A PRELIMINARY STUDY: AGRIBUSINESS NEED ANALYSIS FOR DEVELOPING AN ENGLISH FOR AGRIBUSINESS COURSE AT UNIVERSITAS MUHAMMADIYAH PAREPARE

ZULWAHYUNI NAMRULLAH [1], NASMILAH [2] and RIA ROSDIANA JUBHARI [3]

[1, 2, 3] Universitas Hasanuddin.
Email: [1] zulwahyuni6@gmail.com, [2] imla63@yahoo.com.au, [3] ac.riajubhari@gmail.com

Abstract

The contemporary landscape of English learning for 21st-century non-English major students necessitates a comprehensive approach, extending beyond daily activities to incorporate real-life experiences relevant to future professions. This study at Universitas Muhammadiyah Parepare discerns the learning needs of Agribusiness students for English for Specific Purposes (ESP). Involving 23 students, 4 alumni, and 2 English lecturers, the study utilized need analysis questionnaires followed by interviews. Coded and organized results informed the development of an inventory of linguistic and learning needs essential for advancing English for Agribusiness courses. The research recommends utilizing this inventory to develop courses aligned with contemporary educational requirements, specifically emphasizing speaking skills crucial for future Agribusiness careers. The conclusion underscores the significance of a student-centric approach and adapting learning methods to meet specific needs for enhanced preparation in English for Agribusiness courses. This study serves as a preliminary exploration, shedding light on the needs and challenges faced by Agribusiness students in developing ESP teaching and learning.

Keywords: Real-Life Experience, ESP, Agribusiness, Need Analysis, Need Inventory.

INTRODUCTION

Teaching non-English major students is categorized as teaching English for a Specific purpose which aims to teach them exact English material such as daily life, traveling, or job-related material. Yafeng (2018) stated that Hutchinson and Waters first familiarized General English, and they divided it into Specific Purpose English (ESP) and General Purpose English (GE). Then, the specialized use of English results from English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). In ESP, the teaching methods and learning environment are tailored to the learners' specific professional skills and activities, whereas General English teaching emphasizes a more general approach to language learning. Additionally, ESP courses are developed based on a thorough assessment of the learners' purposes and needs, while General English teaching covers a wide range of language skills without a specific professional or academic focus (Rahman, 2015).

Based on historical development, the ESP (English for Specific Purposes) is subject that is related to Academic English that needs to be set up based on the specific need of the learner, while General English is instead involving English used in college life or called basic English without any particular purpose (Qian & Wang in Yafeng, 2018). Sutarsyah et al. (1994) also supported that English for Specific Purposes (ESP) prepares learners to focus on one academic discipline, area of expertise, or employment. Based on this enlightenment, the ESP in higher

education (HE) focuses on academic fields related to students' majority, for instance, English for Agriculture for Agribusiness students, English for Business Management for Economic Students, or English for Nursery for Pre-School Education students, etc.

The need for English in non-English majors is a basic requirement considering the rapid number of foreign program offerings, such as student exchanges, student mobility, international conferences, study scholarships, and job offers at home and abroad that require an English language certificate. English for Specific Purposes (ESP) material are meant for adult learners who need further learning that is in line with academic needs at the higher education level, and to meet their professional work needs in the future (Susandi, 2023). ESP courses in non-English majors are always mandatory courses for students, the material presented shall not be limited to daily activities or activities covering certain majors that seem general, but it needs to be extended to meet the ESP objectives. Even though Yafeng (2018) concluded that the General English and Academic English limitations are still discussed, the differentiated curriculum strategy and appropriate learning model need to be adjusted based on students' conditions. English for Specific Purposes teaching in Indonesia to ESL/EFL students should not only focus on General English. The students, especially non-English majors as language learners, should be given specific technical material in Academic English that is related to their discipline to improve the study results.

English for Agribusiness is a specialized field of English language learning that focuses on the language skills required for communication in the agricultural industry. Currently, English language skills are starting to be seen by companies or other employers to make it easier to expand into further sectors. Constructed on research conducted by Arias-Contreras & Moore (2022), English language skills are significant for workers in the agricultural sector to carry out their work effectively. Besides, agricultural or agribusiness workers will work with agricultural scientists in research on animals, plants, and fiber, or assist with animal breeding and nutrition. They will set up or maintain laboratory equipment and collect samples from crops or animals. They prepare specimens or record data to assist scientists in biology or related life science experiments. They conduct tests and experiments to improve the yield and quality of crops or to increase the resistance of plants and animals to disease or insects. They will also work together and find solutions for better business development. In this occupation, good English is needed to assist them in communicating with colleagues or scientists from within or outside the country effectively, as well as carrying out their tasks efficiently. The need for language in this sector is not only limited to its use in two-way communication but also includes interpersonal skills in the form of the ability to interact, communicate, and collaborate effectively.

Based on career progress in the agricultural and agribusiness industry, English plays a major role in growing career paths and employability (Bhar & Rafik-Galea, 2022). Conversely, employees with limited language competence may not be able to achieve their desired career progression or even gain employment in the agricultural industry. Students need to learn new things and understand the implications of new information to answer social problems and regulate current and future policies. Separately, good English can support students advancing

awareness from various sources, including scientific journals, research papers, and online resources, not limited to Indonesian language sources only. Thus, they can coordinate with other people and enlarge their actions to involve a broader scale. Therefore, good English is needed by agribusiness students to maximize their professions in the future.

