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ANALYSIS OF STUDENTS' NEEDS, LEARNING SITUATION, AND MEANS IN ENGLISH AT PHARMACY DEPARTMENT UIN ALAUDDIN MAKASSAR

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Abstract

This study aims to analyze the English language needs of Pharmacy students in the context of English for Science and Technology as part of English for Specific Purposes (ESP) that supports their academic and professional communication. Data were obtained through questionnaires distributed to 32 students from the Pharmacy study program intakes of 2023, 2024, and 2025. The questionnaires covered several aspects, namely personal and professional backgrounds, English language proficiency, learning needs, language learning strategies, and professional communication needs. The results showed that most Pharmacy students recognized the importance of English language skills, especially for understanding scientific terms, reading journals, and communicating in professional contexts such as internships or seminars. However, many respondents reported difficulties in speaking and writing skills, particularly in constructing scientific sentences and using technical understanding appropriately. These findings indicate that students expect ESP learning to focus on improving speaking and writing skills in pharmaceutical contexts, such as prescription writing, patient counselling, and presenting research results. Therefore, designing an ESP syllabus tailored to these specific needs is crucial to improving students' language competence and professional readiness.

Keywords: *English for Science and Technology, ESP, needs analysis, Pharmacy students, professional communication*

INTRODUCTION

In the context of English for Specific Purposes (ESP), needs analysis has become an essential foundation for designing relevant and effective English courses tailored to learners' academic and professional fields. Richards (2021) defines needs analysis as a systematic process of identifying learners' language requirements and prioritizing them in curriculum development. Similarly, Hutchinson and Waters (1987) emphasize that needs analysis focuses on understanding what learners need to do with the target language in their future professional contexts and how they can best acquire those skills. Furthermore, Dudley-Evans et al. (1998) explain that needs analysis encompasses several interrelated components, including target situation analysis, present situation analysis, learning needs analysis, and means analysis, all of which play a crucial role in developing appropriate ESP materials.

In scientific and health-related disciplines such as Pharmacy, English proficiency extends beyond general communication and involves academic and professional competencies. Pharmacy students are expected to read and comprehend scientific literature, interpret research findings, write academic texts, and communicate effectively in

professional contexts. As English functions as the primary language of science and technology, it has become an essential tool for students in pharmaceutical studies. Therefore, English instruction for pharmacy students should be designed based on a systematic needs analysis that reflects learners' current proficiency, learning challenges, and future professional demands (Hyland, 2006); Basturkmen, 2010).

Previous studies in ESP indicate that students in science and health disciplines often encounter difficulties when English courses are not aligned with their specific needs. Munby (1978) argues that ineffective language programs frequently result from a mismatch between learners' communicative requirements and course content. Brown (1995) also highlights that curriculum development must be grounded in needs analysis to ensure the relevance of learning objectives, materials, and instructional strategies. When English courses rely primarily on general English approaches, students may struggle to apply their language skills in real academic or professional situations.

In the pharmacy context, the linguistic demands placed on students are complex and multifaceted. Students are required to understand technical terminology, analyze scientific texts, and produce formal written outputs such as reports and research papers. In addition, they are expected to demonstrate oral communication skills in presentations, seminars, and professional interactions. However, previous research suggests that while students tend to demonstrate relatively stronger reading skills, they often experience difficulties in productive skills, particularly speaking and writing in technical contexts (Basturkmen, 2010; Stefanova, A., & Bozeva, 2023). This condition indicates a gap between students' current English competence and the communicative demands of their academic and professional environments.

Preliminary data collected from 32 Pharmacy students further support this issue. Most students recognize the importance of English for their academic studies and future careers. However, many still face challenges in grammar, academic writing, and oral communication, while showing greater confidence in reading skills. In addition, students express a strong need to improve their vocabulary, pronunciation, and comprehension of English used in medical and pharmaceutical contexts. These findings indicate that students' target needs are closely related to professional communication, while their learning needs emphasize the development of linguistic competence through contextual and practice-oriented learning activities.

