



## Bridging the Academic–Vocational Gap: An ESP Needs Analysis for Developing a Project-Based English Module in Agribusiness Education

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| Article Info                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Abstract                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p><b>Received:</b> 2026-06-02<br/> <b>Revised:</b> 2026-06 -21<br/> <b>Accepted:</b> 2026-06-23</p> <p><b>Keywords:</b><br/> agribusiness,<br/> ESP,<br/> needs analysis,<br/> project-based<br/> learning</p> <p><b>DOI:</b><br/> 10.24256/ideas.v14i1.10979</p> <p><b>Corresponding Author:</b><br/> Muziatun Mukadji<br/> <a href="mailto:evaboniita@gmail.com">evaboniita@gmail.com</a><br/> Master's Program in<br/> English Education,<br/> Universitas Negeri<br/> Gorontalo</p> | <p><i>The demand for English proficiency in vocational education requires instructional materials that align with students' professional contexts. Although English for Specific Purposes (ESP) and Project-Based Learning (PjBL) have been widely explored in vocational education, studies integrating ESP needs analysis, Agribusiness-specific content, Project-Based Learning, and the Merdeka Curriculum remain limited. This study aims to identify the target needs and learning needs of Agribusiness students at SMKN 1 Paguyaman as a basis for developing an ESP module integrated with Project-Based Learning. This research represents the Analysis phase of the ADDIE model and employed a descriptive needs analysis design. Data were collected through document analysis of the Phase F English Learning Outcomes and questionnaires administered to one English teacher, three Agribusiness productive teachers, and 18 eleventh-grade Agribusiness students. The data were analyzed using qualitative descriptive analysis involving data reduction, data display, and conclusion drawing. The findings revealed a gap between curriculum expectations and classroom practices, particularly regarding limited technical vocabulary and the lack of contextualized instructional materials. Specifically, 88% of students reported difficulty understanding English vocabulary, while 93% expressed a need for agriculture-related procedural text materials. Procedure and descriptive texts were identified as the most relevant text types, whereas Project-Based Learning</i></p> |

*and interactive audio features were considered effective in supporting student engagement and comprehension. The novelty of this study lies in integrating ESP needs analysis, Agribusiness-specific content, Project-Based Learning, and the Merdeka Curriculum as a foundation for developing contextualized instructional materials. The study concludes that a contextualized ESP module is essential to bridge the gap between content knowledge and students' language competence.*

## 1. Introduction

In the context of globalization and rapid technological advancement, vocational education is increasingly expected to prepare students not only with technical expertise but also with the ability to communicate effectively in English. For students in vocational high schools (SMK), English is no longer merely a general academic subject; rather, it functions as a practical tool for accessing information, understanding professional instructions, and communicating domain-specific knowledge in workplace settings.

The implementation of the Merdeka Curriculum further emphasizes the importance of contextualized and student-centered learning. Within this framework, English instruction is expected to move beyond general language competence toward meaningful language use that reflects students' vocational fields and future professional needs. Consequently, English learning materials should support students in applying language skills within authentic occupational contexts.

One approach that addresses this need is English for Specific Purposes (ESP), which focuses on designing language instruction based on learners' target needs and real-life communication demands (Hutchinson & Waters, 1987). ESP emphasizes the importance of aligning language learning with learners' academic and professional goals. More recent perspectives suggest that ESP should integrate workplace communication skills, domain-specific vocabulary, and authentic learning contexts to enhance learners' readiness for future employment (Basturkmen, 2019; Hyland, 2022). In vocational education, this implies that English materials should be tailored to the characteristics and communication demands of each field of study.

Despite the growing importance of ESP in vocational education, English instruction in many vocational schools remains dominated by general English materials that are not sufficiently connected to students' vocational contexts. Previous studies have reported that the lack of contextualized materials and needs-based instructional design remains a major challenge in the implementation of

vocational ESP (Sari & Wirza, 2021). As a result, students may acquire basic linguistic knowledge but have difficulty explaining technical procedures, describing workplace tools, or communicating field-specific experiences in English.

