer working individually	32.1%
		Students prefer working in a small group	28,6%
		Students prefer working in pair	21,4%
		Students prefer working in a big group	17,9%
	Classroom Atmosphere	Students favor a relaxed and interactive classroom environment	53.6%

		Students favor a calm and serious classroom environment	21,4%
		Students favor a lot of discussions classroom environment	3,6%
		Students favor a direct practice classroom environment	21,4%

Table 5 presents students' preferences regarding learning settings. The data show that 32.1% of students prefer working individually, making it the most preferred learning arrangement. Small-group work was chosen by 28.6%, pair work by 21.4%, and large-group work by 17.9%. These findings suggest that students have diverse learning preferences. While some students feel more comfortable learning independently, others prefer collaborative learning experiences where they can interact with peers and exchange ideas.

Regarding classroom atmosphere, more than half of the students (53.6%) preferred a relaxed and interactive classroom environment. Meanwhile, 21.4% preferred a calm and serious atmosphere, and another 21.4% preferred direct practice activities. Only 3.6% preferred a classroom with extensive discussions. These findings indicate that students value learning environments that are comfortable, engaging, and supportive. A positive classroom atmosphere may reduce anxiety and encourage students to participate more actively in English learning activities. Therefore, teachers should create learning environments that balance interaction, comfort, and meaningful practice.

Table 6 The Percentage of Students Respond on Procedure

Aspect	Items	Descriptions	Percentage
Procedure	Learning Method	Students prefer explanation of material followed by practice exercises	75%
		Students prefer combination methods in learning	25%

Table 6 presents students' preferences regarding learning procedures. The findings reveal that 75% of students prefer a learning process in which the teacher first explains the material and then provides practice exercises. This result indicates that students need clear guidance and structured instruction before they are expected to apply new knowledge independently. Explanation followed by practice helps students understand concepts more effectively and provides opportunities to reinforce learning through application.

Meanwhile, 25% of students preferred a combination of learning methods. Although this percentage is lower, it suggests that some students appreciate variety in classroom activities and may benefit from different instructional approaches. Overall, the findings indicate that students favor structured learning procedures while still expecting interactive and engaging activities. Therefore, English teachers should combine explicit instruction with communicative practice to support students' learning needs effectively.

Table 7 The Percentage of Students Respond on Teacher's Role

Aspect	Items	Descriptions	Percentage
Teacher's Role	Teacher Personality	Teacher should be friendly and relaxed while teaching	35.7%
		Teachers should support and motivate students	28.6%
		Teachers should be interactive and communicative	21.4%
		Teachers should be firm and disciplined	14.3%
		Teachers should give a lot of practices	7,1%

Table 7 presents students' expectations regarding the teacher's role in English learning. The findings show that 35.7% of students prefer teachers who are friendly and relaxed. This result suggests that students value positive teacher-student relationships and feel more comfortable learning in supportive classroom environments. A friendly teacher may help reduce students' anxiety and encourage greater participation in learning activities.

In addition, 28.6% of students expect teachers to provide support and motivation throughout the learning process. Meanwhile, 21.4% prefer teachers who are interactive and communicative, while 14.3% believe teachers should be firm

and disciplined. A smaller percentage (7.1%) emphasized the importance of teachers providing extensive practice opportunities. These findings indicate that students expect teachers to perform multiple roles, including facilitator, motivator, communicator, and classroom manager. Effective English teachers should therefore create a balance between friendliness, discipline, support, and active interaction to meet students' learning needs.

The data presented in this study provide valuable insights into the English learning needs of Grade X Science students in Jakarta and Bogor. Firstly, the findings reveal that the majority of students learn English primarily for educational purposes. Most students consider English important for their future and believe that it supports their academic development. This indicates that English is viewed not only as a school subject but also as an important tool for accessing knowledge and preparing for higher education. Furthermore, students identified speaking as the most needed language skill, while many also emphasized the importance of mastering all four language skills. These findings suggest that English instruction for Science students should support both academic achievement and communicative competence.

Regarding students' wants, the findings show a strong preference for improving speaking skills. Almost all students expressed a desire to develop their speaking ability more than other language skills. In addition, students showed a preference for interactive learning activities, particularly games, videos, and listening activities. These preferences indicate that students are more engaged in learning when activities are enjoyable and encourage active participation. In terms of topics, entertainment emerged as the most attractive topic, followed by daily-life topics and topics related to students' academic interests. This suggests that English learning materials should incorporate relevant and interesting content to increase students' motivation and engagement.

