

# Designing Vocabulary Materials for English for Theology Course at Sekolah Tinggi Agama Kristen Negeri (STAKN) Toraja Based on Needs Analysis

<sup>1)</sup>Theo Dedy Palimbunga', S.Pd, M.Pd

Correspondence: <sup>1)</sup> Sekolah Tinggi Agama Kristen Toraja (STAKN) Tana  
Toraja South Sulawesi

## **ABSTRACT**

The objectives of the research are as follow: (1) to find out the topics in English for Theology Course that the students need to learn at STAKN Toraja and (2) to design the specialized vocabulary materials in each topic that the students need to learn in English for Theology at STAKN Toraja.

This research was conducted at STAKN Toraja. The subjects of this research are the seventh semester students of academic year 2014/2015 and Theological lecturers. The topics and subtopics that need to be learned by the student in English for Theology Course are: Topics and subtopics:

(1)Prayer : Lord's Prayer (King James Version and Today's English Version)

and classroom Prayer. (2) the Ten Commandments , (3) the Apostle's Creed, (4) Holy Bible: Books of the Old Testament and Books of the New Testament, (5) God: The nature of God and the Attributes of God, (6) Jesus Christ: The person of Christ and The work of Christ (7) Holy Spirit:The work of Holy Spirit and The names of Holy Spirit, Man:The creation of man and The fall of man, (8) Church: Worship, and Sacrament, (9) Salvation :Repentance and Faith, (10) Last Things:The second coming of Christ and Judgement, and (11) The Prophets and The Apostles.

Key. Theology, vocabulary.

## **A. INTRODUCTION**

### *1. Background*

Language has vital role in religion. Darquennes & Vandebussche (2011) stated that in religion, language is used primarily in connection with the ritual of a particular religion. Furthermore, they elaborate the relationship between language and religion. The first is language as sacred texts and

translations. The focus here is on sacred texts (the Qur'an, the Bible, etc). The second is religious languages and scripts. It deals with the role of particular languages or language varieties in the history and development of religion. And the third is special language uses. It is used in contexts of worshipping (prayer, preaching and song), in theological discourse, in the context of religious experiences (witness and meditation) and in everyday life (blessing and cursing). Hence, language is a media to worship, to praise and to recognize God's commandments.

English for Theology is conducted as English for Specific purposes (ESP) because this course focuses on aspects of English related to the study of theology, including theological terms. Pierson *et al* (2010b) classify English for Theology into English for Academic Purposes (EAP). EAP course is generally for students who are learning in a classroom or another academic setting. English for Theology course is categorized into EAP because most students require this knowledge for academic purposes.

In applying English for Theology (ET) course at STAKN Toraja, the students in this institution encountered the difficulty when they learn this course. For instance, they were difficult to understand the specialized vocabulary or jargon used in theological reading or writing. Of course this case can impede their understanding in learning ET. The students also said that the contents or the topics that they learn in ET do not really relevant to theology field. Whereas, the students need the topics which relate to theology so that they can improve and use their English in Theology. Also, they said they need to learn more the theological vocabulary because their vocabulary was still lack. In essence, the most common problem is on the mastery of vocabulary especially vocabulary with theological meaning.

Pierson *et al* (2010b) assumed that the more advanced goal in English for Theology is the learning of key theological concepts and vocabulary. In this

case, specialized vocabulary is required. Also, in providing vocabulary the vocabulary for ESP students, it is important to consider the learner needs. It means that giving them the words they need.

There are many ESP researches of needs analysis in various fields such as in aviation, nursing, tourism, nautical or in the vocational institution. But the research of ESP in relation to theology (English for Theology) is still scarce, particularly in Indonesia. Therefore, it hoped that the result of this research can help the students in learning English for Theology especially in vocabulary learning. Also, its output can help the lecturer in designing the topics and the specialized vocabulary which suitable with the students' needs.

### *1. Objectives*

The objectives of the research are as follow: (1) to find out the topics in English for Theology Course that the students need to learn at STAKN Toraja and (2) to design the specialized vocabulary materials in each topic that the students need to learn in English for Theology at STAKN Toraja.

