

## **Voicing the Students' Need of English Vocabulary English for Specific Purposes in Vocational High School**

**Dwi Siska Maulani<sup>1</sup>**

(Universitas Galuh Ciamis, Indonesia)

**Lilies Youlia Friatin<sup>2</sup>**

(Universitas Galuh Ciamis, Indonesia)

**Etika Rachmawati<sup>3</sup>**

(Universitas Galuh Ciamis, Indonesia)

\*(lilies.youlia@gmail.com)

### **ABSTRACT**

The goal of this study was to identify the English vocabulary requirements for agriculture students. The purpose of this study is to find out what students think about the importance of English vocabulary for agriculture students. The qualitative case study design was used in this investigation. This study was undertaken at a Tasikmalaya vocational school with a horticulture major. The researchers employed an open-ended questionnaire to collect data from twenty-one participants, including one English teacher and twenty agricultural students in the horticulture major. The researcher evaluated and interpreted the results of the open-ended questionnaire. When conducting analysis, the researcher assigns a code to each participant's response, organizes the data, and finally obtains the questionnaire's conclusion. The findings of an open-ended questionnaire based on students' perceptions revealed that agricultural vocabulary is important for some areas, such as English for agriculturists, animal breeders, and in some fields of agriculture, such as cultivating the plants, care the plants, agricultural equipment, or scientific names of plants because learning English vocabulary can increase students' knowledge, particularly specific vocabulary, as well as learning English vocabulary for ag. Finally, the researchers make recommendations on how to better meet the demands of vocational students, particularly in terms of the English vocabulary required of agriculture students.

**Keywords:** English for Specific Purposes; English Vocabulary; Voicing; Students' Need; Vocational High School.

## INTRODUCTION

Today, proficiency in English is a basic need for students. As a result, the English curriculum at vocational high schools is more focused, requiring mastery of a certain skill. We used to refer to it as English when it was used for a certain purpose (ESP). ESP, according to Brown (2016, p.213), is a role language course or program of instruction in which the content and goals of the course are determined by the specific needs of a specific set of learners. The English language is extremely beneficial to pupils as they prepare for their future careers.

Students typically have difficulties mastering vocabulary, which is one of the most common problems they have when learning English. Students are generally bored in vocabulary classes because they have not adjusted their learning patterns, such as writing words on paper, learning by heart, or passively learning from the teacher's explanations. Vocabulary is one of the most important aspects of English learning for students. It is difficult for pupils to absorb the material offered, such as difficulties understanding the meaning of a text or problems speaking in English, if they are still bored to learn vocabulary.

As a result, vocational high school students in this case need to adjust their behaviours and strive to increase their desire in acquiring vocabulary because it can affect their academic progress. As a result, the researcher looks into doing a need analysis of students in a certain learning area, particularly English vocabulary. Similarly, Basturkmen (2010, p.19) notes that need analysis is a stage in which a course creator determines and refines the content for an ESP course by identifying what specific language and abilities the group of language learners requires. Furthermore, Asamdani (2017, p.58) suggests that need analysis can be a valuable tool for ESP teachers to identify their students' essential criteria or needs and pinpoint the areas in which they are weak.

An effective course and response to students' needs can be realized with the help of need analysis. Over the last three decades, Hui (2017, p.2) claims that ESP has addressed its function in language and teaching English to adapt to learner needs for professional and vocational goals. A vocational school prepares students to be organized in the workplace, academically, and professionally.

Some scholars have conducted earlier studies on this topic; the first is Veranita et al (2017), who examined need analysis to learn English for agriculture in one of Bengkulu's Vocational High Schools. According to the conclusions of this study, agriculture students require English sub-skills such as reading and speaking, followed by English topics. The second research conducted by Watchaninrat & Fathiyyah (2016), investigated the requirements for spoken vocabulary and grammar in the English topic of students enrolled in an agricultural machinery program at Rajamangala University in Thailand. Ansarey (2016), the third researcher, analyzed a study on English teaching standards in four agricultural universities in Bangladesh. The outcomes of this study suggest that agriculture students with good communication skills may work effectively with international teams in business and company matters. It implies that there are disparities in the requirements of students. However, no studies on English vocabulary for agriculture students have been conducted, particularly in the area of English vocabulary for horticultural agriculture.