Several studies in Indonesian ESP contexts report similar findings. Pranoto, Y., & Suprayog (2020) found students in specialized disciplines require English instruction that emphasizes field-specific language use and professional communication skills. Likewise, Arroyyani, R., & Widiyati (2022) revealed that health science students expect English courses to focus on technical vocabulary, academic writing, and speaking skills relevant to their future professions. However, previous studies have not comprehensively examined the integration of students' needs, learning situation, and means analysis in the context of Pharmacy students, particularly within Islamic higher education institutions. This gap highlights the need for a more context-specific investigation that considers learners' academic background, learning environment, and professional expectations.

Based on these considerations, this study focuses on three main aspects: students' needs, learning situation, and means analysis in the ESP context. The aim of this study is to analyze the English language needs of Pharmacy students as part of English for Science and Technology by examining their present proficiency, learning challenges, and professional

communication demands. The findings of this study are expected to provide empirical evidence for developing a needs-based ESP syllabus and to contribute to improving English instruction in pharmacy education so that it becomes more relevant, effective, and aligned with students' academic and professional needs.

METHOD

This study employed a quantitative research design with a survey method to analyze the English language needs of Pharmacy students at Universitas Islam Negeri Alauddin Makassar. A quantitative approach was chosen because it enables the researcher to systematically measure students' perceptions, attitudes, and needs through numerical data, allowing for objective analysis and identification of dominant trends (Creswell, 2014). This approach is particularly appropriate for ESP needs analysis when the research focuses on the frequency and degree of learners' agreement with specific language needs and learning conditions.

The methodological framework of this study was grounded in the principles of needs analysis as proposed by Hutchinson and Waters (1987), and Dudley-Evans, T., & St. John (1998). and Richards (2001). These scholars emphasize that ESP needs analysis should encompass several interrelated components, including target situation analysis, present situation analysis, learning needs analysis, and means analysis. These components are essential for understanding what learners need to do with English, what they are currently able to do, how they prefer to learn, and what contextual factors influence the learning process. By adopting this comprehensive framework, the study aimed to capture a holistic picture of Pharmacy students' English language needs.

The participants of this study consisted of 32 undergraduate students from the Pharmacy Study Program, representing three cohorts: 2023, 2024, and 2025. The inclusion of students from different academic years was intended to provide broader insights into English learning needs across varying stages of study. The participants were selected using convenience sampling, as they were accessible and willing to participate in the research. This sampling method is commonly used in educational research to gather practical and context-specific data, particularly in exploratory studies such as needs analysis (Brown, 1995).

The primary data for this study were collected through a structured questionnaire. The questionnaire was designed based on established ESP needs analysis frameworks and adapted from previous studies in ESP contexts. To ensure content relevance and validity, the questionnaire items were developed by referring to the needs analysis categories proposed by Brown (1995), Hyland (2006), and Dudley-Evans, T., & St. John (1998). The questionnaire consisted of six main sections: (1) personal and academic background, (2) English language proficiency, (3) learners' lacks, (4) language learning strategies and preferences, (5) professional communication needs, and (6) environmental or learning situation factors.

The first section gathered background information to contextualize students' English learning experiences. The second section focused on present situation analysis by examining students' self-perceived proficiency in listening, speaking, reading, and writing. The third section explored learners' lacks by identifying difficulties in grammar, vocabulary mastery, pronunciation, fluency, and the construction of scientific or academic sentences. The fourth section addressed learning needs by investigating students' preferred learning strategies, such as collaborative learning, practice-based activities, and contextualized instruction. The

fifth section examined target situation analysis by focusing on students' perceived needs for English in academic and professional contexts, including reading scientific journals, understanding pharmaceutical terminology, writing reports, delivering presentations, and communicating in internships or workplace settings. The final section addressed means analysis by exploring environmental factors such as learning facilities, institutional support, class schedules, and opportunities to practice English outside the classroom.

Most questionnaire items were presented using a Likert-scale format, ranging from strong agreement to strong disagreement. This format enabled the researcher to quantify students' responses while also allowing for qualitative interpretation of response patterns. Prior to distribution, the questionnaire was reviewed to ensure clarity and comprehensibility, minimizing potential ambiguity and misinterpretation by respondents. Data collection was conducted by distributing the questionnaire directly to the participants. The students were informed about the purpose of the study and were assured that their participation was voluntary and that their responses would be treated confidentially. After the questionnaires were collected, the data were organized and analyzed descriptively. Responses were tabulated and converted into percentages to identify dominant trends and patterns in students' perceptions.