The description regarding the importance of good English for Agribusiness students leads to the development of English for Agribusiness courses. Problems faced by non-English major students, especially Agribusiness, can be covered by presenting materials and learning approaches that are suitable for target learners. Agreed to Agustina (2014), designing language teaching programs should rely on the target learners' needs in any circumstances. Thus, a needs analysis is carried out to identify the needs of Agribusiness students with the intention that the learning material delivered is by the list of students' linguistic and learning needs. Since the needs analysis is an essential primary step in designing and developing a language course (Rahman, 2015), need analysis also had been delivered to the alumni and English lecturers to find out the best English practice for further learning based on previous learning experiences. Need Analysis is significant for course material writers, curriculum designers, researchers, and students in the field of English language teaching (Haile Kassahun, 2010). Consequently, ESP or English for Agribusiness course must be improved to the demands of modern education which prepares students to master advanced skills in the present era.

The most common procedure for conducting a need analysis for designing an English for specific purpose course includes collecting data through a questionnaire, document analysis, and test techniques (Hassan et al., 2019). In this research, the researcher employed Brown's (1995) theory about administering need analysis. There are three basic steps to perform need analysis to develop a language program, they are making basic decisions about the need analysis, gathering information, and then using the information. Arias-Contreras and Moore (2022) also stated that identifying the target tasks of specialized learners via need analysis is a crucial first step in language program design. Carrying out simple observations of the learning process is still insufficient to collect information that is representative of the population.

Researchers collected as much data as possible from the survey results and interviews regarding learning experiences; what methods have been used, how effective the learning models were, and so on. Based on the developed English syllabus design book by Yassi and Kaharuddin (2018), the data were collected to find out personal information, the overview of the present need, students' learning ability and learning priority to determine their linguistic needs, and the overview of students' learning problem, learning attitudes and learning preferences to know their learning needs. The collected data should be analyzed to identify the language skills required for the agricultural industry. Based on the findings, an appropriate English for Agribusiness course can be designed to fulfill the communicative needs of the learners.

METHODS

The research was conducted in Universitas Muhammadiyah Parepare with 29 participants from Agribusiness major. The sample of this study consists of 23 Agribusiness students as a target group, 4 alumni as a resource group, 2 lecturers and head of Agribusiness study program as the audience. Purposive sampling was used in this research, but because of the limited time and the difficulties in gathering the respondents during the COVID-19 pandemic in 2021, there were only several of the 256 total population from first to fourth year of Agribusiness respondents presented in each group. The criteria for the sampling technique are the respondents should come from an Agribusiness major of Universitas Muhammadiyah Parepare and have learned English for Agribusiness in the first year of their study, the lecturer, they are an English lecturer who has taught an Agribusiness major.

This research employed quantitative research in the form of survey research with two kinds of instruments used to collect information. They were questionnaires and interview sessions. All data was presented in Bahasa Indonesia to easier for the respondents to understand the instructions. The questionnaires consisted of open and close-ended questions adopted and modified by Yassi & Kaharuddin (2018), which were distributed to Agribusiness students, alumni, and lecturers using Google Forms. It employed the Likert scale from very negative responses to very positive ones. The questionnaire provided some information related to the students, alumni, and lecturers' details, linguistic needs, and learning needs. Linguistic needs were addressed to know students' level of proficiency, priorities, and language items that are considered the most important to learn. The learning needs were aimed at identifying the problems faced by the students, including the weaknesses and difficulties in learning, and also the attitudes i.e. the respondents' feelings towards the learning substance (Yassi & Kaharuddin, 2018). The questionnaire was also addressed to the lecturers to check and balance all information provided by the students. Then, the interview addressed to the lecturers was semi-structured interview questions to check the validity of the target group and resource group questionnaire and collect other information related to Agribusiness students' needs. The information was taken to know participants' responses about their need preferences on English for the Agribusiness course.

After collecting all the information, the data was evaluated and described with a descriptive analysis method to formulate the result. According to Creswell (2014), descriptive statistics tends to contribute to enlightening the data trends and giving an understanding of how the score stands to others. The needs inventory was listed after comparing and contrasting the results of the respondents' questionnaire by choosing the most preferred choice by the respondents. This inventory is used to formulate the content of English for Agribusiness courses. This course was addressed to Agribusiness students, therefore the items of the issues in the Need Analysis are related to their English capability to construct their essentials in specific fields. Meanwhile, the interview data will be analyzed using an interactive analysis technique, where the data collected is reduced, displayed, and concluded (Miles et al., 2014) to form the final result.

RESULT AND DISCUSSION

The results gained from the questionnaires were provided as follows:

Table 1: Students and Alumni English Course Level Previously

Variable	Elementary	Intermediate	Advance	TOEFL/IELTS Preparation	Never join any course
One-course	40%	17%	0%	0%	43%

Table 1 was intended to find out whether or not the students had taken any English courses before. The result shows that 43% of the students and alumni had never joined any English course before. Another result displays that 40% of participants only learn English at the elementary level which means they only learn Basic English. The result clearly shows that no student had taken the highest level of English course previously, which means the course is necessary to be adjusted to the student's basic needs. However, the topic related to their major cannot be discounted.