The researchers can conclude a need analysis in ESP classes at various levels, both in vocational high school and agricultural colleges, and for needs of students

who have been investigated by previous researchers, such as the need for sub-skills students in reading and speaking that aims to practice the ability to communicate students, understanding context material, and teaching standards in ESP class, based on some of the previous studies. As a result, the researchers employed a case study to fill in the gaps by focusing on need analysis and English vocabulary for agriculture students.

The goal of this research is to find an answer to the following question: How do the students perceive the importance of English vocabulary for agriculture students? This study focused on the need analysis study English vocabulary for agriculture students at a vocational high school in Tasikmalaya. This research involves agriculture students and giving questionnaires to the students.

### **An Overview of ESP**

English for a specific purpose (ESP) is a type of English that teaches English for a specific purpose. It indicates that ESP is English with a specific career or speciality, as well as specific English courses tailored to the specific purpose and needs of learners (Hui, 2017). There are ESP for business and economics, ESP for science and technology, ESP for tourism, ESP for medical, and ESP for social science. English for Occupational Purpose (EOP) and English for Academic Purpose (EAP) are two varieties of ESP, according to (Basturkmen, 2010). (EAP). The first is EOP or English for Professional Purposes. Furthermore, EOP is sometimes transformed into commercial English, professional English, or even English for servers and vocational purposes. English for specific purposes (ESP) is a form of English that focuses on teaching English for a particular purpose. It denotes ESP as English with a specific career or speciality, as well as specific English courses suited to learners' individual goals and needs (Hui, 2017). Business and economics ESPs, science and technology ESPs, tourist ESPs, medical ESPs, and social science ESPs are all available. According to Wikipedia, English for Occupational Purpose (EOP) and English for Academic Purpose (EAP) are two types of ESP (Basturkmen, 2010). (EAP). EOP, or English for Professional Purposes, is the first.

Furthermore, EOP is sometimes rewritten as business English, professional English, or even English for servers and other occupations. In the sphere of education, English for Specific Purpose (ESP) is required, particularly for vocational high schools. (Plesca, 2018) defines ESP as a foreign language in which the learners' goal is to use English in a specific academic setting. Academic, professional, vocational, and employment ESP in vocational are divided into four primary components that will help students succeed in learning. This demonstrates that the vocational track connects education with work. English for Specific Purpose (ESP) in secondary school, particularly vocational high school, can assist students in gaining a better understanding of the needs of students based on their chosen disciplines. Through the conduit of language, an ESP course focuses on something outside of the language. It stands for ESP for learning about functions in the workplace.

### **English Vocabulary for Agriculture**

Teaching English for agriculture is an example of a specific purpose in which English is studied expressly for agriculture, both in terms of content and terminology. The study of specific terms used in the agricultural world is known as English vocabulary in agriculture. ESP vocabulary is defined as the vocabulary used in a certain environment, which can include a variety of terms as well as special-purpose

vocabulary (Coexhead, 2013). Meanwhile, Alqahtani (2015) said vocabulary is an important component of learning a foreign language because the meaning of new words is frequently highlighted in literature and the classroom. As a result, vocabulary can assist students learning English in deciphering terms from a text or the language they hear or speak, and it can increase students' knowledge in English learning, particularly among agricultural students.

Agriculture English is a subset of English designed for specialized applications. (Hasan et. al., 2019) stated that ESP might be a new branch of knowledge and that English language learners should be taught by their vocation and academic requirements. English resources should be appropriate for the needs of students, whether they are used for reading agricultural theories, practising ideas in the field, or preparing students for the workplace. (Matheson, 2010) describes English for Agriculture as a skill-based course designed exclusively for agricultural students. It refers to any English material relevant to agriculture that is taught, whether it is utilized for reading agriculture theories, practising theories on the field, or preparing students for work in the field.