The data analysis process followed a thematic categorization based on the needs analysis framework, including present situation, target situation, learning needs, learners' lacks, and means analysis. This analytical approach follows the model initially proposed by Munby (1978) and later refined by Dudley-Evans, T., & St. John (1998), which emphasizes systematic interpretation of learners' communicative needs in relation to specific academic and professional contexts. The descriptive analysis allowed the researcher to interpret how students' current abilities align with the linguistic demands of their field and to identify priority areas for ESP course development.

Overall, the methodological approach adopted in this study ensured a comprehensive and context-sensitive understanding of Pharmacy students' English language needs. By integrating established theoretical frameworks of ESP needs analysis with empirical data collected from student responses, the study provides a reliable foundation for designing an ESP syllabus that is relevant, purposeful, and aligned with learners' academic and future professional requirements.

RESULTS AND DISCUSSION

RESULTS

The following table presents students' perceptions of their needs and use of English in both academic and professional contexts. It highlights how frequently students use English and how important they consider it for supporting their studies and future careers.

Table 1. Students' Needs and Use of English in Academic and Professional Contexts

No	Statements	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
1	I often use English in my study or work activities	15.6	34.4	43.8	6.2	0

2	I need English to read academic/professional texts	43.8	34.4	18.8	3.0	0
3	I need English for writing reports/papers	31.3	40.6	28.1	0	0
4	I will use English in my future profession	25.0	40.6	34.4	0	0
5	I need technical/specialized English in my field	37.5	53.1	9.4	0	0

The results in Table 1 show that although students do not frequently use English in their current academic or work activities, they demonstrate a strong awareness of its importance for academic and professional purposes. A large proportion of respondents (43.8%) reported a neutral frequency of English use, indicating that it is not yet a consistent habit.

However, students expressed a high level of need for English, particularly for academic reading, with 78.2% (43.8% strongly agree and 34.4% agree) acknowledging its importance in understanding professional texts. A similar pattern is observed in writing, where 71.9% agreed that English is necessary for producing reports and academic papers.

In terms of future use, the majority of students (65.6%) believe that English will be important in their professional careers, although a notable proportion (34.4%) remain uncertain. The strongest agreement is found in the need for technical or specialized English, with more than 90% of respondents recognizing its importance in their field.

Overall, these findings indicate a clear gap between students' current use of English and their perceived needs, highlighting the importance of developing English instruction that is more aligned with academic and professional demands.

Table 2. Students' Learning Background, Motivation, and Preferences in Learning English

No	Statements	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
1	I have had positive experiences in learning English before	12.5	53.1	31.3	3.1	0
2	My cultural background influences the way I learn English	25.0	28.1	37.5	9.4	0
3	I am taking this course to improve my English skills	25.0	43.8	31.3	0	0
4	I hope this course helps me communicate better in my field	37.5	43.8	15.6	3.1	0
5	I enjoy learning English and think it is important	0	65.6	31.3	3.1	0
6	I feel confident when using English	37.5	40.6	21.9	0	0
7	I prefer to learn through discussion or group work	18.8	56.3	25.0	0	0

No	Statements	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
8	I often find it difficult to understand English grammar	28.1	40.6	28.1	3.2	0
9	I want to learn more about English-speaking culture	43.8	28.1	28.1	0	0
10	I am motivated to master English for my future	56.3	25.0	18.8	0	0

The results in Table 2 demonstrate that students generally possess a positive learning background, strong motivation, and clear preferences in learning English. A majority of respondents (65.6%) agreed and 12.5% strongly agreed that they have had positive prior experiences in learning English, indicating a favorable foundation for further language development.

In terms of cultural influence, responses were more varied, with 37.5% selecting a neutral stance, while 28.1% agreed and 25% strongly agreed that their cultural background affects how they learn English. This suggests that although some students recognize the role of culture, others remain uncertain about its impact.