## **B. LITERATURE REVIEW**

Tesfaye (2003) did a research with entitled "An Analysis of the Needs of Evangelical Theological College in Teaching English: With Reference to MesereteKristos College". The purpose of this research was to investigate into the needs of Evangelical theological colleges in teaching English. The result of the research indicated that the students are expected to read the Bible and evaluate, prepare and deliver sermons in English. It is suggested that syllabus designers and ultimately material writers may need to consider the English language needs, wants and lacks of their students to produce appropriate syllabuses and materials.

Developing a specialized vocabulary word list in a composition culinary course through lecture notes is the research which was conducted by

Nordinet *al* (2013) in Malaysia. The purpose of this study was to provide a corpus of specialized vocabulary within a food writing course. Also, this study aimed to identify the specialized vocabulary in food writing. The corpus was categorized using a four step rating scale, and as result, it was identified 113 specialized vocabularies in food writing.

From the findings above, it can be concluded that in teaching English, especially to non-English department students, it is necessary to consider that English used is as ESP not general English. It means that the content and the learners' needs should be the main priority

### *1. Defining Theology*

Etymologically, theology is a combination of two Greek words: *Theos* and *Logos*. *Theos* means God, and *logos*, means word or discourse. Thus, theology is the discourse or study of God. In line with the definition, Cantelon (2007) argues that theology is the science of God. It means that theology is systematic and formulated knowledge of God. The term "theology" can be used both specifically and generally. It is used specifically to refer just to the study of the doctrine of God and used generally to apply all the studies related to the Christian religion (biblical studies, preaching, missions, etc).

Drewes and Mojau (2011) wrote that there four primary classifications of theology. There are Exegetical (Biblical) Theology, Historical Theology, Systematic Theology and Practical Theology. Biblical Theology is a methodology that takes its material in an historically oriented manner from the Old and New Testaments and arrives at a theology. It studies the content of scripture (biblical language, archaeology, canon, principles of interpretation, etc). Historical Theology is the unfolding of Christian theology throughout the centuries. It is cognizant of the development, growth, and changes of Christian theology. Systematic Theology arranges in

a logical order those materials from exegetical and historical theology. Practical Theology is application to life of the things contributed by exegetical, historical and systematic theology. It studies preaching, pastoral care, church administration, counseling, worship, etc.

## 2. *English for Theology in ESP*

English for Bible and Theology (EBT) is the teaching or learning of English used in Theology classes, textbooks, sermons, articles in theology, etc (Pierson et al, 2010b). Furthermore, they explain that one subtype of EBT is Theological English (TE). Theological English focuses on aspects of English related to the study of theology, including theological terms, the range of complex sentence structures used in theological writing and patterns used by theologians in their teaching and writing. Hence, in Theological English, the main focus is how to use English in theology not to learn the theology concepts.

To describe the position of English for Theology in the context of English as a Second Language or English as a Foreign Language, Pierson *et al* (2010b) classify different categories and subcategories of classes, along with a few of many possible courses in each category.

The figure shows that English for Theology is classified into EAP. EAP courses are generally for students who are learning in a classroom or another academic setting, while EOP are usually for on-the-job workers with very specific and usually non-academic uses for English. English for Theology is placed in the EAP family. English for Theology is categorized into EAP because most students require this knowledge for academic purposes, we consider English for Theology to be a subcategory of EAP, not EOP.

## 3. *Vocabulary*

Language is inseparable from vocabulary. Learning language means learning its component, including vocabulary. The importance of vocabulary knowledge has long been recognized in language development. Vocabulary mastery becomes one of requirements for people to speak language. It cannot be denied that without vocabulary, people cannot say anything.

According to Oxford English Dictionary (1997), vocabulary is defined as “total number of words in a language, words known to a person, list of words and their meaning especially at the back of a book used for teaching a foreign language”. By the definition, vocabulary is total number or list of words, and then it can be arranged into broader forms, such as phrase, clause, or sentence. Those arrangements forming ideas that can be understood by others, ideas will not be able to be performed without vocabulary. Hatch and Brown (1995), they argue that vocabulary is a list or set of words for particular language or a list or set of word that individual speakers of language might use. It means that every person must have vocabulary for communicating with others. It is a very significant element of language, with vocabulary people can express their ideas.