This issue is particularly relevant in Agribusiness education. Agribusiness students are expected to understand and communicate specialized concepts related to agricultural cultivation, production processes, tools, materials, and field practices. Therefore, English learning should not only develop general language competence but also facilitate students' ability to communicate vocational knowledge effectively.

A similar condition was identified at SMKN 1 Paguyaman. Although Agribusiness students demonstrate adequate practical competence in activities such as cultivation and agricultural production, they often encounter difficulties when explaining these activities in English. Preliminary observations and teacher reports indicate that students experience limitations in technical vocabulary, difficulties constructing procedure texts, and challenges describing agricultural processes systematically. This phenomenon reflects a content-language gap, in which students possess vocational knowledge but lack the linguistic resources to communicate it effectively.

From a curricular perspective, the Phase F English Learning Outcomes require students to comprehend, analyze, and produce various functional texts, including descriptive and procedural texts, and to present information in spoken, written, and multimodal forms. These expectations suggest that the curriculum conceptually supports contextualized language learning. However, the persistence of students' language difficulties suggests that existing instructional materials may not adequately support the achievement of these learning outcomes in vocational contexts.

To address this issue, Project-Based Learning (PjBL) has been widely recognized as a suitable instructional approach for vocational education. PjBL encourages students to engage in authentic tasks, solve real-world problems, and produce meaningful products while applying language skills in context. Previous studies have shown that PjBL enhances student engagement, promotes active learning, and supports the development of communicative competence in vocational learning environments (Kokotsaki et al., 2016; Hidayati et al., 2023; Zulfa, 2025).

Although previous studies have explored ESP implementation in vocational education and the effectiveness of Project-Based Learning in language instruction, most have focused on general vocational contexts and have not addressed the specific linguistic and professional demands of Agribusiness programs. Previous studies have primarily focused on ESP implementation in general vocational programs or on evaluating the effectiveness of Project-Based Learning in language classrooms.

However, limited attention has been given to Agribusiness-specific contexts, particularly studies that use needs analysis as the basis for instructional material development. Furthermore, existing studies rarely integrate ESP needs analysis, Agribusiness-specific content, Project-Based Learning, and the implementation of the Merdeka Curriculum within a single instructional design framework. As a result, limited evidence is available on the specific English-learning needs of Agribusiness students and how these needs can inform the development of contextualized instructional materials.

The novelty of this study lies in its integration of ESP needs analysis, Agribusiness-specific vocational content, Project-Based Learning, and the Merdeka Curriculum as a foundation for developing contextualized English instructional materials. Unlike previous studies that primarily examined ESP implementation or PjBL effectiveness in isolation, this study integrates these elements to identify learners' actual needs prior to instructional material development.

This study is guided by a conceptual framework that integrates curriculum expectations, ESP needs analysis, and Project-Based Learning. The framework assumes that effective instructional material development should be based on learners' target and learning needs, as identified through curriculum documents, teachers, and students. The results of the needs analysis then serve as the foundation for integrating ESP principles and Project-Based Learning into the design of an Agribusiness English module.

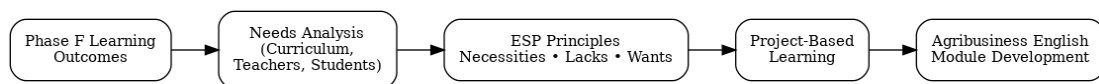


Figure 1. Conceptual Framework of the Study

Based on this framework, the study investigates the English-learning needs of Agribusiness students to inform the development of a contextualized ESP module integrated with Project-Based Learning.

To address the identified gap, this study seeks to answer the following research questions:

1. What are the target needs of Agribusiness students in learning English at SMKN 1 Paguyaman?
2. What are the learning needs of Agribusiness students regarding instructional materials, learning activities, and technological support?
3. What implications do the identified needs have for the development of a Project-Based English for Specific Purposes (ESP) module for Agribusiness students?

