

**PROBLEMS IN LEARNING DISCIPLINE-SPECIFIC
VOCABULARY: EXPLORATION OF MIDWIFERY
DEPARTMENT STUDENTS IN SURABAYA
THESIS**

Submitted in partial fulfillment of the requirement for the degree of Sarjana
Pendidikan (S.Pd) in Teaching English.



**UIN SUNAN AMPEL
S U R A B A Y A**

By:

Safira Nurul Ainaya

NIM. D75217057

ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UIN SUNAN AMPEL SURABAYA

2024

SURAT PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini:

Nama : Safira Nurul Ainaya

NIM : D75217057

Jurusan/Program Studi : Pendidikan Bahasa/ Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Keguruan

Menyatakan dengan sebenarnya bahwa skripsi yang saya buat ini benar-benar merupakan hasil karya sendiri bukan merupakan pengalih-alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan saya atau pikiran saya sendiri, apabila dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan maka saya bersedia menerima sanksi atas perbuatan tersebut.

Surabaya, 19 Maret 2024

Yang membuat pernyataan,




Safira Nurul Ainaya

NIM. D75217057

ADVISOR APPROVAL SHEET

This thesis by Safira Nurul Ainaya entitled “Problems in Learning Discipline-Specific Vocabulary: Exploration of Midwifery Department Students in Surabaya” has been approved by the thesis advisors for the further approval by the Boards of Examiners

Surabaya, 13th November 2023

Advisor I



Rakhmawati, M.Pd
NIP. 197803172009122002

Advisor II



Drs. Muhtarom, M.Ed, Grad. Dip. TESOL
NIP. 196512201992031005

EXAMINER APPROVAL SHEET

This thesis by Safira Nurul Ainaya entitled "Problems in Learning Discipline-Specific Vocabulary: Exploration of Midwifery Department Students in Surabaya" has been examined on 2nd January 2024 and approved by the board of examiners.

Dean of Tarbiyah and Teacher Training Faculty,



Prof. Dr. Muhammad Thohir, S.Ag. M.Pd
NIP. 197407251998031001

Examiner I

Dr. Siti Asriyah, M. TESOL
NIP. 197704142006042003

Examiner II

Prof. Dr. Muhamad Salik, M.Ag
NIP. 196712121994031002

Examiner III

Rakhmawati, M.Pd
NIP. 197803172009122002

Examiner IV

Drs. Muhtarom, M.Ed., Grad. Dip. TESOL
NIP. 196512201992031005



UIN SUNAN AMPEL
S U R A B A Y A

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpus@uinsby.ac.id

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : Safira Nurul Ainaya
NIM : D75217057
Fakultas/Jurusan : FTK/Pendidikan Bahasa Inggris
E-mail address : safiraainaya05@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

Sekripsi Tesis Desertasi Lain-lain (.....)

yang berjudul :

Problems in Learning Discipline-Specific Vocabulary: Exploration of Midwifery

Department Students in Surabaya

berserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 19 Maret 2024

Penulis

(Safira Nurul Ainaya)

ABSTRACT

Ainaya, Safira N (2024). *Problems in Learning Discipline-Specific Vocabulary: Exploration of Midwifery Department Students in Surabaya*. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Advisors: Rakhmawati, M.Pd and Drs. Muhtarom, M.Ed, Grad. Dip. TESOL.