Students also show strong instrumental motivation for taking the course. A total of 68.8% (43.8% agree and 25% strongly agree) reported that they are taking the course to improve their English skills, and an even higher proportion (81.3%) that the course will help them communicate better in their field. In addition, most students (65.6%) expressed that they enjoy learning English and consider it important.

Regarding confidence and learning preferences, a large proportion of students (78.1%) reported feeling confident when using English. Furthermore, 75.1% preferred learning through discussion or group work, indicating a strong inclination toward collaborative learning environments.

Despite these positive attitudes, students still experience notable challenges. A majority (68.7%) agreed that they often find English grammar difficult, highlighting grammar as a key area requiring support. At the same time, students show strong interest in cultural aspects of language learning, with 71.9% expressing a desire to learn more about English-speaking cultures.

Finally, students demonstrate a very high level of motivation for the future, with 81.3% (56.3% strongly agree and 25% agree) indicating that they are motivated to master English. Overall, these findings suggest that students are highly motivated and positively oriented toward learning English, although certain areas, particularly grammar, remain challenging and require targeted instructional support.

Table 3. Students' Self-Assessment of English Language Skills

No	Statements	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
1	My speaking ability is good enough for daily conversation	9.4	31.3	46.9	12.5	0

No	Statements	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
2	I can understand lectures, presentations, or conversations in English	12.5	34.4	43.8	9.4	0
3	I am able to read and understand academic/professional texts	12.5	37.5	40.6	9.4	0
4	I am able to write reports, essays, or formal emails in English	9.4	28.1	37.5	21.9	3.1
5	I have mastered sufficient vocabulary in my field	15.6	25.0	40.6	18.8	0
6	My English pronunciation is clear and easy to understand	9.4	34.4	43.8	12.5	0

The results in Table 3 indicate that students' self-assessment of their English language skills tends to be moderate, with a large proportion expressing uncertainty about their proficiency across different skill areas.

In terms of speaking ability, the majority of respondents (46.9%) selected a neutral response, while 31.3% agreed and 9.4% strongly agreed that their speaking skills are sufficient for daily conversation. However, 12.5% disagreed, suggesting that a number of students still lack confidence in their ability to communicate orally.

A similar pattern is observed in listening skills, where 43.8% of students reported a neutral stance regarding their ability to understand lectures, presentations, or conversations in English, while 34.4% agreed and 12.5% strongly agreed. Only a small proportion (9.4%) expressed difficulty, indicating that comprehension is generally adequate but not yet fully developed.

For reading skills, half of the respondents (50%) expressed agreement that they are able to understand academic or professional texts, although 40.6% remained neutral and 9.4% disagreed. This suggests that while some students feel capable in reading, many are still uncertain about their proficiency.

Writing appears to be one of the more challenging skills. Only 37.5% of students agreed or strongly agreed that they can produce reports, essays, or formal emails, while a considerable proportion (37.5%) remained neutral and 25% expressed disagreement. This indicates that writing is an area where students feel less confident and may require additional support.

Similarly, students' perception of their vocabulary mastery is mixed. While 40.6% agreed that they have sufficient vocabulary in their field, an equal proportion (40.6%) selected a neutral response and 18.8% disagreed, suggesting uncertainty in their lexical competence, particularly in field-specific contexts.

Finally, regarding pronunciation, most students again reported moderate confidence, with 43.8% selecting neutral, 34.4% agreeing, and 9.4% strongly agreeing that their pronunciation is clear and understandable, while 12.5% disagreed.

Overall, these findings suggest that students perceive their English proficiency as moderate across all skills, with a dominant trend of neutrality indicating uncertainty. Among the four skills, writing emerges as the most challenging area, while reading and listening are relatively stronger but still require further development.