#### 1) Types of Vocabulary

In English for Theology, vocabulary used is specific to particular topic and field. In this case, vocabulary related to theology field is required. The words such as omnipresence, omnipotence, incarnation, resurrection, baptism, ascension, and crucifixion are usually found in theology field. Thus, in this research the type of vocabulary investigated was technical vocabulary or specialized vocabulary. In addition, the specialized vocabulary was divided into category 1 and category 2.

ESP vocabulary can be referred to in the literature by very different names from one study to another. Coxhead (2013) argues that the terms include

special purpose, specialized, technical, sub - technical, and semi - technical vocabulary. In essence, such terms usually refer to the vocabulary of a particular area of study or professional use. The range of a word is important in ESP. That is, a specialized word would have a narrow range of use within a particular subject area. This means that specialized words are expected to belong to a particular subject area at university or to a professional discipline. Nation (2008) points out that *by - pass* and *neck* are high frequency words in medicine but they also occur outside that specialized context. Crawford Camiciottoli in Coxhead (2013) lists *market* and *price* as words that can be found in everyday language but are also used in business studies.

Vocabulary in ESP is important. Coxhead (2013) suggests several reasons for this idea. First, teachers and learners need to know that precious classroom time is directly related to their language needs. They should be reading material that contains key ideas and the language of their field and writing using those ideas and language. Secondly, understanding and using this special purposes vocabulary shows that these learners belong to a particular group. Learners need that language to show understanding. Another important point to make is that the size of this specialized vocabulary is not fully established. As Nation (2008) states, “ we do not know a lot about technical vocabularies but they probably range in size from around 1,000 words to 5,000 words depending on the subject area. ” This means that ESP learners may face an extremely large learning task to fully develop their understanding and use of specialized vocabulary in their subject area at university or in a professional context.

There are several ways that suggested by Coxhead (2013) to identify the Vocabulary for ESP, they are; consultation with experts in a particular field and working with specialized dictionaries, developing rating scales, and using techniques from corpus linguistics.

### 1) Consulting experts and technical dictionaries to identify specialized vocabulary

One approach to identifying specialized vocabulary is to consult experts in a particular field to help identify technical vocabulary. Schmitt (2010) lists various difficulties with this method, including the fact that it is likely several experts on the same topic might well produce quite different lists, depending on variables such as their level of knowledge of the subject, the systematicity of their approach to developing the list, and how difficult it is to identify the technical words.

### 2) Using a scale to identify specialized vocabulary

Categorization of words has also been done using a scale. Chung and Nation (2003) divided a four - step scale to categorise technical vocabulary in an applied linguistics textbook and an anatomy textbook. Step 1 on the scale represents words with meanings that have no specific connection to a subject area, for example *between*, *amounts*, and *early*. Step 2 contains words which are minimally related to the subject area, for example *supports*, *part*, and *protects* in anatomy. Step 3 is for words that are more closely related to the subject area, such as *neck*, *heart*, and *breathing* in anatomy. Step 4 is for words that relate closely to the technical subject area. These words would not be known generally, for example *fascia* and *pedicle*. By using this scale, they found that one in every three words in the anatomy text was technical, compared to one word in five in the applied linguistics text.

### 3) Corpus - based studies to identify specialized vocabulary

A corpus is a body of texts of written or spoken language. Corpus studies have contributed a great deal to our quest to identify and understand more about specialized vocabulary. They have been particularly useful for developing word lists for use in language classrooms and for independent



study. Corpus - based studies allow for larger - scale investigations of words in context. They should be relatively easy to replicate. Crawford Camiciottoli in Coxhead (2013) gave an example of a corpus-linguistic approach as a way to classify specialized vocabulary. She divided the words in her Business Studies Lecture Corpus (BSLC) into five main semantic categories. These categories are shown in the table below.

In identifying the vocabulary for ESP especially in English for Theology, the researcher did the consultation with experts in a particular field and work with specialized dictionaries. In this case, consultation did with the theologians or the lecturers of theology department.

To classify the theological vocabulary, this research followed the model of Crawford's Semantic divisions in a Business Studies Lecture Corpus (BSLC) in Coxhead (2013). But the differences were Crawford divided the specialized vocabulary into semantic categories, besides this research divided them into noun, verb, adjective and exclamation or expression based on each topic and subtopic.