Keywords: Problems, Discipline-specific vocabulary, ESP, Midwifery students

Vocabulary plays an essential role in communicating and in learning English language skills. In learning English for Specific Purpose, midwifery students need to learn and understand discipline-specific vocabulary that is related to midwifery and the health field. This research aims to explore (1) the problems of learning discipline-specific vocabulary by midwifery students, (2) the factors influencing the problems of learning discipline-specific vocabulary, and (3) the strategies by midwifery students for solving the problems. The researcher conducted a survey of midwifery students from several midwifery institutions in Surabaya. This research used closed-ended questionnaires which consist of some aspects related to the issue. The findings reveal that midwifery students face some problems in learning discipline-specific vocabulary such as problems in (a) long and abstract vocabulary, (b) words meaning, (c) pronunciation, (d) spelling, (e) and word formation such as affixes, word roots, and compound words. Those problems appear due to some factors that are related to pronunciation, spelling, and the kinds of terms. Other factors of problems that are related to students' habits and self ability also exist despite the impact are not too high. Moreover, Students apply some strategies to solve the problems and to help them learn vocabulary effectively. They mostly apply (a) determination strategies by using a dictionary, (b) social strategies by asking teachers or classmates, and (c) memory strategies by practicing the spelling of the words and saying them loudly. These findings imply that in learning discipline-specific vocabulary, midwifery students face problems on various components with several factors that influence them. However, conducting various vocabulary learning strategies could help students to solve the problems.

ABSTRAK

Ainaya, Safira N (2024). Masalah dalam mempelajari *Discipline-Specific Vocabulary*: Eksplorasi terhadap Mahasiswa Jurusan Kebidanan di Surabaya. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing: Rakhmawati, M.Pd dan Drs. Muhtarom, M.Ed, Grad. Dip. TESOL.

Kata kunci: Permasalahan, *Discipline-Specific Vocabulary*, ESP, Mahasiswa kebidanan

Kosakata adalah komponen penting dalam komunikasi dan dalam mempelajari skill bahasa Inggris. Dalam mempelajari ESP, mahasiswa kebidanan butuh untuk mempelajari dan memahami *discipline-specific vocabulary* terkait bidang kebidanan dan kesehatan. Penelitian ini bertujuan untuk mengeksplorasi (1) masalah dalam mempelajari *discipline-specific vocabulary* yang dirasakan mahasiswa kebidanan, (2) faktor-faktor yang mempengaruhi masalah, serta (3) strategi untuk mengatasi masalah dalam mempelajari *discipline-specific vocabulary*. Peneliti melakukan penelitian survey pada mahasiswa kebidanan dari beberapa institusi di Surabaya. Penelitian ini menggunakan kuesioner tertutup yang berisi aspek terkait isu tersebut. Hasil penelitian mengindikasikan bahwa mahasiswa kebidanan merasakan masalah yakni masalah dalam mempelajari (a) *long and abstract vocabulary*, (b) *words meaning*, (c) *pronunciation*, (d) *spelling*, (e) dan *word formation* seperti *affixes*, *word root*, dan *compound word*. Masalah tersebut muncul karena faktor terkait pengucapan, ejaan, dan jenis kata. Juga terdapat faktor terkait kebiasaan dan kemampuan siswa meskipun tidak terlalu berdampak besar. Selain itu, siswa juga mengaplikasikan strategi untuk mengatasi masalah seperti (a) *determination* strategi dengan menggunakan kamus, (b) *social* strategi dengan bertanya pada guru dan teman, dan juga (c) *memory* strategi dengan mempelajari ejaan dan mengucapkannya dengan lantang. Hasil penelitian ini menyiratkan bahwa dalam mempelajari *discipline-specific vocabulary*, mahasiswa kebidanan menghadapi masalah dalam berbagai komponen dengan beberapa faktor yang mempengaruhi masalah tersebut. Namun, berbagai strategi dalam mempelajari kosakata dapat dilakukan guna membantu siswa untuk mengatasi masalah.