Need analysis is the process of determining the age of language learners, the type of text they require, the skills that must be taught, the methods that should be employed, and how many English courses should be taught when designing such a course. As a result, English for Agriculture may give students with measurable practice and growth in key academic abilities such as speaking, listening, reading, and writing. In addition, it educates students who are fluent in agricultural languages how to collaborate with others in the field.

## **Need Analysis**

Need analysis is a method of determining what children require for educators to meet their needs. It means that to improve student accomplishment, need analysis is an important part of the learning process. This is in line with the theory of (Jong; Kim, 2016), who stated that need analysis is a process for gathering information about the learners' needs, preferences, and problems, which are identified with subjective and objective course design, teacher, and opinions to suit the learners' language learning requirements. It means, need analysis is performed to optimize the learning process so that the desired outcome can be achieved. As a result, the information or courses provided to pupils are exactly what they require. The goal of need analysis for agricultural students is to determine what they need to learn, particularly in English. As a result, it is believed that the outcomes of learning English with a specific goal can be used and employed in the workplace.

Need analysis, such as need analysis ideas, need analysis target, and need analysis approach and models, plays a vital part in the design and development process in ESP. Five concepts have been categorized in need analysis. Target situation analysis and objective needs analysis, language analysis, discourse analysis, genre analysis, subjective needs analysis, and means analysis (Duddley-Evans T & John M, 2009) are all mentioned (Sonmez, 2019). Based on those numerous principles of need analysis, it will be inferred that needs analysis is used to bridge the gaps between the learner's deficiencies, the program's aim, and the learning environment condition. The target needs analysis, on the other hand, combines both target and learning needs (Gong, 2012). The communication requirements in students' future professions, including socio-cultural context and working context, are part of the target demands. There are three analysis goals in target need

analysis: needs lacks and wants (Ali & Salih, 2013). Meanwhile, students' current subject and language knowledge and skills, what knowledge and skills they need to gain, the sequence of learning, their learning styles, and preferred learning methods are all factors in their learning demands. As a result, students can achieve their goals, such as mastering specialized English vocabulary, communicating effectively, and other English language skills. To meet learning needs, there are two ways to need analysis. The initial set of models focused on linguistic abilities including speaking, reading, listening, and writing. The second was a task-based strategy that was comprehensive and focused on the needs of students (Huhta et. al., 2013). Meanwhile, there are two components to the analysis model: a target situation analysis and learning needs analysis (Mohammadi & Mousavi, 2013). The purpose of target analysis is to discover the English language's requirements or goals, such as language occurrences and genres employed in the target context.

## **METHOD**

To answer the research question and achieve the study's goals, the researcher used a case study qualitative design. According to (Creswell, 2014), qualitative research is a method for investigating and comprehending the meaning that individuals or groups attach to a social or human situation. Qualitative research entails describing, explaining, and interpreting data in a variety of ways. A case study, on the other hand, is a research method that allows for the analysis of a phenomenon in its context using a variety of data sources (Baxter & Jack, 2008). The researchers employed a questionnaire to collect data.

To conduct the research, the researcher enlists the help of twenty-one people, including one English teacher and agricultural students. A human experiment, trial, or study participant, or subject who participates in research by being observed by a researcher, is referred to as a research participant. The researcher utilized a technique called purposive sampling in this study. Purposive sampling, according to (Etikan et al., 2016), is a nonrandom strategy that does not require underlying theories or a specific number of participants. Instead, the researcher decides what needs to be known and goes out to identify people who can supply the information through their knowledge. A total of twenty-one people were involved in this study, including one English teacher and agricultural students.