### c. Theological Vocabulary

Theological vocabulary is usually found in theological concept. Pierson *et al* (2010a) argued that Theological concepts are broad biblical and theological ideas. It means that these concepts are formed by combining specific characteristics of a biblical truth into a larger, more general idea. For instance, when referring to God, the concept of glory includes his majesty, his holiness, and the greatness of his entire nature. When theologians and the students of theology discuss about theological concept, they use many theological term. Pierson *et al* (2010a) gave the definition of Theological terms (or theological vocabulary, theological terminology) as words or phrases that have distinct, or special, theological meanings. For example: *soteriology*, *eschatology*, *pneumatology*. Sometimes the theologians and the students of theology often assign specialized meanings to common everyday

vocabulary. General vocabulary with theological meaning is common everyday words or phrases that have a special meaning when used in theological writings. For example: the common, everyday word *saved* (he saved his money) also has a theological meaning (saved by grace). By exploring this condition, the learners of Theological English Course do not only need to become familiar with many new words or phrases but they also must learn theological meanings of some common vocabulary which already use in everyday context (General vocabulary with theological meaning).

To learn the specialized vocabulary in English for Theology, it was divided into each topic and subtopic. There were several topics that need to consider in selecting them. The selection of theological topics was similar to the topics that usually found in traditional books on Christian Doctrine. Evans (1974) provided ten topics namely God, Jesus Christ, Holy Spirit, Man, Salvation, Church, Scriptures, Angels, Satan and Last Things. In line to this idea, according Pierson *et al* (2010a) there were ten topics in English for Theology Course namely Bible, Introducing Theology, God, Revelation, Humanity, Jesus Christ, Holy Spirit, Salvation, Church and Last Things. They also stated the subtopics, namely God (the existence of God, thenature of God and the attributes of God), Jesus Christ (the person of Christ and the work of Christ), Holy Spirit (the personality of Holy Spirit, the deity of Holy Spirit, the names of the Holy Spirit, the work of the Holy Spirit and Offences against the Holy Spirit), Man (the Creation and the fall of Man), Salvation (Repentance, Faith, Regeneration, Justification, Adoption and Sanctification), Church (the founding of the Church, Membership in the church, Sacrament and worship), Scriptures (Names and title, and Inspiration) and Last Things (Second coming of Christ, Resurrection and Judgement).

### **3. Needs Analysis**

Bastrukmen (2006) stated that ESP is understood to be about preparing learners to use English within academic, professional, or workplace environments, and a key feature of ESP course design is that the syllabus is based on an analysis of the needs of the students. Robinson (1991) gave a similar view and stated that ESP is “normal goal-directed” which means that its courses are based on needs analysis. Needs analysis is more than knowing what the learners do with language. It also deals with how to use that language in different contexts (Hutchinson & Waters 1987). This means that ESP needs analysis focuses on both the specific language use and learning needs of a specific group of learners

Needs analysis is associated with ESP. Hutchinson and Waters (1987) said "what distinguishes ESP from General English...is an awareness of the need." In fact, needs analysis has a pivotal role in the process of designing language course. This means that any ESP program scaffolds on needs analysis of learner. Needs analysis refers to students' study or job requirements as well as to what they would like to gain from and do with the language. Needs analysis, further, enables the teacher to discover the abilities the learners bring to the class and what they cannot do in English.

Hutchinson and Waters (1987) divided needs into *target needs* (what the student has to do in the target situation) and *Learning needs* (what the student needs to do in order to learn). Target needs which reflect the learners' needs is classified into three types: Necessities. (What is necessary in the learners' use of language?) It means that what the learners have to know, Wants (What do the learners wish to learn?) It means that what the learners want to know and Lacks (what do the learners lack?) It means that what the learners know already.

The research in English for Theology focussed on finding out the topics and the list of specialized vocabulary need to be learned by the students. Therefore, the necessities was the centered of the research.

### 1) The Purpose of needs analysis

There several purposes of conducting needs analysis in language teaching that provided by Richards (2001). They are:

- a) To find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide or university student.
- b) To help determine if an existing course adequately addresses the needs of potential students.
- c) To determine which students from a group are most in need of training in particular language skill.
- d) To identify a change of direction that people in a reference group feel is important.
- e) To identify a gap between what students are able to do and what they need to be able to do.
- f) To collect information about a particular problem learners are experiencing.