TABLE OF CONTENT

TITLE.....	1
SURAT PERNYATAAN KEASLIAN TULISAN	2
ADVISOR APPROVAL SHEET	3
EXAMINER APPROVAL SHEET	4
LEMBAR PERNYATAAN PUBLIKASI PERPUSTAKAAN	5
DEDICATION SHEET.....	6
ABSTRACT	7
ABSTRAK	8
ACKNOWLEDGEMENT.....	9
TABLE OF CONTENT	10
LIST OF TABLES.....	13
LIST OF CHARTS	15
LIST OF APPENDICES	16
CHAPTER I INTRODUCTION.....	1
A. Background of the Study	1
B. Research Questions.....	12
C. Research Objectives.....	12
D. Significance of the Research.....	12
1. Significance for Students	13
2. Significance for Teacher or Lecturer	13
3. Significance for Other Researchers	13
E. Scope and Limitation of the Research	13
F. Definition of Key Term	14

1. Problem	14
2. Learning	15
3. Discipline-Specific Vocabulary	15
4. Midwifery Students	15
CHAPTER II REVIEW OF RELATED LITERATURE	17
A. Theoretical Framework	17
1. Definition of Vocabulary	17
2. The Importance of Vocabulary	19
3. The Type and Classification of Vocabulary	22
4. Learning Vocabulary	27
5. English for Midwifery	32
6. Discipline-Specific Vocabulary for Midwifery Department Students	34
7. Problems or Difficulties in Learning Vocabulary	40
8. Strategies in Learning Vocabulary	46
B. Review of Previous Studies	50
CHAPTER III RESEARCH METHOD	54
A. Research Design	54
B. Population and Sample	55
C. Research Data and Source of Data	57
D. Research Instrument	58
E. Research Data Collection Techniques	59
F. Data Analysis Techniques	60
CHAPTER IV FINDINGS AND DISCUSSION	62
A. Findings	62
1. The Problems of Learning Discipline-Specific Vocabulary Faced by Midwifery Department Students	63
2. Factors Influencing Problems of Learning Discipline-Specific Vocabulary Faced by Midwifery Department Students	72

3. The Strategies by Midwifery Department Students for Solving the Problems of Learning Discipline-Specific Vocabulary	81
B. Discussion	97
1. The Problems of Learning Discipline-Specific Vocabulary	98
2. Factors Influencing Problems of Learning Discipline-Specific Vocabulary	104
3. The Strategies for Solving the Problems of Learning Discipline-Specific Vocabulary	112
CHAPTER V CONCLUSION AND SUGGESTION	119
A. Conclusion	119
B. Suggestion.....	120
REFERENCES	1
APPENDICES	6

UIN SUNAN AMPEL
S U R A B A Y A

LIST OF TABLES

Table		Page
2.1	List of discipline-specific vocabularies example	38
2.2	The example of prefixes that related to midwifery and medical field	40
2.3	The example of suffixes that related to midwifery and medical field	41
2.4	The example of root words that related to midwifery and medical field	41
2.5	List example of The difference origin	48
3.1	Ranks of mean value	64
4.1	Data means, std deviations and ranks “The problems of learning discipline-specific vocabulary faced by midwifery department students”	67
4.2	Data percentages “The problems of learning discipline-specific vocabulary faced by midwifery department students”.	69
4.3	Data means, std deviations and ranks “Factors influencing problems of learning discipline-specific vocabulary faced by midwifery department students”	74
4.4	Data percentages “Factors influencing problems of learning discipline-specific vocabulary faced by midwifery department students”	78
4.5	Data means, std deviations and ranks of determination strategies	84
4.6	Data percentages of determination strategies	86
4.7	Data means, std deviations and ranks of social strategies	88
4.8	Data percentages of social strategies	88
4.9	Data means, std deviations and ranks of memory strategies	90

4.10	Data percentages of memory strategies	91
4.11	Data means, std deviations and ranks of cognitive strategies	93
4.12	Data percentages of cognitive strategies	94
4.13	Data means, std deviations and ranks of meta-cognitive strategies	96
4.14	Data percentages of meta-cognitive strategies	97



UIN SUNAN AMPEL
S U R A B A Y A

LIST OF CHARTS

Chart	Page
4.1 The problems of learning discipline-specific vocabulary faced by midwifery department students	70
4.2 Factors influencing problems of learning discipline-specific vocabulary faced by midwifery department students	79
4.3 Determination strategies	86
4.4 Social strategies	89
4.5 Memory strategies	92
4.6 Cognitive strategies	95
4.7 Meta-cognitive strategies	98