The findings concerning students' lacks reveal several challenges in English learning. Grammar was identified as the most common difficulty, followed by self-confidence, vocabulary, and pronunciation. Speaking was also considered the most difficult language skill by the majority of students. This finding is particularly significant because speaking was identified not only as the most needed skill but also as the most challenging one. These results indicate that students require greater support in developing oral communication skills. Difficulties in speaking may be influenced by limited grammatical knowledge, lack of vocabulary, pronunciation problems, and fear of making mistakes. Therefore, English instruction should provide opportunities for meaningful communication while creating a supportive learning environment that encourages students to practice without anxiety.

Furthermore, students' preferences regarding learning input highlight the importance of communicative and technology-based learning. The majority of students preferred role-play activities and video-based learning materials. These activities allow students to practice language use in realistic situations and make

learning more meaningful. In terms of learning media, social media was identified as the most helpful platform, followed by textbooks and YouTube. This finding reflects students' familiarity with digital technology and their preference for accessible learning resources. Therefore, integrating digital media into English instruction may increase students' motivation and provide authentic opportunities for language exposure beyond the classroom.

The data also reveal students' preferences regarding learning settings. Although the largest percentage of students preferred working individually, a considerable number favored pair work and small-group learning. This indicates that students have diverse learning styles and benefit from a variety of learning arrangements. In addition, more than half of the students preferred a relaxed and interactive classroom atmosphere. Students appear to value learning environments that are comfortable, supportive, and engaging. Such an atmosphere may help reduce learning anxiety and encourage more active participation in classroom activities.

With regard to learning procedures, the majority of students preferred a structured learning process in which the teacher explains the material before students complete practice activities. This finding suggests that students appreciate clear guidance and systematic instruction when learning English. At the same time, a smaller proportion of students preferred a combination of different learning methods, indicating that some learners benefit from instructional variety. These findings suggest that English teachers should combine explicit instruction with opportunities for communicative practice to accommodate different learning preferences.

In terms of the teacher's role, students emphasized the importance of teachers being friendly, supportive, and motivating. Many students preferred teachers who create a relaxed classroom atmosphere and encourage active participation. Students also valued teachers who are interactive and communicative, while some believed that discipline remains important in the learning process. These findings indicate that students expect teachers to perform multiple roles, including facilitator, motivator, communicator, and classroom manager. A positive teacher-student relationship may contribute significantly to students' confidence and willingness to participate in English learning activities.

Overall, the findings highlight the specific needs, preferences, and challenges faced by Grade X Science students in learning English. Students view English as important for their academic future and place particular emphasis on developing speaking skills. At the same time, they prefer interactive learning activities, engaging topics, supportive teachers, and technology-based learning media. By understanding these needs, teachers can design English learning materials and classroom activities that are more relevant, motivating, and effective for science students. Consequently, English instruction can better support students'

academic development while fostering greater confidence and communicative competence.

CONCLUSION

Based on the findings of this study, it can be concluded that Grade X Science students in Jakarta and Bogor have specific English learning needs, preferences, and challenges that should be considered in designing English for Specific Purposes (ESP) instruction. The findings revealed that most students learn English primarily for educational purposes and recognize its importance for their future academic and professional development. Among the four language skills, speaking was identified as the most important skill as well as the skill that students most want to improve. However, speaking was also perceived as the most challenging skill, indicating that students require greater support and opportunities to develop their oral communication abilities.

Furthermore, the study showed that students prefer interactive and engaging learning activities, such as games, role-play activities, and video-based learning. Students were also more interested in topics related to entertainment, daily life, and their field of study. In addition, social media emerged as the most preferred learning medium, reflecting students' familiarity with digital technology and their preference for accessible and meaningful learning resources. These findings suggest that English instruction should incorporate communicative activities, relevant topics, and technology-based media to increase students' motivation and participation in the learning process.

Moreover, the findings indicated that students experience difficulties in several aspects of English learning, particularly grammar, self-confidence, vocabulary, and pronunciation. Despite these challenges, most students demonstrated positive attitudes toward learning English and reported a relatively good level of confidence. The results also revealed that students prefer a relaxed and interactive classroom atmosphere, structured learning procedures, and teachers who are friendly, supportive, and communicative. These preferences highlight the importance of creating a positive learning environment that encourages active participation and meaningful language use.

Therefore, English learning materials and classroom activities for Science students should be designed based on learners' needs, wants, and lacks. By integrating communicative learning activities, relevant learning content, digital learning media, and supportive teaching practices, English instruction can become more effective, engaging, and meaningful. Ultimately, the findings of this study may serve as a useful reference for teachers, curriculum developers, and material

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designers in developing ESP-based English learning programs that better support students' academic achievement, communicative competence, and future educational goals.

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Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge University Press.