Table 2: Students' and Alumni's Perceptions about their English Capability as well as the Lecturers' Perceptions about their Students

Variable	Very Low	Low	Medium	Good	Excellent
I can write in English	14%	34%	31%	10%	10%
I can speak in English	7%	48%	21%	14%	10%
I can read English text	7%	34%	28%	24%	7%
I can understand English spoken	10%	34%	28%	17%	10%

Table 2 shows that the student's and alumni's perceptions of their capabilities in English are low. Their ability in English written was 34% low as well as their ability in reading and listening to English spoken. Meanwhile, the ability to English spoken was vastly in the 48% low category. It illustrated that the majority of the students and alumni admitted that their speaking skills are in the low category, as well as the lecturers' perception of their students' abilities.

Linguistic Needs

Table 3: Students, Alumni, and Lecturers Perceptions of the Most Preferred Skill in the Professional Field

Variable	Listening	Speaking	Reading	Writing
Most Preferred Skill in Professional field (can choose more than one)	48%	76%	31%	34%

Table 3 shows the most preferred skill in the professional field, especially in Agribusiness is speaking. 76% of respondents prefer speaking skills, followed by listening, writing, then reading skills. It can be seen that the students need more speaking practice during English class. They distinguish that they need speaking skills in their future field, followed by listening, writing, then reading skills.

Table 4: Students, Alumni, and Lecturers Perceptions about the Importance of Each Specific English Skill to be learned

Variable	Not Important	Less Important	Moderate	Important	Very Important
Listening	0%	0%	10%	28%	62%
Speaking	0%	0%	10%	28%	62%
Reading	0%	0%	10%	38%	52%
Writing	0%	0%	10%	45%	45%

The data displayed the students, alumni, and lecturers' perceptions about the importance of each specific English skill to be learned in the English for Agribusiness course. According to the outcome, 62% of listening and speaking skills are the most important skills to be learned in an Agribusiness major, followed by reading and writing. Similar to Table 3, the data shows that speaking skill is the most preferred skill to be learned by the students. However, it does not mean that other skills are not essential to them.

Table 5: Students, Alumni, and Lecturer's Perceptions about the Importance of Real-Life Topics to be learned in English-Specific Skills

Variable	Not Important	Less Important	Moderate	Important	Very Important
Listening	0%	0%	28%	38%	34%
Speaking	0%	3%	10%	45%	41%
Reading	0%	0%	24%	45%	31%
Writing	0%	0%	31%	38%	31%

Based on the results of students, alumni, and lecturers' perceptions about the importance of real-life topics in each skill in Table 5, the data states that the real-life topic is 45% important to involved in speaking and reading. This result underscores the importance of integrating relevant and practical content into language learning to facilitate effective professional performance. The listening and writing skills are also showing 38% that it is important to attach real-life topics to the course.

Table 6: Students, Alumni, and Lecturers' Perceptions about the Importance of Agricultural Topic to be learned in English-Specific Skills

Variable	Not Important	Less Important	Moderate	Important	Very Important
Listening	0%	3%	7%	48%	41%
Speaking	0%	0%	10%	38%	52%
Reading	0%	3%	7%	55%	34%
Writing	0%	0%	14%	41%	45%

Table 6 shows the participant's responses about the importance of Agricultural topics to be learned in English for Agribusiness. According to the participants, 55% highly stated that the Agricultural topic is important to be included in reading material, followed by 48% listening. It is also highly important to put Agricultural topics to speaking (52%) and writing (45%). It means the students recommend that all skills should be related to their specific major. They realize that all skill is needed in their professional career. Integrating agricultural themes into language learning activities can enhance students understanding and interpretation related to agriculture subjects. Therefore, the agricultural topic is a priority for them.

Table 7: Students, Alumni, and Lecturers' Perceptions about the Most Wanted Topic in English Subject

Variable	Not Important	Less Important	Moderate	Important	Very Important
Introduction	0%	0%	10%	52%	38%
Class Situation	0%	10%	17%	45%	28%
Family	0%	10%	10%	41%	38%
Profession	0%	3%	14%	34%	48%
Physical Characteristic	3%	7%	17%	48%	24%
Home and Furniture	0%	7%	24%	48%	21%
Climate and Weather	0%	10%	14%	48%	28%
Days and Dates	7%	0%	10%	55%	28%
Clothes and Colours	3%	3%	14%	59%	21%
Daily Life	3%	0%	10%	45%	41%
Works and Chores	3%	3%	17%	34%	41%
Time	3%	0%	10%	45%	41%
Transportation	0%	3%	17%	59%	21%
Restaurant Cooking and Food	3%	0%	17%	55%	24%
Money	3%	0%	24%	41%	31%
Future	0%	3%	10%	34%	52%
Rent a House	10%	3%	21%	48%	17%
Opportunity and Business	0%	0%	14%	34%	52%
Economy	0%	0%	7%	41%	52%
Agriculture	0%	0%	7%	31%	62%
Hobby	0%	3%	14%	41%	41%
Formal and Informal Communication	0%	0%	14%	24%	62%
Mailing	0%	3%	14%	28%	55%
Research and Publication	0%	3%	7%	24%	66%
Technology	0%	3%	7%	31%	59%
Local Wisdom and Society	0%	0%	10%	28%	62%
Others	0%	7%	21%	38%	34%

Table 7 tried to figure out the most wanted topics in English for Agribusiness subjects. The result revealed that there are 10 most important topics suggested by respondents sequentially from 66% to 48%. They are Research and Publication, Local Wisdom and Society, Agriculture, Formal and Informal Communication, Technology, Mailing, Future, Opportunity and Business, Economy, Profession. Additionally, other important topics given to the respondents are Introduction, Clothes and Colour, Transportation, Restaurant, Cooking and Food, Days and Dates, Physical Characteristics, Home and Furniture, Climate and Weather, rent a House, Class Situation, Daily life, and Time. It can be seen that the most wanted topics by the respondents are related to their future careers. Meanwhile, other important topics followed concerning their daily life.