UIN SUNAN AMPEL
S U R A B A Y A

LIST OF APPENDICES

Appendix I : Instrument Validation Letter

Appendix II : Research Questionnaire

Appendix III : Questionnaire Results



UIN SUNAN AMPEL
S U R A B A Y A

REFERENCES

- Acharya. (2010). *Questionnaire Design*. Nepal: Centre for Post-graduate Studies Nepal Engineering College.
- Afzal, Naeem. (2019). A Study on Vocabulary-Learning Problems Encountered by BA English Majors at The University Level of Education. *AWEJ*. Vol 10 No 3.
- Alam Khan, Intakhab. (2016). Difficulties in Mastering and Using English for Specific Purpose (Medical Vocabulary): A Linguistic Analysis of Working Saudi Hospital Professionals. *International Journal of Education*. ISSN Vol. 8 No 1, 1948-5476
- Al-Nouh, Nowreya A et al. (2015). EFL College Students' Perception of Difficulties in Oral Presentation as A Form of Assessment. *International Journal of Higher Education*, Vol. 4. No. 1.
- Arikunto, Suharsimi. (2002). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Avina, Rosyada. (2020). Thesis: *An Analysis of Students' Linguistic Problems in Learning Vocabulary at SMA Muhammadiyah 1 Malang*. Malang: UMM.
- Beck, Isabel, Margaret McKeown, and Linda Kucan. (2013). *2nd ed. Bringing Words to Life: Robust Vocabulary Instruction*. New York: Guildford Press.
- Brown, H - Douglas. (2011). *Principles of Language Learning and Teaching*. New Jersey. Prentice Hall.
- Catalan, R. M. J. (2003). Sex Differences in L2 Vocabulary Learning Strategies. *International Journal of Applied Linguistics*. No. 13(1). 54-77
- Charteris-Black, J. (1998). *Compound Nouns and The Acquisition of English Neologism*. (ERIC Document Reproduction Service No. ED 427525).
- Chung TM, & Nation P. (2004). Identifying Technical Vocabulary. *System*. Vol. 32 No. 2.
- Creswell, John W. (2014). *Research Design, Qualitatives, Quantitative, and Mixed Methods Approaches (Fourth Edition)*. United State of America: Sage Publications.
- Dictionary.cambridge.org. "Definition of Problem". Cambridge Dictionary. Retrieved from <https://dictionary.cambridge.org/dictionary/english/problem>
- Fitriani, Dea A., et al. (2015). A Study on Students' English Speaking Problems in Speaking Performance. *JPPK*, Vol. 4 No. 9.