Table 4. Students' Difficulties and Perceived Needs in English Learning

No	Statements	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
1	I have difficulty speaking English fluently in academic/professional contexts	18.8	50.0	21.9	9.3	0
2	I have trouble understanding native English speakers	12.5	46.9	34.4	6.2	0
3	My writing skills are not sufficient for academic writing	21.9	43.8	31.3	3.0	0
4	I need to improve my grammar and communication skills	40.6	37.5	21.9	0	0
5	There is a gap between my current skills and field requirements	28.1	31.3	37.5	3.1	0

The results presented in Table 4 highlight that students experience several notable difficulties in English learning while simultaneously recognizing the need for improvement in key areas. Overall, the data suggest a clear awareness among learners of the challenges they face and the competencies they need to develop.

In terms of speaking fluency, a substantial majority of respondents (68.8%) indicated difficulty in expressing themselves fluently in academic or professional contexts, with 50% agreeing and 18.8% strongly agreeing. This finding underscore speaking as a major area of concern, likely influenced by limited opportunities for practice and lack of confidence.

Listening comprehension also appears to be problematic, particularly when dealing with native speakers. More than half of the participants (59.4%) acknowledged having difficulty understanding native English speakers, while 34.4% remained neutral. This pattern suggests that exposure to authentic language input may still be insufficient for many students.

Similarly, writing is identified as another challenging skill. A combined 65.7% of respondents reported that their writing skills are not yet adequate for academic purposes, indicating that producing structured and formal texts remains a significant hurdle. The relatively high percentage of neutral responses (31.3%) further reflects uncertainty about their writing competence.

In contrast, students demonstrate a strong awareness of the need for improvement, particularly in grammar and communication skills. A large majority (78.1%) agreed that these areas require further development, with 40.6% strongly agreeing. This indicates that learners are not only aware of their limitations but are also conscious of the specific aspects that need to be addressed.

Furthermore, many students perceive a gap between their current level of English proficiency and the demands of their field. While 59.4% acknowledged this discrepancy, a notable proportion (37.5%) expressed a neutral stance, suggesting that some learners may still be uncertain about the exact requirements of their discipline.

Taken together, these findings reveal that students encounter persistent difficulties across productive and receptive skills, particularly in speaking, listening, and writing. At the same time, there is a strong recognition of the need to enhance grammatical knowledge and

communicative competence, as well as to bridge the gap between current abilities and professional expectations.

Table 5. Students' Target Needs and Learning Preferences in ESP Context

No	Statements	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
1	I need to learn professional communication in my field	34.4	46.9	18.8	0	0
2	I need to learn how to write reports/formal documents	34.4	43.8	21.9	0	0
3	I need to use polite and formal English with supervisors/clients	25.0	56.3	18.8	0	0
4	I need to master technical terms in my field	31.3	53.1	15.6	0	0
5	I need to understand professional interaction in my field	25.0	50.0	25.0	0	0
6	I understand better with real-life examples	31.3	40.6	28.1	0	0
7	I prefer hands-on practice activities	43.8	34.4	21.9	0	0

The results presented in Table 5 reveal that students demonstrate strong target needs and clear learning preferences within the ESP context. Overall, the findings indicate that learners place high importance on acquiring practical, field-specific communication skills and favor interactive learning approaches.

A substantial majority of respondents emphasized the need to develop professional communication abilities in their field, with 46.9% agreeing and 34.4% strongly agreeing. Similarly, 78.2% of students acknowledged the importance of learning how to write reports or formal documents, highlighting the relevance of structured writing skills for academic and workplace purposes.

In addition, students strongly recognized the necessity of using polite and formal English in professional interactions, with 56.3% agreeing and 25% strongly agreeing. This reflects an awareness of appropriate language use in formal settings, such as communication with supervisors or clients. Along the same line, mastery of technical terminology emerged as a critical need, with 53.1% agreeing and 31.3% strongly agreeing, indicating that students are highly aware of the importance of domain-specific vocabulary.

Furthermore, understanding professional interaction patterns was also perceived as essential, as 75% of respondents expressed agreement, although a notable proportion (25%) remained neutral, suggesting some uncertainty about real-world communication practices.

Regarding learning preferences, students showed a clear inclination toward contextualized and experiential learning. A majority (71.9%) indicated that they understand material better when it is supported by real-life examples, while 78.2% expressed a preference for hands-on practice activities. These findings suggest that students favor active engagement and practical application over purely theoretical instruction.