Table 8: Students, alumni, and lecturers' perceptions of the Most Wanted Grammar Materials in English Subject

Variable	Not Important	Less Important	Moderate	Important	Very Important
Singular & Plural	0%	3%	10%	52%	34%
Countable & Uncountable Noun	0%	3%	14%	52%	31%
Possessive Pronoun	0%	0%	10%	45%	45%
Pronoun	0%	0%	17%	38%	45%
Auxiliary & Verb	0%	0%	10%	45%	45%
Adjective	0%	0%	10%	41%	48%
Adverb	3%	3%	10%	34%	48%
Comparative & Superlative Degree	0%	3%	7%	48%	41%
Prepositions	0%	0%	10%	52%	38%
Interjection	0%	3%	14%	45%	38%
Conjunction	0%	0%	10%	52%	38%
Simple Present Tense	0%	0%	10%	34%	55%
Simple Past Tense	0%	0%	14%	31%	55%
Simple Continuous Tense	0%	3%	14%	28%	55%
Simple Future Tense	0%	3%	14%	28%	55%
Simple Perfect Tense	0%	0%	14%	28%	59%
Others	0%	7%	24%	31%	38%

The last linguistic item needed by the respondents is related to the most wanted grammar material in their English subject. It shows that more than 50% of respondents preferred Simple Perfect Tense, Simple Future Tense, Simple Continuous Tense, Simple Past Tense, Simple Present Tense, Singular and Plural, Countable and Uncountable Nouns, Prepositions, and Conjunction to be involved in their English subject material. Followed by Adjectives, adverbs, Comparative and Superlative Degrees, Possessive Pronouns, Pronouns, Auxiliary and Verb, and Interjection. The researcher chooses the most preferred topics offered by the respondents as proposed material for the English for Agribusiness course.

Learning Needs

Table 9: Students, alumni, and lecturers' perceptions of the Most Learning Problem Faced by Students and Alumni

Variable	Never	Rarely	Sometimes	Often	Always
Avoid wrong	0%	3%	31%	45%	21%
Feeling shy	7%	0%	34%	28%	31%
Avoid Critic	10%	10%	28%	31%	21%
Insecurity	7%	7%	21%	21%	45%
Can't avoid mother tongue	7%	10%	21%	14%	48%
Less vocabulary	0%	0%	21%	45%	34%
Lack of grammar	0%	3%	17%	41%	38%
Lack of pronunciation	0%	3%	17%	41%	38%
Avoid native speaker	0%	3%	31%	38%	28%
Less knowledge of a specific topic	0%	3%	28%	31%	38%
Less motivation	10%	0%	31%	31%	28%
Others	14%	3%	28%	31%	24%

The data in Table 9 shows most learning problems faced by students and alumni. It reveals that more than 45% of students are always insecure and can't avoid their mother tongue. On the other side, more than 40% of them often have less vocabulary, avoid wrongs, and lack grammar and pronunciation. The data was intended to know students' problems in learning English to determine the best treatment during English class to help them solve their problems. However, according to the result, it seems that the students have less courage to try. The insecurity covers their intention to practice their English. Meanwhile, other problems such as lack of vocabulary, grammar, and pronunciation can be managed by finding suitable methods of learning.

Table 10: Students, alumni, and lecturers' perceptions of the Most Important Solution for the English Learning Problem

Variable	Not important	Less important	Moderate	Important	Very Important
Memorizing vocabulary	0%	0%	7%	28%	66%
Listening music	0%	7%	17%	31%	45%
Watching Film with English Subtitle	0%	3%	17%	34%	45%
Interaction with English	0%	0%	3%	31%	66%
Reading English text	0%	0%	3%	45%	52%
Take notes & use new vocab	0%	0%	3%	41%	55%
Make a sentence & use it	0%	0%	3%	31%	66%
Telling a story	0%	3%	10%	31%	55%
Practice in front of a mirror	0%	3%	3%	31%	62%
Using English in social media	3%	3%	14%	28%	52%
Learn from YouTube	0%	0%	7%	41%	52%
Learn from podcast	0%	0%	14%	34%	52%
Learn from website	0%	0%	10%	45%	45%
Learn from TikTok	0%	3%	28%	41%	28%
Learn from Instagram	0%	3%	7%	55%	34%
Learn from Facebook	0%	3%	14%	48%	34%
Learn from the language app	0%	3%	7%	45%	45%
Learn from interaction with a native speaker	0%	0%	3%	38%	59%
Learn outside of the class	3%	0%	0%	41%	55%
Study tour	3%	0%	3%	38%	55%
Punishment method	3%	7%	21%	34%	34%
Listen and repeat	0%	3%	0%	34%	62%
Others	7%	10%	14%	38%	31%

This part tried to collect respondents' perceptions about the most important solution chosen by respondents to face the problem in English for Agribusiness. The result displays more than 50% with 10 very important solutions by respondents. They are memorizing vocabulary, interacting with English, making a sentence and using it, practicing in front of the mirror, listening and repeating, interacting with native speakers, taking notes and using new vocabulary, telling a story, learning outside the class, and study tour. Meanwhile, other important solutions as alternatives that 50% chose by respondents are learning from Instagram, YouTube, podcasts, and using English in social media. The data confirms that the students mostly realize that direct practice are very important for them.