The open-ended questionnaire is the second tool. According to (McLeod, 2018), a questionnaire is a research tool that consists of a series of questions that are used to collect data from respondents. The researchers used an open-ended questionnaire in their investigation. In addition, (Farrel, 2016) states, open-ended questionnaires are questions that respondents are asked to respond to with words, lists, or stories, providing deeper and fresh information. Questionnaires were given to agriculture students by the researchers. Twenty agriculture students in the eleventh grade were given a questionnaire to fill out. Explained data analysis is a researcher's attempt to summarize obtained data reliably and correctly (Gay et al, 2006). The researchers analyzed and interpreted the data obtained from this questionnaire. When conducting analysis, the researcher assigns a code to each participant's response, organizes the data, and finally obtains the questionnaire's conclusion.

## **RESULTS AND DISCUSSION**

### **RESULTS**

Based on the results from the questionnaire, the researchers described the findings. To analyze results from an open-ended questionnaire about students' perceptions of the importance of English vocabulary for agriculture students. The first question was posed to the students. The researcher had enquired. "Do you think English vocabulary is crucial in English classes, especially for agriculture students?" In response to this question, the researcher summarized the majority of students' perspectives, stating that English vocabulary is highly significant, especially for vocational students majoring in horticulture because the English language is frequently utilized in the agriculture field. According to (Alqahtani, 2015), vocabulary is an important aspect of foreign language learning since the meaning of new words is frequently stressed in books and the classroom. Then, (Tudor, 2018) claimed that vocabulary is a crucial aspect of ESP and that it is vital for students to build a consistent body of specific terms that appear regularly in the study and that will also be required in future employment. The majority of students responded that vocabulary is the foundation for learning English and that they can learn new vocabulary. Minority students said that having a larger vocabulary can help them learn English more quickly.

The researcher then questioned, "Based on your perception, will acquiring English vocabulary be advantageous for your career?" in the second question. The study concluded that students' perceptions of acquiring English vocabulary will benefit them in their jobs and communication skills in response to the question. "What are your goals for studying the English language, especially for agriculture students?" the researcher asked in the third question. In response to this question, the majority of students claimed that English vocabulary can assist students in learning new vocabulary, particularly agricultural language, as well as practising their English skills. This is in line with the hypothesis (Dr Hasan et. al., 2019) that learning English vocabulary in an ESP can provide students with new information. A small percentage of pupils claimed that acquiring English terminology can help them better understand agricultural vocabulary.

The researchers next questioned students, "In your perspective, what are the benefits of studying English vocabulary, particularly for agriculture students?" The study determined that there is a link between question number five and question number four, which demonstrates where the majority of students are. Learning English vocabulary, according to the majority of students, can assist students in learning a new language, particularly for agriculture students. The minority of students answered based on their perceptions of the value of studying English vocabulary in aiding communication and comprehension of English literature.

"Can studying English vocabulary for agriculture boost your knowledge of English?" the researcher questioned as to the final inquiry to the students' perceptions. In response to this question, all students believed that acquiring English vocabulary can improve students' English knowledge, either for language skills or for knowledge that is more helpful for their jobs. To summarize, based on the need for English study for agriculture students, learning English vocabulary for agriculture based on students' needs can provide tremendous benefits and effects, such as motivating them to learn many agricultural terms and motivating them in their English in knowing the English specific purpose. As a result, need analysis is required

to aid student learning accomplishment. Need analysis applies to students at all levels, including elementary, secondary, vocational, and college students. The requirement for English vocabulary in English is especially significant for agricultural students because it can help them develop their language skills such as speaking, reading, and writing. Writing and listening, particularly in the context of communicating, careers, and the acquisition of empowering vocabulary knowledge, both general and specialized vocabulary.

## **DISCUSSION**

This part contains the study's discussion, which includes a comparison of the findings to those of earlier studies. The researcher used an open-ended questionnaire to collect data on the students' perceptions about the importance of English vocabulary for agriculture students. There are five questions in the questionnaire, one of which was adapted and modified from Sierra and Hyman (2016). The findings reveal that, according to students' perceptions, English vocabulary is significant, and that, aside from helping them study English more quickly, vocabulary can help them master English more quickly. Furthermore, English vocabulary, particularly vocabulary specific to them, can aid them in their careers, particularly in communication, as well as improving students' language skills such as speaking, reading, listening, and writing, as well as learning a variety of vocabularies, particularly vocabulary specific to them.