Therefore, this study aims to identify the target needs and learning needs of Agribusiness students at SMKN 1 Paguyaman and to provide an empirical foundation for developing a contextualized Project-Based English for Specific Purposes (ESP) module aligned with the Merdeka Curriculum.

## **2. Method**

This study employed a descriptive needs analysis design within a Research and Development (R&D) framework, focusing on the Analysis phase of the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) proposed by Branch (2009). The purpose of this phase is to identify learners' target needs and learning needs as a foundation for developing instructional materials. The study used both quantitative and qualitative data, obtained through questionnaires and document analysis, to provide a comprehensive understanding of the English-learning needs of Agribusiness students.

### *2.1 Research Site and Participants*

The study was conducted at SMKN 1 Paguyaman, Boalemo Regency, Gorontalo, Indonesia. The participants consisted of one English teacher, three Agribusiness productive teachers, and 18 eleventh-grade students enrolled in the Agribusiness program.

Participants were selected through purposive sampling because they were directly involved in English-learning and Agribusiness instructional activities. The English teacher was selected for her responsibility for English instruction, while the productive teachers were included for their expertise in Agribusiness practices and vocational competencies. The 18 students represented the entire population of Grade XI Agribusiness students during the academic year in which the study was conducted.

The inclusion of multiple participant groups was intended to obtain comprehensive information regarding students' English learning needs and to strengthen the credibility of the findings through source triangulation.

### *2.2 Research Instruments*

Two instruments were employed in this study: document analysis and questionnaires.

The document analyzed was the Phase F English Learning Outcomes of the Merdeka Curriculum. The document analysis aimed to identify curriculum expectations for students' language competencies and their relevance to vocational learning contexts.

The questionnaires were designed to identify students' target needs and learning needs. The instrument consisted of closed- and open-ended questions adapted from ESP needs-analysis frameworks proposed by Hutchinson and Waters (1987) and Basturkmen (2019).

The student questionnaire consisted of items covering three dimensions: (1) target needs, including students' purposes for learning English and relevant language skills; (2) lacks, including learning difficulties and language limitations; and (3) wants, including preferred learning materials, learning activities, and

technological support.

Closed-ended items employed a Yes/No response format to identify general patterns of needs, while open-ended questions allowed participants to provide additional explanations and suggestions.

Separate questionnaires were also administered to the English teacher and Agribusiness productive teachers to obtain information regarding students' language needs, learning difficulties, and the relevance of existing instructional materials.

To ensure content validity, the instruments were reviewed by two experts in English education. Following expert review, the questionnaires were revised according to the experts' suggestions. A pilot test was subsequently conducted with a small group of students outside the research participants to improve item clarity and enhance the instrument's consistency.

### *2.3 Data Collection*

Data collection was conducted in two stages.

First, a document analysis was conducted to examine the Phase F English Learning Outcomes. Particular attention was given to competencies in descriptive and procedural texts, as well as multimodal communication, which are relevant to vocational learning.

Second, questionnaires were distributed to the English teacher, Agribusiness productive teachers, and students. The teacher questionnaires focused on identifying language demands within the Agribusiness context, students' learning difficulties, and the suitability of existing instructional materials. The student questionnaire explored learners' experiences, perceived difficulties, vocational language needs, preferred learning activities, and expectations regarding instructional materials.

### *2.4 Data Analysis*

The data were analyzed using qualitative descriptive analysis. The analysis followed three stages: data reduction, data display, and conclusion drawing.

Responses obtained from questionnaires and document analysis were categorized according to ESP needs analysis principles, particularly target needs and learning needs. Furthermore, the findings were interpreted using Hutchinson and Waters' (1987) framework of necessities, lacks, and wants to identify students' vocational English learning requirements comprehensively.

Quantitative data obtained from closed-ended questionnaire items were summarized as frequencies and percentages to describe general response patterns. Meanwhile, qualitative responses from open-ended questions were analyzed thematically to provide deeper insights into participants' perspectives.