Table 11: Students, alumni, and lecturers' perceptions of the Most Used Solution for English Learning Problem

Variable	Not important	Less important	Moderate	Important	Very Important
Use conventional Dictionary	3%	0%	21%	48%	28%
Use electronic Dictionary	0%	0%	10%	48%	41%
Asking lecturer	0%	7%	14%	59%	21%
Asking friends	0%	7%	10%	62%	21%
Search engine	0%	0%	3%	55%	41%
Guessing meaning	0%	0%	28%	52%	21%
Find another reference	0%	0%	14%	52%	34%

Table 11 shows the most used solution for English learning problems respondents in the classroom. There are more than 50% of students chose to ask the lecturer, ask friends, use search engines, guess meaning, and find other references. Meanwhile, the use of a dictionary is no longer a priority. It seems 62%, the highest important solution used by the students, prefer asking their friends rather than making use the technology or a dictionary to solve their problem. It indicated that the students lack the effort to face their problems by their selves. They prefer to solve the problem by discussing it with others (friends or lecturers).

Table 12: Students, alumni, and Lecturers' perceptions of the Most Important Learning Methods for English Learning

Variable	Not important	Less important	Moderate	Important	Very Important
Games	3%	3%	24%	38%	31%
Picture	0%	0%	10%	48%	41%
Video or Movie	0%	0%	10%	45%	45%
Audio	0%	0%	14%	45%	41%
Pairing	0%	0%	14%	48%	38%
Large group	0%	0%	24%	34%	41%
Small group	0%	3%	14%	38%	45%
Individual	0%	7%	17%	41%	34%
Roleplay	0%	3%	17%	28%	52%
Doing Task	0%	0%	21%	34%	41%
Doing mini-project	0%	0%	21%	38%	41%
Talking in English with friends	0%	0%	10%	45%	45%
Outdoor learning	0%	0%	17%	38%	45%
Problem-solving	0%	0%	14%	45%	41%
STEAM-based	0%	0%	14%	41%	45%
Non-monotonous assignment	0%	0%	17%	52%	31%
Others	10%	3%	21%	31%	34%

Table 12 exposes the most important English learning method to respondents. It shows that role play is considered very important by 52% of the respondents. It implies that participants see significant developmental benefits in simulating real-life scenarios. The next result followed by 45% of participants agreed that small group, outdoor learning, STEAM-based, talking in English with friends, and video or movies as very important learning methods. 52% of them

also suggested that it is important to have non-monotonous assignments during the class. They also chose to involve problem-solving, pairing, and pictures in further English learning methods. Games are also considered 38% important to respondents. Even not the highest, games can be suggested to have educational value in English class. Gamified activities can contribute positively to their learning experience.

On the other hand, the interview questions would like to identify the kinds of material that have been taught by the lecturers, methods used, learning models, student tasks, most problems t students face, lecturers' perceptions about students' English level, most important skill to students, other suggestions that might need to adjust to solve students English for Agribusiness obstacles. The interview questions were delivered to understand how English has been taught to Agribusiness students previously, and also to identify the suitable treatment that can cover their needs.

The first question is related to *"What material has been taught in English for Agribusiness?"*, according to the respondents, the material was related to agribusiness major like agriculture, steps in making the product to the market, self-introduction, specific vocabulary to introduce them to their major. The second question related to *"What methods have been used in English for Agribusiness?"* both respondents said that they use variation methods to avoid boredom during the class. They used blended learning by utilizing social media, Kahoot, audio-visual media, discussion, and jigsaw.

In the next Question *"How effective was the method that the lecturer used?"*, the respondents answered that the method that they used was effective during the class. Nevertheless, another method is needed to adjust to solve the different problems the students face. The next question was about "*What learning model that they use in the class*?" the respondents had different learning models, one of the lecturers employed ADDIE (Analysis, Design, Development, Implementation, and Evaluation) while another used a Blended learning model which also evaluate the progress after learning. The fifth question was about student tasks; both lecturers gave the students tasks in the form of quizzes or games. The task was also not given at every meeting to avoid monotony. The next related question is *"If the lecturer gives the student a task, do they work on it individually or in a group?"*, they said that the task was given individually and in groups to measure students' ability.

The next question was addressed: *"What is the most common English learning problem that the students face?"*, they said that the students tend to be shy and afraid when asked to interact in English. The next question would like to measure *"how the lecturer categorizes the English ability level of their students?"* both agreed that their student's English ability is poor. Meanwhile, concerning the previous question, the next question would like to be *"What is the most important skill needed by the students based on the lecturers' perspective"*. They both agreed that both students need speaking skills to be used in professional future careers. The last question asked about any suggestion to solve problems faced by the students to be attached in English for Agribusiness course. The lecturers suggested that the learning method and material should be adjusted to the student's needs.