The present study was similar to a previous study by Veranita et. al., (2017) entitled "English for Agriculture Vocational School Students: A Need Analysis Study at SMK Negeri 2 South Bengkulu," which validates this research. The results of the students' interviews to answer the first research questions were the subject of this earlier study. According to the findings, the purpose of this study was to determine the English requirements for agriculture students in vocational high school. There is a distinction between this study and the previous study in that the previous researcher utilized a mix-method to analyze the requirement for English resources for agriculture students, including sub-skills and English topics, and the data was collected using both qualitative and quantitative methods. Using a side-by-side technique, the researcher reports quantitative statistical results and compares them to qualitative findings. Meanwhile, in the current study, the researchers employed a qualitative case study design to assess the English vocabulary required by agriculture students. Based on the information gathered from the interview and questionnaire, the study's findings were examined and explained, and they were linked using the relevant theory.

The second study, which is comparable to a previous study by Watchaninrat and Fathiyyah (2016) titled "English Learning Development of Agricultural Students in an Agricultural Machinery Course," is the current one. The goal of this study was to determine the English requirements for agricultural students. The results of the teacher and student interviews on the first question were the subjects of a prior study. There are some distinctions between prior research and the previous study. The study's findings revealed that there were significant differences between the pretest and post-test scores, indicating that students at agricultural colleges need to improve their vocabulary and communication in machinery courses. The study used a pre-test and post-test with a quantitative research design, and the data statistical analysis revealed that there were significant differences between the pretest and post-test scores. Meanwhile, this study used a qualitative case study design to

analyze the requirement for English vocabulary for agricultural students at vocational schools.

The third, the current study is comparable to and connects to Ansarey's (2016) "A Study on English Standard in Four Agricultural Universities." The purpose of this study was to determine the needs of agricultural students in English classes. In the same way that the researcher used qualitative methods to collect data in the current study, the researcher used qualitative methods to gather data. The researcher employed an interview and an open-ended questionnaire in this investigation. Data were collected through observation and questionnaires in the prior study. The researcher concentrated on the need analysis of English vocabulary for agriculture students at vocational school, which differs from the current study. While the previous study focused on a need analysis study of teaching standards in agricultural universities, specifically the needs of agricultural students in communication skills for their future careers, this study focused on the needs of agricultural students in communication skills for their future careers.

To summarize, need analysis is required to aid student learning achievement. Need analysis applies to students at all levels, including elementary, secondary, vocational, and college students. The requirement for English vocabulary in English is extremely significant for agricultural students since it can help students develop their language abilities such as speaking, reading, writing, and listening, as well as empowering vocabulary knowledge, both general and specific vocabulary.

## **CONCLUSION**

This chapter looked into the English vocabulary requirements for agriculture students, based on the prior chapter's discussion. According to the study, two instruments were developed to collect data on the English vocabularies required by agriculture students, as well as students' assessments of the value of English vocabulary for agriculture students. Furthermore, the study's conclusions would be presented one by one in light of the research questions. The researcher employed an open-ended questionnaire to find out what students thought about the usefulness of English vocabulary for agriculture students. According to the results of the studied open-ended questionnaire, the majority of students responded based on their perceptions. English vocabulary, particularly English language specialized in agriculture, can add information and new vocabulary. Furthermore, learning English vocationally can be beneficial to their employment in both communication and business, and acquiring English vocabulary can aid in the improvement of their English language.

As a result, the researcher came to the conclusion that agriculture students majoring in horticulture at SMKN in Tasikmalaya felt English vocabulary to be useful. This study discovered that agriculture students require English vocabulary relevant to crop cultivation, plant management, and animal husbandry.

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