To enhance the trustworthiness of the findings, source triangulation was applied by comparing information obtained from curriculum documents, teachers, and students.

### *2.5 Ethical Considerations*

Prior to data collection, permission was obtained from the school administration. All participants were informed about the purpose of the study and their voluntary participation in the research.

Informed consent was obtained from teachers and students before the questionnaires were administered. Participants were assured that their responses would be treated confidentially and used solely for research purposes. To protect participants' privacy, all personal information was anonymized during data analysis and reporting.

## **3. Results**

### *3.1 Curriculum Alignment with Vocational Needs*

The analysis of the Phase F English Learning Outcomes indicates that students are expected to comprehend and produce functional texts, particularly descriptive and procedural texts, and present information in spoken, written, and multimodal forms. These competencies reflect the curriculum's emphasis on contextualized language use and meaningful communication. The curriculum also encourages students to use English in authentic situations and to communicate information relevant to their learning experiences.

However, the analysis revealed that these expectations have not been fully reflected in classroom practices. Existing instructional materials are largely general and offer limited opportunities for students to engage with vocationally relevant language. Consequently, students experience difficulties applying English to communicate concepts and procedures related to Agribusiness. This finding suggests a gap between curriculum expectations and instructional implementation.

### *3.2 Teachers' Perspectives*

Both the English teacher and Agribusiness productive teachers emphasized the importance of English in supporting vocational learning activities. According to the participants, English is needed to explain agricultural procedures, describe tools and materials, understand technical information, and access broader agricultural knowledge.

The English teacher identified students' limited language proficiency as a major challenge:

*"Kesulitan utama siswa adalah kemampuan dasar Bahasa Inggris yang masih rendah, terutama penguasaan kosakata dan kemampuan menyusun kalimat sederhana."*

(Students' main difficulty is their limited basic English proficiency, particularly vocabulary mastery and the ability to construct simple sentences.)

Similarly, Agribusiness productive teachers highlighted the importance of mastering technical agricultural terminology. One teacher stated that students need:

*"Kemampuan membaca dan memahami istilah teknis dalam bidang pertanian."*  
(The ability to read and understand technical agricultural terminology.)

Another teacher emphasized the need for:

*"Kemampuan memahami istilah asing (bahasa Inggris) dalam bidang pertanian."*  
(The ability to understand foreign terms (English) used in the field of agriculture.)

Regarding instructional materials, teachers agreed that English learning resources should be contextualized and closely related to agricultural practices. The English teacher suggested that learning materials should use simple language and provide examples derived from students' vocational experiences. In addition, productive teachers considered Project-Based Learning (PjBL) an appropriate instructional approach because it enables students to connect English learning with authentic agricultural activities.

Overall, the teachers' responses indicate that existing English materials do not adequately address the communication demands of Agribusiness education and that contextualized ESP materials are needed.

### *3.3 Students' Perspectives*

The questionnaire results revealed that students recognized the importance of English for both academic and future occupational purposes. A substantial majority of students expressed a strong need for contextualized English learning that supports agricultural communication.

Specifically, 94% of students indicated a need for English materials suitable for the Agribusiness major, while 93% expressed a need for agriculture-related examples of procedure texts. Furthermore, 91% reported that they understood English materials more easily when the content was related to agriculture.

Students' open-ended responses further confirmed this preference. When asked about the types of materials they expected to learn, several students stated:

*"Yaitu tentang pertanian dan kosa kata."*

(Materials related to agriculture and vocabulary.)

Another student specifically expressed the need for contextualized agricultural materials:

*"Cara menanam atau merawat tanaman yang kalimatnya pendek-pendek."*

(How to plant or care for crops using short and simple sentences.)

These responses indicate that students prefer learning materials that are directly connected to their vocational field and presented in a simple and accessible manner. The findings also suggest that contextual relevance plays a crucial role in enhancing students' engagement and comprehension in English learning.

Overall, the results demonstrate that students expect English instruction to support not only general language development but also their ability to understand and communicate agricultural knowledge relevant to their future professional activities.