Overall, the data indicate that students not only recognize the importance of acquiring English skills tailored to their professional field but also prefer learning environments that are interactive, practical, and closely aligned with real-world contexts.

Tabel 6: Students' Expectations toward English Course

No	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I need to learn how to communicate professionally in my field	0%	0%	18.8%	46.9%	34.4%
2	I need to understand how to write reports or formal documents in English	0%	0%	21.9%	43.8%	34.4%
3	I need to use polite and formal English with supervisors or clients	0%	0%	18.8%	56.3%	25%
4	I need to master the technical terms used in my field	0%	0%	15.6%	53.1%	31.3%
5	I need to understand how professionals in my field interact using English	0%	0%	25%	50%	25%

The results in Table 6 indicate that students hold very strong expectations regarding the role of the English course in supporting their professional development. Overall, the findings reveal a consistent pattern of high agreement across all statements, suggesting that learners expect the course to be closely aligned with real-world professional needs.

A large majority of respondents (81.3%) expressed the need to learn how to communicate professionally in their field, with 46.9% agreeing and 34.4% strongly agreeing. Similarly, 78.2% of students indicated that they need to understand how to write reports or formal documents in English, highlighting the importance of developing formal writing skills for academic and workplace contexts.

Students also demonstrated strong awareness of the need for appropriate language use in professional interactions. More than four-fifths of the respondents (81.3%) agreed that they need to use polite and formal English when communicating with supervisors or clients. In addition, the highest level of agreement was observed in relation to mastering technical terminology, with 84.4% of students recognizing the importance of field-specific vocabulary.

Furthermore, understanding how professionals interact in their field using English was also considered essential, with 75% of respondents expressing agreement, although a quarter of the participants (25%) remained neutral, indicating some uncertainty about professional communication practices.

Notably, no respondents selected disagreement or strong disagreement for any of the statements, reflecting a unanimous positive perception of these needs. Overall, these findings suggest that students expect the English course to provide practical, profession-oriented instruction that equips them with the communication skills, formal writing competence, and technical language required in their future careers.

Tabel 7: Students' Expectations toward ESP Course

No	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I hope this course will help me communicate effectively in my field	0%	0%	18.8%	43.8%	37.5%
2	I want this course to focus on skills relevant to my studies/work	0%	0%	21.9%	43.8%	34.4%
3	I want material that is practical and relevant to the world of work	0%	0%	21.9%	43.8%	34.4%
4	The topics should relate to real situations in my field	0%	0%	15.6%	50%	34.4%
5	I am sure this ESP course will be beneficial for my future career	0%	0%	25%	43.8%	31.3%

The results in Table 7 demonstrate that students hold highly positive expectations toward the ESP course, particularly in relation to its relevance to their academic and professional needs. Overall, the data reveal a strong consensus that the course should provide practical, field-oriented learning experiences that support future career development.

A substantial majority of respondents (81.3%) expected that the course would help them communicate effectively in their field, with 43.8% agreeing and 37.5% strongly agreeing. This indicates that students view the course as a key medium for enhancing their professional communication competence.

In terms of course focus, 78.2% of participants agreed that the course should emphasize skills relevant to their studies or work. A similar proportion also expressed a preference for learning materials that are practical and aligned with workplace demands, suggesting that students value applicability and real-world relevance in their learning process.

Moreover, the strongest agreement was found in relation to course content, where 84.4% of respondents indicated that topics should reflect real situations in their field. This highlights a clear expectation for contextualized instruction that mirrors authentic professional scenarios.

Students also demonstrated a high level of confidence in the overall benefits of the ESP course. A total of 75.1% agreed that the course would be beneficial for their future career, although 25% remained neutral, indicating some uncertainty among a smaller group of respondents.

Notably, no participants expressed disagreement across all statements, reinforcing the consistently positive perception of the course. Overall, these findings suggest that students expect the ESP course to be highly relevant, practical, and directly connected to real-world professional contexts, ultimately supporting their readiness for future careers.