DISCUSSION

Three major points will be discussed in this matter, they are the student's previous level of proficiency, linguistic needs, and learning needs of students to formulate some suggestions for English for Agribusiness course development. Based on the findings of students' previous abilities, there are a significant number of students who lack English skills, and most of them had never taken any English course before. Speaking skills also appear as a major concern in this study, which suggested an improvement in oral communication. Verdiyeva & Huseynova (2017) in their study also pointed out that speaking is challenging for the majority of students. They are aware that speaking is important, but they are avoiding it at the same time for numerous reasons. Even so, other skills also indicate a potential gap in English for the Agribusiness course provided. It is suggested that the curriculum needs an adjustment to cater to the students who have diverse English proficiency levels. Foundational language support and a flexible curriculum need to be considered to cover those who have very lack proficiency, but also develop the students with more advanced language proficiency.

Several pieces of information had been collected about students' linguistic needs. Given the result, there is a strong emphasis on the importance of speaking skills in the context of their future careers in Agribusiness. This suggests a need for English courses that prioritize and enhance speaking abilities. The language skills required for communication in the agricultural industry include speaking, listening, reading, and writing. According to a study, speaking skills are considered the most important for agriculture department students as it has a great impact on their academic, social, and professional development (Miqawati & Sa'diyah, 2023). In line with the result, most of the participants agreed that their speaking ability contributes to their professional future careers. Based on the study conducted by Verdiyeva & Huseynova (2017), to solve speaking problems, the teacher can give priority to speaking practice in high frequencies, using a student-centered approach, and enlightening communicative abilities by involving mechanical skills.

In addition, the alignment of perceived importance with the most preferred skill (speaking) underscores the need for personalized courses focusing on listening and speaking skills. The integration of real-life and Agricultural topics is needed by the students to be attached to speaking and reading learning material to enhance practical language use, the engagement to their professional context aligning with the preferences of the respondents. The integration of real-life topics in English for Specific Purposes (ESP) refers to the incorporation of authentic and relevant content from the learners' professional or personal lives into the teaching and learning process. This approach aims to make ESP more engaging, meaningful, and applicable to learners' specific needs and contexts. A study by Indrasari (2016) also supported that by integrating real-life topics, ESP courses can provide learners with opportunities to develop their language skills in a practical and contextualized manner. This can involve using authentic materials such as articles, reports, emails, and presentations related to the learners' field of expertise. It also encourages learners to apply their language skills to real-world scenarios, fostering critical thinking, problem-solving, and communication abilities.

Furthermore, integrating real-life topics allows learners to connect their language learning to their professional or personal interests, which can enhance motivation and engagement. It also helps learners develop a deeper understanding of the target language and culture, as they are exposed to authentic language use and cultural contexts if it is applied in the target language environment. However, creating a learning environment where students can apply their knowledge can give them experience to solve problems in society or learn from them leading them to have more meaningful and relevant educational experiences (Prabandari et al., 2017). Overall, the integration of real-life topics in ESP creates a more dynamic and relevant learning environment, enabling learners to develop language skills that are directly applicable to their specific fields or interests.

Even though speaking is the most preferred skill among the respondents, a balanced approach to developing listening, reading, and writing skills is essential for comprehensive language proficiency. According to the career aspirations of the respondents, most wanted topics and grammar materials align closely with their future careers, emphasizing the importance of career-oriented content in English courses. Adapting the English curriculum to include preferred grammar materials ensures relevance and meets the specific linguistic needs of students in the Agribusiness field.

The survey related to students' learning needs also spread to understand the kind of learning challenges to perform the solution. It was found that the students struggled with their confidence and language proficiency issues. Meanwhile, high self-confidence in English language abilities tends to make learners successful in second language acquisition and lead to higher level proficiency (Yousefabadi & Ghafournia, 2023). Self-confidence is related to motivation, persistence, and willingness to take risks in language learning. Therefore, the learning strategy should be addressed to these specific challenges to cut their lack. The hands-on and practical learning method seems important for them to diminish learning challenges. In addition, the more students have direct exercise, the more they can sharpen their ability.

However, based on the findings in Table 11 about most solutions used to solve students learning problems, the students prefer asking their friends. Social interaction is happening between each student in the classroom, which also plays a vital role in addressing learning problems. Thus, a collaborative learning model can be one of the suggested activities included in the English for Agribusiness course. The study revealed that collaborative learning is effective in improving English proficiency, especially speaking skills. Moreover, it is integrated with the use of technology by providing synchronous and asynchronous feedback (Butarbutar et al., 2023). In another study, collaborative learning fosters stronger student connections than competitive or individualistic learning, promoting a mutually beneficial relationship that enhances student motivation (Nur & Butarbutar, 2022). Collaborative learning research was also conducted at this university, and it shows that the strategy improves students' ability in Reading skills (Ammang Latifa, 2021). As a suggestion from the respondents, they highly value dynamic and interactive learning experiences, emphasizing the importance of varied and engaging teaching methods.

Finally, recognizing and incorporating agricultural context in language education can contribute to more effective and meaningful learning experiences for students, particularly those with an interest in or connection to agriculture.