### 3.4 Summary of Students' Questionnaire Results

*Table 1. Summary of Students' Questionnaire Results*

| No | Questionnaire Item                                                            | Percentage | Category  |
|----|-------------------------------------------------------------------------------|------------|-----------|
| 1  | Students have difficulty understanding English vocabulary                     | 88%        | Very High |
| 2  | Students have difficulty pronouncing English words correctly                  | 86%        | Very High |
| 3  | Students lack confidence in speaking English                                  | 84%        | Very High |
| 4  | Students have difficulty writing simple English sentences                     | 76%        | High      |
| 5  | Students understand English materials more easily when related to agriculture | 91%        | Very High |
| 6  | Students need English materials suitable for agricultural majors              | 94%        | Very High |
| 7  | Students need agricultural procedure text examples                            | 93%        | Very High |

| No | Questionnaire Item                                                                       | Percentage | Category  |
|----|------------------------------------------------------------------------------------------|------------|-----------|
| 8  | Students prefer project-based and collaborative learning                                 | 85%        | Very High |
| 9  | Speaking practice helps improve English skills                                           | 95%        | Very High |
| 10 | Presentation activities improve students' confidence                                     | 87%        | Very High |
| 11 | Pictures and illustrations help students understand materials                            | 92%        | Very High |
| 12 | Students learn more easily through step-by-step learning                                 | 93%        | Very High |
| 13 | Students need pronunciation practice                                                     | 94%        | Very High |
| 14 | Students need learning materials accessible through smartphones                          | 82%        | Very High |
| 15 | Students need English modules that support communication skills in agricultural contexts | 96%        | Very High |

As shown in Table 1, the highest percentages were found in students' need for contextualized English modules that support communication skills in agricultural contexts (96%), speaking practice (95%), English materials suitable for the Agribusiness major (94%), and pronunciation practice (94%). These findings indicate that students require instructional materials that integrate vocational content, communication-oriented activities, and language support features.

### 3.5 Learning Difficulties

Several major learning difficulties emerged from the questionnaire results and teacher feedback.

The most prominent difficulty was vocabulary mastery, with 88% of students reporting difficulties in understanding English vocabulary. One student expressed this challenge by stating:

*"Masih sangat kurang dalam menghafal kosakata (vocabulary)."*  
(I still have great difficulty memorizing vocabulary.)

In addition, 86% of students reported difficulties in pronouncing English words correctly. One student commented:

*"Sulit mengucapkan kata-kata dalam bahasa Inggris (pronunciation)."*  
(It is difficult to pronounce words in English.)

Furthermore, 84% of students indicated a lack of confidence when speaking English, while 76% reported difficulties in writing simple English sentences.

These findings are consistent with the English teacher's observation:

*"Kesulitan utama siswa adalah kemampuan dasar Bahasa Inggris yang masih rendah, terutama penguasaan kosakata dan kemampuan menyusun kalimat sederhana."*

(Students' main difficulty is their limited basic English proficiency, particularly vocabulary mastery and the ability to construct simple sentences.)

These findings indicate that students' challenges extend beyond vocabulary acquisition to pronunciation, confidence, and productive language skills. As a result, students often struggle to communicate agricultural knowledge effectively despite possessing adequate practical competence in their vocational field.

The findings reveal a content–language gap, in which students possess practical agricultural knowledge but lack the linguistic resources to communicate it effectively in English.

### 3.6 Learning Preferences

The questionnaire findings revealed strong preferences for contextual, collaborative, and practice-oriented learning activities.

Approximately 85% of students preferred project-based and collaborative learning activities, while 95% believed that speaking practice could improve their English skills. In addition, 87% reported that presentation activities helped increase their confidence in using English.

Students also expressed clear preferences regarding instructional design. Around 92% indicated that pictures and illustrations helped them understand learning materials, whereas 93% preferred learning content presented gradually through step-by-step instruction.