Tabel 8: Students' Perceptions of Learning Environment and Facilities

No	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The classroom environment supports the English learning process well	0%	6.3%	31.3%	34.4%	28.1%
2	Learning facilities and resources are adequate	0%	6.2%	40.6%	31.3%	21.9%
3	English class schedule fits my study time	0%	9.3%	46.9%	21.9%	21.9%
4	The duration of each meeting is sufficient	0%	6.2%	46.9%	34.4%	12.5%
5	I have the opportunity to practice English outside of class	0%	6.2%	43.8%	28.1%	21.9%

The findings presented in Table 8 illustrate students' perceptions of the learning environment and supporting facilities in their English course. Overall, the results indicate that the classroom environment is generally perceived as conducive to learning. A majority of respondents expressed positive views, with 34.4% agreeing and 28.1% strongly agreeing that the classroom supports the English learning process, while 31.3% remained neutral and only a small proportion (6.3%) expressed disagreement.

Regarding the adequacy of learning facilities and resources, such as LCD projectors, internet access, and textbooks, students' responses were moderately positive but more varied. While 31.3% agreed and 21.9% strongly agreed that the available resources are sufficient, a notable 40.6% of respondents selected a neutral response, suggesting that although the facilities are acceptable, there may still be room for improvement.

In terms of scheduling, nearly half of the respondents (46.9%) expressed a neutral stance on whether the English class schedule fits their study time, while 21.9% agreed and another 21.9% strongly agreed. A small percentage (9.3%) reported disagreement, indicating that although the schedule is generally acceptable, it may not fully accommodate all students' preferences.

Similarly, perceptions of the duration of each meeting show a comparable pattern. While 34.4% of students agreed and 12.5% strongly agreed that the time allocation is sufficient, a large proportion (46.9%) remained neutral, and only 6.2% disagreed. This suggests that although the duration is considered adequate by many, it may not optimally support all learners in fully understanding the material.

Finally, students' opportunities to practice English outside the classroom appear to be somewhat inconsistent. While 28.1% agreed and 21.9% strongly agreed that they have such opportunities, the largest proportion (43.8%) reported a neutral stance, and 6.2% disagreed. This indicates that although some students are able to engage in out-of-class practice, many perceive these opportunities as limited or irregular.

Overall, these findings suggest that while the learning environment and facilities are generally supportive, there remains considerable room for enhancement, particularly in providing more consistent resources, optimizing scheduling and class duration, and increasing opportunities for authentic English practice beyond the classroom

DISCUSSION

The findings of this study reinforce the central role of needs analysis in designing an effective English for Specific Purposes (ESP) course, particularly for Pharmacy students whose academic and professional demands require specific language competencies. In line with recent research, needs analysis is not merely a preliminary step but a continuous process that ensures the alignment between learners' current abilities and target requirements (Rahman, 2021; Alsamadani, 2022). The results of this study clearly demonstrate a gap between students' existing English proficiency and the linguistic demands of their field, confirming that ESP instruction must be carefully tailored to address both target needs (what learners need to do with English) and learning needs (how they learn best).

A prominent pattern emerging from the data is the strong emphasis on reading skills, particularly for understanding academic and professional texts. This finding is consistent with recent studies highlighting that reading remains a foundational skill in science-related disciplines, where access to knowledge is largely mediated through English-language texts (Nguyen, L. T. C., & Gu, 2020; Salmani-Nodoushan, 2021). However, the high percentage of neutral responses regarding reading ability suggests that students may overestimate their general reading skills while struggling with discipline-specific texts. This indicates a need for more explicit instruction in reading strategies, such as skimming, scanning, and interpreting technical vocabulary, exposure to authentic Pharmacy-related materials.

In contrast, speaking and writing skills were identified as the most challenging areas, which reflects a common trend in ESP contexts. Recent research indicates that productive skills often require more intensive practice and structured support due to their complex nature, involving not only linguistic knowledge but also confidence, fluency, and contextual appropriateness (Widodo, 2022; Chen, 2022). The findings reveal that students experience difficulties in grammar, pronunciation, and academic writing, which may stem from limited opportunities for practice and feedback. This suggests that ESP instruction should incorporate more communicative activities, such as role-plays, presentations, and simulations, alongside guided writing tasks that focus on organization, coherence, and accuracy.