Meanwhile, the interview results provide valuable insights into English instruction for Agribusiness students. The material taught in English for Agribusiness is directly related to the student's major, covering aspects such as agriculture, production processes, self-introduction, and specialized vocabulary pertinent to their field. The lecturers employ a variety of methods, including blended learning with social media, Kahoot, audio-visual media, discussions, and the jigsaw technique, to maintain engagement and prevent boredom in the classroom. It also indicates a generally positive view of the effectiveness of the teaching methods employed by the lecturers. Moreover, most of the study shows the use of numerous applications and gamification (i.e. Kahoot!, Mentimeter, Quizlet, Grammarly, Padlet, etc.) have a positive attitude toward teaching English since it was widely used during COVID-19 (Allran et al., 2021; Asmali, 2021; Gokbulut, 2020; Ibrahim et al., 2021; Mandasari & Wulandari, 2023; Marsa et al., 2021; Melvina et al., 2021). The use of applications and gamification also underscores the need for flexibility in teaching during uncertain condition.

While lecturers acknowledged the effectiveness of the methods used during class, there was a consensus that additional methods are needed to address the diverse challenges students face. The use of different learning models, such as ADDIE and Blended learning, reflects a varied approach to instruction. Both lecturers incorporate student tasks in the form of quizzes or games, with a strategic effort to avoid monotony by not assigning tasks at every meeting. The approach to assigning tasks, both individually and in groups, aims to assess students' abilities comprehensively.

The identified common English learning problem according to lecturers among students is shyness and fear when asked to interact in English. The lecturers perceive their students' English ability as generally poor. Emphasizing the importance of speaking skills for future professional careers, the lecturers advocate for tailored adjustments in learning methods and materials to better meet the student's needs. The concluding suggestion from the lecturers is to adapt the learning methods and materials to address the specific needs of students in the English for Agribusiness course. This recommendation underscores the importance of a student-centric approach to enhance the overall learning experience and better prepare students for their future careers.

CONCLUSION

In conclusion, the analysis of the need for English in Agribusiness students has provided valuable insights into the challenges and requirements of this specific group as non-English majors. The study highlighted the significant gaps in students' English proficiency, with a considerable number having limited exposure to English courses before their Agribusiness studies. Speaking skills emerged as a major concern, reflecting the need for a tailored English for Agribusiness course that prioritizes oral communication.

The linguistic needs assessment emphasized the importance of integrating real-life and Agricultural topics into the curriculum, aligning with the student's career aspirations. The findings underscored the necessity for a balanced approach, addressing listening, reading, and writing skills alongside speaking. The relevance of career-oriented content, including preferred grammar materials, was emphasized, reinforcing the importance of adapting the English curriculum to meet the specific needs of Agribusiness students.

The exploration of learning needs revealed challenges related to confidence and language proficiency. The preferred solutions indicated a strong inclination towards social interaction and collaborative learning. Therefore, incorporating dynamic and interactive teaching methods in the English for Agribusiness course can enhance students' learning experiences and address their challenges effectively.

In moving forward, the development of the English for Agribusiness course should consider the diverse proficiency levels of students, providing foundational support for those with limited English exposure while challenging those with more advanced skills. A flexible and engaging curriculum, aligned with real-life and Agricultural contexts, should be designed to foster comprehensive language proficiency and prepare students for successful communication in their professional careers. Additionally, a collaborative learning environment that encourages social interaction and addresses students' confidence issues can contribute significantly to the effectiveness of the course. Further research will also be conducted to develop ESP teaching on Agribusiness students.

Lastly, this research is limited to the small sample size, which may limit the generalizability of the findings. This research was conducted in limited time due to the submission of Curriculum and Instructional Development final task, also to observe Agribusiness students for the needs of carrying out the final research assignment. Therefore, further research is needed on the comparative analysis of English for Agribusiness courses in different educational institutions to identify best practices and areas for improvement. Furthermore, exploring the impact of English language proficiency on job placement and career advancement in the agribusiness industry could provide valuable insights.

Reference

1) Agustina, T. (2014). English for Specific Purposes (Esp): An Approach of English Teaching for Non-English Department Students. *Beta Jurnal Tadris Matematika*, *7*(1), 37–63. https://doi.org/10.20414/betajtm.v9i2.7

2) Allran, J. S., Russell, M. G., Tantong, K., & Becker, J. (2021). The Effectiveness of Kahoot, Quizlet, and Flipgrid in Online ESL Teaching. *Faculty of Humanities and Social Sciences*, *18*(November 2021), 86–93.

3) Ammang Latifa. (2021). Collaborative Learning as A Strategy to Improve the English Reading Comprehension of Indonesian Learners in The Agribusiness Department at Muhammadiyah University of Parepare. *Journal of English Language Teaching and Applied Linguistics*, *3*(2), 78–84. https://doi.org/10.32996/jeltal.2021.3.1.8

4) Arias-Contreras, C., & Moore, P. J. (2022). The role of English language in the field of agriculture: A needs analysis. *English for Specific Purposes*, *65*, 95–106. https://doi.org/10.1016/j.esp.2021.09.002

5) Asmali, M. (2021). Integrating Technology into ESP Classes: Use of Student Response System in English for Specific Purposes Instruction. *Teaching English with Technology*, *18*(3), 86–104. http://www.tewtjournal.org

6) Bhar, S. K., & Rafik-Galea, S. (2022). Role of the English language in agricultural organizations. *F1000Research*, *11*, 262. https://doi.org/10.12688/f1000research.73580.1

7) Brown, J. D. (1995). *The Elements of Language Curriculum: A Systematic Approach to Program Development.* Heinle & Heinle. https://books.google.co.id/books/about/The_Elements_of_Language_Curriculum.html?id=IZtjQgAACAAJ&redir_esc=y

8) Butarbutar, R., Weda, S., & Nur, S. (2023). Guided-blended collaborative learning in speaking class: Voices of non-native English teachers and students from eastern Indonesia. *American Journal of Education and Learning*, *8*(1), 88–99. https://doi.org/10.55284/ajel.v8i1.890

9) Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Method Approaches* (J. Young (ed.); 4th ed.). SAGE Publications, Inc.