These findings suggest that students favor active learning experiences that combine visual support, communication practice, and authentic vocational tasks. Such preferences are consistent with the principles of Project-Based Learning, which encourages active participation and meaningful language use.

### 3.7 Technology Integration Needs

Technology was identified as an important component of instructional materials. Approximately 82% of students expressed a need for learning materials accessible on smartphones, underscoring the importance of mobile-friendly learning resources.

Furthermore, 94% of students reported a need for pronunciation practice, while 96% indicated a need for English modules that support communication skills in agricultural contexts. These findings suggest that instructional materials should integrate technological support, pronunciation assistance, and contextualized communication activities to enhance learner autonomy and engagement.

The results also indicate that technology-enhanced learning resources can provide students with greater opportunities for independent learning while supporting the development of vocationally relevant communication skills.

### 3.8 Summary of ESP Needs Based on Hutchinson and Waters' Framework

The identified needs were categorized according to Hutchinson and Waters' (1987) framework of necessities, lacks, and wants. This framework provides a comprehensive understanding of students' vocational English learning requirements and serves as a foundation for developing contextualized ESP instructional materials.

*Table 2. Summary of Students' ESP Needs Based on Hutchinson and Waters' Framework*

| ESP Component | Findings                                                                                                                                                                                                                             |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Necessities   | Understanding agricultural terminology, explaining agricultural procedures, describing tools and materials, communicating agricultural knowledge, and developing communication skills relevant to future employment                  |
| Lacks         | Limited vocabulary mastery, pronunciation difficulties, low confidence in speaking English, difficulties writing simple English sentences, and challenges expressing vocational knowledge in English                                 |
| Wants         | Agribusiness-related materials, procedure text examples, Project-Based Learning activities, speaking practice, pronunciation support, visual learning materials, smartphone-accessible resources, and contextualized English modules |

Overall, the findings demonstrate a strong need for instructional materials that integrate vocational content, ESP principles, Project-Based Learning, and technological support. Such materials are expected to bridge the gap between students' agricultural knowledge and their English communication skills and provide a stronger foundation for vocationally relevant English learning.

#### **4. Discussion**

The findings of this study reveal a significant mismatch between curriculum expectations and classroom practices in vocational English learning. Although the Phase F Learning Outcomes emphasize contextualized communication and the production of functional texts, students continue to experience considerable difficulties applying English in their vocational fields. This finding suggests that the challenge lies not in the curriculum itself but in the limited availability of instructional materials that translate curriculum expectations into vocationally relevant learning experiences.

This mismatch can be understood as a curriculum–practice gap. While the Merdeka Curriculum promotes contextualized and meaningful learning, classroom instruction still relies largely on general English materials that are insufficiently connected to Agribusiness contexts. As a result, students have limited opportunities to develop the language skills required to communicate agricultural knowledge effectively. This finding supports previous studies emphasizing the importance of aligning vocational English instruction with learners’ professional needs and workplace communication demands (Basturkmen, 2019; Hyland, 2022).

Another important finding concerns the content–language gap experienced by Agribusiness students. The results indicate that students possess practical knowledge of agricultural activities but have difficulty communicating it in English. Vocabulary limitations, pronunciation difficulties, low speaking confidence, and challenges in constructing simple sentences hinder students’ ability to explain agricultural procedures and concepts. This finding suggests that vocational students do not merely require additional language input; rather, they need instructional materials that bridge vocational content and language learning. In other words, English instruction should function as a tool for communicating professional knowledge rather than as an isolated academic subject.

The findings also reinforce the importance of ESP needs analysis in vocational education. Through the framework of necessities, lacks, and wants proposed by Hutchinson and Waters (1987), the study demonstrates that Agribusiness students possess distinct vocational language needs. Their necessities involve understanding agricultural terminology and communicating agricultural procedures, while their lacks include limited vocabulary mastery, pronunciation difficulties, and low confidence in speaking English.

At the same time, their wants emphasize contextualized materials, speaking practice, visual learning resources, and technology-supported instruction. These findings confirm that effective instructional material development should be grounded in learners’ actual needs rather than generic assumptions about language learning.