- Gower Roger, et al. (1995). *Teaching Practice Handbook*. Oxford: Heinemann.
- Grauberg, Walter. (1997). *The Elements of Foreign Language Teaching. Languages in Practice Vol 7*. UK: Multilingual Matters.
- Harding, K. (2007). *English for Specific Purpose*. Oxford; Oxford University Press.
- Hashemi, Z., Hadavi, M. (2014). Investigation Of Vocabulary Learning Strategies Among EFL Iranian Medical Sciences Students. *Procedia*. Vol. 192.
- Hatch, E, - Cherly Brown. (1995). *Vocabulary, Semantic, and Language Education*. Cambridge: Cambridge University Press.
- Haynes, et al. (1993). *Second Language Reading and Vocabulary Learning*. NJ: Ablex. 46-62
- Heriansyah, H. (2012). Speaking Problem Faced by The English Department Students of Syiah Kuala University. *Lingua Didaktika*, Vol. 6 No. 1, 37-44.
- Hiebert, E. H., - Michael L Kamil. (2005). *Teaching and Learning Vocabulary Brings Research to Practice*. London: Lawrence Erlbaum Associates.
- Huong. A. (2018). Survey Study on Academic Vocabulary Learning Strategies by EFL University Students. *Journal of Language Teaching and Research*. Vol. 9, No. 5.
- Hutchinson, Tom. – Alan Waters. (1987). *English for Specific Purpose, A Learning Centered Approach*. Cambridge: Cambridge University Press.
- Hyland , K. (2007). Is There An ‘Academic Vocabulary’?. *TESOL Quarterly*. Vol. 41 No. 2.
- International Confederation of Midwives. *Glossary of Terms Used in ICM*. 2011 (www.internationalmidwives.org accessed on September 2, 2020)
- Irvani, Ferdi. (2020). Thesis: *An Analysis of Students’ Difficulties in Vocabulary Mastery at State Senior High School 1 Kampar*. Riau: UIN SUSKA Riau.
- Jordan, R. R. (1997). *English for Academic Purposes: A Guide and Resource Book for Teachers*. Cambridge, UK: Cambridge University Press.
- Kamil, Hanief. (2017). Thesis: *A Study of Students' Problem in Learning Vocabulary at The Eighth Graders of SMP Muhammadiyah Ajibarang*. Purwokerto: Universitas Muhammadiyah Purwokerto.
- Khan, I. A. (2011). Learning Difficulties in English: Diagnosis and Pedagogy in Saudi Arabia'. *Educational Research*. Vol. 2 No. 7. 1248-1257.

- Langan, John. (2001). *English skill (7thed)*. New York: McGraw-Hill companies, Inc.
- Laufer, B. (1997). *The Lexical Plight in Second Language Reading*. Cambridge: Cambridge University Press.
- Levin, J. R. (1983). *Pictorial Strategies for School Learning; Practical Illustrations*. New York: Springer-Verlag.
- Longstreth, David W. (2017). Thesis: *Enhancing The Acquisition of Discipline-Specific Vocabulary through Student Concordancing*. Germany: Humboldt State University.
- Lucie Šilarová. (2011). Thesis: *Difficulties of an Adult Student in Learning and Remembering Vocabulary*. Czech Republic: Charles University in Prague.
- Luo, Yawen. (2020). Chinese Medical College Students' English Vocabulary Learning Difficulties, Attitudes and Preferences towards the Use of Mobile Application for Vocabulary Learning. *Asian Journal of Literature Culture and Society*. Vol. 9 No 2.
- Mann, Prem S. (1995). *Introductory Statistics* (2nd ed.). Wiley.
- Margono, S. (2005). *Metodologi Penelitian Pendidikan*. Jakarta: PT. Rineka Cipta.
- Merriam-Webster.com, "Definition of Problem". (Merriam-Webster, 2012). (<https://www.merriam-webster.com/dictionary/problem>)
- Methold, K, - C, Methold. (1975). *Practice in Medical English*. London: Longman.
- N. Schmitt. (1997). *Vocabulary Learning Strategies*. Cambridge England: Cambridge University Press.
- Nation, I. S. (2001). *Learning Vocabulary in Another Language* (United Kingdom: Cambridge University Press.
- Nation, P. (1997). L1 and L2 Use in Classroom; A Systematic Approach, *TESL Reporter*.
- Naveh, M. H., et al. (2011). The Relationship Among Extroversion Tendency, Vocabulary Learning Strategies and Reading. *Students in Literature and Language*. Vol. 3 No. 2.
- Neuman, S. B., & Dwyer, J. (2009). Missing In Action: Vocabulary Instruction in Pre-K. *The Reading Teacher*. Vol. 62 No.5. 384–392
- Newell, Simon. (1972). *Human Problem Solving*. New Jersey: Prentice Hall, Englewood Cliffs.