Conducting the Needs Analysis in English for Theology Course also had purposes. The data was gathered in order to find the information about of the topics and the list of specialized vocabulary need to learn by the students in this course.

### 2) The Users of Needs analysis.

A need analysis may be conducted for a variety of different users. According Richards (2001) the kinds of users include:

- a) Curriculum officers in the ministry of education who may wish to use the information to evaluate the adequacy of existing syllabus, curriculum and materials.
- b) Teachers who teach the subject
- c) Learners who learn the subject
- d) Writers who are preparing new textbooks.

- e) Testing personnel, who are involved in developing end of school assessment.
- f) Staff of tertiary institutions, who are interest in knowing what the expected level will be of students existing the school and what problems they face.

## **C. RESEARCH METHODOLOGY**

### **1. Subject of the Research**

This research was conducted at STAKN Toraja. The subjects of this research are the seventh semester students of academic year 2014/2015 and Theological lecturers. This research applied purposive sampling technique in taking the subjects. The criterias for the prospective respondents were the students who have studied the English for Theology Course, the lecturers who taught English for Theology Course and the lecturers who had ability in both English and Theology.

This research, the data reached the saturation and did not need additional subjects after collecting data from sixteen students and four lecturers; two lecturers who taught English for Theology Course; and two lecturers who taught courses related to Theology field, also they were theologian who known English.

### **2. Procedures of Collecting Data**

Questionnaire and interview were used as instruments of data collections. Actually, the key idea in the questionnaire was the same with the one in the interview. But, the researcher needed to collect the information from two different users namely students (who learnt the course) and the lecturers (who taught the course).

### **3. Techniques of Data Analysis**

The data of this research was analysed through qualitative data analysis. In the first step, the data was analysed by examining and reducing the key information needed from the questionnaires and the interview transcripts.

Afterwards, the researcher did the triangulation for the data collected via interview and questionnaire. As Gay, Mills & Airasian (2006) said that triangulation is used to get a more complete picture of what is being studied and to cross-check the information gathered in the research.

## **D. DISCUSSION**

This chapter deals with findings and discussion of the research. The findings present result of the research and the discussion presents the interpretation of the findings.

### **1. The topics for English for Theology Course**

Thus, the topics that need to be learned by the student in English for Theology Course are:

- 1) Prayer
- 2) The Ten Commandments
- 3) The Apostle's Creed
- 4) Holy Bible
- 5) God
- 6) Jesus Christ
- 7) Holy Spirit
- 8) Man
- 9) Church
- 10) Salvation
- 11) Last Things
- 12) The Prophets and The Apostles

### **2. The subtopics**

The following subtopics are also need to be learned by the student in English for Theology Course. They are:

- 1) Prayer : Lord's Prayer (King James Version and Today's English Version) and Classroom Prayer

- 2) The Ten Commandments
- 3) The Apostle's Creed
- 4) Holy Bible: Books of the Old Testament and Books of the New Testament
- 5) God: The nature of God and The Attributes of God
- 6) Jesus Christ: The person of Christ and The work of Christ
  
- 7) Holy Spirit: The work of Holy Spirit and The names of Holy Spirit
- 8) Man : The creation of man and The fall of man
- 9) Church : Worship, Sacrament, Membership in the church and Tools and parts of the church
- 10) Salvation : Repentance and Faith
- 11) The Prophets and The Apostles.

## **E. CONCLUSION**

The topics with their subtopics that the students need to learn in English for Theology Course are:

1. Prayer: Lord's Prayer (King James Version and Today's English Version) and Classroom Prayer
2. The Ten Commandments
3. The Holy Bible: Books of the Old Testament and Books of the New Testament
4. God: The nature of God and The Attributes of God
5. Jesus Christ: The person of Christ and The work of Christ  
Holy Spirit: The names of Holy Spirit and The work of Holy Spirit
6. Man : The creation of man and The fall of man
7. Church
8. Worship: Sacrament, Membership in the church, and Tools and parts of the church
9. Salvation : Repentance and Faith

10. The Prophets and The Apostles.

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