10) Gokbulut, B. (2020). The effect of Mentimeter and Kahoot applications on university students' E-learning. *World Journal on Educational Technology: Current Issues*, *12*(2), 107–116. https://doi.org/10.18844/wjet.v12i2.4814

11) Haile Kassahun. (2010). *English language Needs Analysis: The English Language Needs Analysis Of Agricultural TVET Students: Alage Agricultural TVET Students in Focus*. VDM Verlag Dr. Müller.

12) Hassan, W., Ghani, M., Masood, M. Y., & Saba, N. (2019). Conducting Needs Analysis for an English for Specific Purpose Course for Agricultural Sciences. *Linguistic Forum*, *1*(1), 22–32.

13) Ibrahim, S. K. S., Kamaruddin, S. M., Md. Yunus, M., & Hashim, H. (2021). The Covid-19 Pandemic and its Impact on Gamification within ESL Virtual Classrooms: A Literature Review. *International Journal of Academic Research in Business and Social Sciences*, *11*(12). https://doi.org/10.6007/ijarbss/v11-i12/11764

14) Indrasari, N. (2016). Project-based learning in English for specific purposes (ESP) course for pre-service teachers. *English Education: Jurnal Tadris Bahasa Inggris IAIN Raden Intan*, *9*(2), 366–379.

15) Mandasari, Y. P., & Wulandari, E. (2023). ESP students' voice: Is Kahoot® helpful to learn English vocabulary during the pandemic? *LingTera*, *10*(1), 101–110. https://doi.org/10.21831/lt.v10i1.53987

16) Marsa, S. S., Kuspiyah, H. R., & Agustina, E. (2021). The Effect of Kahoot! Game in Teaching Reading Comprehension Achievement. *JET (Journal of English Teaching)*, *7*(2), 133–149. https://doi.org/10.33541/jet.v7i2.2738

17) Melvina, Lengkanawati, N. S., & Wirza, Y. (2021). The Use of Technology to Promote Learner Autonomy in Teaching English. *Proceedings of the Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)*, *546*(Conaplin 2020), 315–321. https://doi.org/10.2991/assehr.k.210427.048

18) Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook*. SAGE Publications Ltd.

19) Miqawati, A. H., & Sa'diyah, I. H. (2023). A Need Analysis of English Course for Agriculture Department Students. *Ta'dib*, *26*(1), 19. https://doi.org/10.31958/jt.v26i1.7897

20) Nur, S., & Butarbutar, R. (2022). Insights of Collaborative Learning Approach from Social-Psychology Perspective: A Systematic Review. *Journal of English Education and Teaching*, *6*(3), 379–397. https://doi.org/10.33369/jeet.6.3.379-397

21) Prabandari, C. S., Aji, G. P., & Yulia, M. F. (2017). A Learning Model Design Integrating ESP Course and Service Learning Program to Promote Relevance and Meaningfulness. *LLT Journal: A Journal on Language and Language Teaching*, *19*(2), 82–88. https://doi.org/10.24071/llt.v19i2.301

22) Rahman, M. (2015). English for Specific Purposes (ESP): A Holistic Review. *Universal Journal of Educational Research*, *3*(1), 24–31. https://doi.org/10.13189/ujer.2015.030104

23) Susandi, N. K. A. (2023). English for nurse anesthetists in Indonesia : The needs analysis. *Journal of English Educators Society*, *8*(2), 153–163. https://doi.org/10.21070/jees.v8i2.1752

24) Sutarsyah, C., Nation, P., & Kennedy, G. (1994). How Useful Is Eap Vocabulary for Esp? A Corpus Based Case Study. *RELC Journal*, *25*(2), 34–50. https://doi.org/10.1177/003368829402500203

25) Verdiyeva, S., & Huseynova, F. (2017). Speaking is a Challenging Skill in Language Learning. *International Journal of English Literature and Social Sciences*, *2*(6), 171–175. https://doi.org/10.22161/ijels.2.6.25

26) Yafeng, L. (2018). Discussion of General English and Academic English in College English Teaching. *Advances in Social Science, Education, and Humanities Research*, *194*(ETMHS), 136–139. https://doi.org/10.2991/etmhs-18.2018.30

27) Yassi, A. H., & Kaharuddin, A. (2018). *Syllabus Design for English Language Teaching* (Second Edi). Prenadamedia Group.

28) Yousefabadi, M. M., & Ghafournia, N. (2023). The Impact of Self-Confidence on English Language Proficiency. *2nd International Conference on Health Educational Sciences Psychology*, *September*, 9.