- Ningrum. (2015). Thesis: *Students' Problems in Learning Vocabulary at Eighth Grade in One of Junior High Schools in Jambi*. Jambi: FKIP Universitas Jambi.
- Nugroho. (2004). Thesis: *The Extensive Reading Material to Improve The First Year Students Vocabulary at Ta'miriyah High School*. Surabaya: UNESA.
- Nunan, D. (1999). *Second Language Teaching & Learning*. USA. Heinle & Heinle Publisher.
- Nunan, David. (1992). *Research Method in Language Learning*. Cambridge: Cambridge University Press.
- Nursalam. (2009). *English in Nursing–Midwifery Sciences and Technology for Indonesia's Nurse-Midwife Students*. Surabaya: Airlangga University Press.
- Pinsonneault, A., & Kraemer, K. L. (1993). Survey Research Methodology in Management Information Systems: An Assessment. *JMIS*. Vol. 10. 75-105
- Rafik, Galea, S., - Wong, B, E. (2006). *Vocabulary Learning Strategy among Adult Foreign Language Learners*. Foreign Language Teaching in Asia and Beyond: Singapore.
- Reskiawan, Andas, & Hajra. (2020). A study on Students' Difficulties in Vocabulary Mastery at First Grade Students of SMP 1 Baula. *Tamaddun*. Vol. 19 No 1.
- Robinson, N. (2009). *Vocabulary in ESP: Ideas for Bridging the 'Information Gap'*. *Jezik Stroke: Teorija i Prakasa, Zbornik Radova*. Beograd: University of Belgrade.
- Roget. (1980). *The American Heritage Dictionary*. Boston: The New Thesaurus.
- Rogulj & Cizmic. (2018). Vocabulary Learning Strategies Used by Medical Students: Croatian Perspective. *JAH*. Vol. 07, No. 02, 44-58
- Rohmatillah. (2014). A Study on Difficulties in Learning Vocabulary. *English Education: Jurnal Bahasa Inggris*. Vol 6, No 1.
- Saniyah. (2011). Thesis: *Students Problem in Learning Vocabulary*. Surabaya: UINSA
- Saragih, E. (2019). The Effect of Semantic Mapping Technique on Technical Vocabulary Mastery for Midwifery Students. *Studies in English Language and Education*. Vol. 6 No. 2.
- Seel N.M. (2012). *Problems: Definition, Types, and Evidence*. In: Seel N.M. (eds) *Encyclopedia of the Sciences of Learning*. Springer, Boston, MA

- Sinadinović, Danka. (2013). The Importance of Strategies in Learning and Acquiring Medical English Vocabulary. *JAHHR*. Vol. 4 No.7. 273-91
- Slameto. (2003). *Belajar dan Faktor-faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta.
- Susanto, H. A. (2021). Study on Students' Difficulties in Learning Vocabulary. *Journey: Journal of English Language and Pedagogy*. Vol. 4 No. 2, 46-50.
- Susanto, J., & Latief, M. A. (2016). Developing English Teaching Material for Midwifery Students. *The Journal of Teaching English for Specific and Academic Purpose*. Vol. 4, No 3. 527-537.
- Swales, J. (1974). *Writing Scientific English*. London: Thomas and Sons.
- Tedds. *What is Research Data?*, University of Leicester. (<https://www2.le.ac.uk/services/research-data/>, accessed on December 9, 2020.)
- Thornbury, S. (2004). *How to Teach Vocabulary*. London: Longman.
- Triana, A. (2015). Pengetahuan dengan Penampilan Praktek Asuhan Kebidanan Antenatal Care pada Mahasiswa Semester IV DIII Kebidanan Fakultas Ilmu Kesehatan Fakultas Ilmu Kesehatan Indonesia. *Journal Maternity and Neonatal*. Vol. 1 No. 6.
- Wanpen, S., Sonkoontod, K., & Nonkukhetkhong. (2013). K. Technical Vocabularies Proficiencies and Vocabulary Learning Strategies of Engineering Students. *Procedia*. Vol. 88. 312-320.
- Wu, Lin-Fang. (2014). Technical College Students' Perceptions of English for Specific Purposes Vocabulary Learning and Teaching. *International Journal of English Language Education*. Vol 2, no 1.

UINS SUNAN AMPEL
S U R A B A Y A