Another significant finding is students' strong awareness of the importance of technical or field-specific vocabulary. This aligns with recent perspectives emphasizing that mastery of specialized terminology is crucial for effective communication in professional settings (Otilia, 2020; Fitriani, S. S., & Apriliaswati, 2023). The high level of agreement on this aspect indicates that students are already aware of the linguistic expectations of their discipline, which can be seen as a positive indicator of their readiness for ESP learning. However, it also implies that general English instruction alone is insufficient, and that vocabulary teaching should be contextualized within Pharmacy-related content.

Additionally, students demonstrated a clear preference for interactive and practice-based learning methods, such as group discussions, real-life examples, and hands-on activities. This finding supports contemporary pedagogical approaches that advocate for learner-centered and experiential learning environments in language education (Kusumaningputri, R., & Widodo, 2021). Such approaches not only enhance engagement but also facilitate deeper learning by allowing students to apply language skills in meaningful contexts. The preference for practical learning also reflects students' expectation that the

course should be directly relevant to real-world applications, particularly in professional communication.

An interesting observation from the study is the relatively high proportion of neutral responses across several items, particularly in self-assessment and perceptions of learning conditions. This may indicate a degree of uncertainty or lack of confidence among students regarding their abilities and learning environment. Similar patterns have been noted in recent studies, where neutral responses are interpreted as a reflection of limited exposure, inconsistent learning experiences, or unclear self-perception (Hapsari, Y., & Setiawan, 2022). This suggests that, in addition to improving language instruction, there is a need to build students' confidence through supportive learning environments and consistent practice opportunities.

Overall, the findings suggest that while students possess positive attitudes and high motivation toward learning English, their current proficiency does not yet fully meet the demands of their academic and professional contexts. Therefore, an ESP syllabus for Pharmacy students should prioritize practical communication skills, academic writing, and technical vocabulary, while also incorporating interactive and student-centered teaching strategies. As emphasized in recent literature, a well-designed ESP program grounded in systematic needs analysis can significantly enhance the relevance and effectiveness of language instruction (Richards, 2022; Basturkmen, 2023)

In conclusion, this study highlights the importance of aligning ESP course design with learners' needs, not only by identifying skill gaps but also by understanding their learning preferences and expectations. The integration of these elements into curriculum development can contribute to more meaningful, targeted, and effective English instruction that better prepares students for their future academic and professional challenges.

CONCLUSION

Based on the results of the needs analysis, it can be concluded that English plays a crucial role in supporting the academic and professional development of Pharmacy students at Universitas Islam Negeri Alauddin Makassar. The findings show that students generally have positive attitudes toward learning English and strong motivation to improve their language skills for future academic and workplace demands. Most students recognize the importance of English, particularly for reading scientific literature, understanding pharmaceutical terminology, writing academic reports, and engaging in professional communication.

However, the study also reveals a clear gap between students' current English proficiency and the language requirements of their field. While reading skills are relatively stronger, students still experience uncertainty in comprehending complex academic texts. More significant challenges are found in productive skills, especially speaking and writing. Difficulties related to grammar, fluency, pronunciation, academic writing, and the use of technical vocabulary indicate that students require more focused and contextualized language instruction.

In terms of learning needs and preferences, students interactive, practice-based, and collaborative learning activities, as well as the use of real-life examples related to their field. They also emphasize the importance of learning professional communication skills, including the use of polite and formal English, understanding workplace interaction patterns, and mastering technical terminology relevant to pharmacy. From the perspective

of means analysis, the learning environment and facilities are generally supportive, although opportunities for English practice outside the classroom remain limited and need further enhancement.

Overall, this study confirms that a systematic needs analysis is essential for designing an effective ESP course for Pharmacy students. The results suggest that an ESP syllabus should prioritize speaking and writing skills, technical vocabulary development, and professional communication within pharmaceutical contexts. By aligning course content, teaching strategies, and learning activities with students' actual needs and future professional demands, English instruction can become more relevant, effective, and meaningful in preparing Pharmacy students for academic success and professional readiness.

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