The results further support the suitability of Project-Based Learning (PjBL) as a pedagogical approach for Agribusiness students. Students expressed strong preferences for project-based and collaborative learning activities, speaking practice, presentation tasks, and contextualized learning experiences. These preferences are consistent with the principles of PjBL, which emphasize active participation, authentic problem-solving, collaboration, and meaningful product creation.

Within an Agribusiness context, project activities such as creating procedural demonstrations, presenting cultivation processes, or producing agricultural learning videos can provide opportunities for students to use English in realistic, professionally relevant situations. Therefore, PjBL serves not only as an instructional strategy but also as a mechanism for integrating language learning with vocational competencies.

Another notable finding concerns the role of technology in supporting English learning. Students demonstrated strong interest in smartphone-accessible learning materials, pronunciation support, and interactive learning features. These findings suggest that technology can extend learning opportunities beyond the classroom and promote learner autonomy. In vocational education contexts where students often engage in practical field activities, mobile-accessible instructional materials may provide flexible and continuous learning opportunities. Consequently, integrating technological support into instructional materials may enhance both language acquisition and independent learning.

Beyond supporting previous ESP and PjBL research, this study contributes theoretically by demonstrating how ESP needs analysis, vocational content, Project-Based Learning, and the Merdeka Curriculum can be integrated within a single framework for instructional material development. Previous studies have generally examined ESP implementation or Project-Based Learning separately. In contrast, the present study combines these perspectives through a needs-analysis approach that identifies learners' actual requirements before developing instructional materials. This integration provides a more comprehensive foundation for designing contextualized vocational English materials.

The findings also highlight several practical challenges. Teachers reported limited availability of Agribusiness-specific English materials and the need to adapt existing resources independently. Furthermore, students' limited English proficiency may hinder participation in communicative activities unless adequate scaffolding is provided.

These challenges suggest that instructional material development should consider not only curriculum requirements and learner needs but also classroom realities and resource availability.

Overall, the findings suggest that effective vocational English instruction requires the integration of contextualized content, learner-centered pedagogy, and technological support. Such integration has the potential to bridge both the curriculum-practice gap and the content-language gap identified in this study,

thereby supporting the development of students' communicative competence within their vocational field.

## **5. Conclusion**

This study aimed to identify the target needs and learning needs of Agribusiness students at SMKN 1 Paguyaman as a foundation for developing a Project-Based English for Specific Purposes (ESP) module aligned with the Merdeka Curriculum. The findings revealed a mismatch between curriculum expectations and existing instructional practices, particularly regarding the limited availability of contextualized English learning materials relevant to Agribusiness education.

The needs analysis demonstrated that students require English learning materials closely connected to agricultural contexts, particularly those related to agricultural terminology, procedural texts, and vocational communication. The findings also revealed several learning difficulties, including limited vocabulary mastery, pronunciation challenges, low confidence in speaking English, and difficulties constructing simple English sentences. Furthermore, students expressed preferences for Project-Based Learning activities, speaking practice, visual learning resources, smartphone-accessible materials, and pronunciation support.

From the perspective of ESP needs analysis, students' necessities involve the ability to understand and communicate agricultural knowledge, while their lacks include linguistic limitations that hinder effective communication. Their wants emphasize contextualized materials and authentic learning experiences that reflect their vocational field. These findings indicate that instructional materials should integrate vocational content, language support, technological features, and learner-centered activities.

The study contributes to the field of vocational English education by demonstrating the importance of integrating ESP principles, Project-Based Learning, vocational content, and the Merdeka Curriculum within a needs analysis framework. The results provide an empirical foundation for developing contextualized English instructional materials that support both language learning and vocational competence.

This study was limited to the needs analysis stage and involved participants from a single vocational school. Therefore, future research is recommended to develop, implement, and evaluate the effectiveness of the proposed ESP module in improving students' English communication skills within Agribusiness contexts.

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