

English For Pharmacy Department Student in a Private University in Indonesia: A Need Analysis

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ABSTRACT

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This study analyzes the needs of pharmacy students in a private university for English for Specific Purposes (ESP) in Indonesia. The data were gathered through semi-structural interviews based on determining themes with eight selected students who completed the course, a lecturer of English for specific purposes, and supported by document analysis on the ESP syllabus for the pharmacy department. Data analysis was conducted through interactive data collection, reduction, presentation, and conclusion or verification. The result showed that the pharmacy department wants students to have speaking and academic writing skills using English within limited course meetings in one semester. A variety of teaching strategies have been implemented by the lecturer in a big classroom. However, students' English mastery varies, with limited learning sources and lacking vocabulary.

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Introduction

The demand for English mastery for the student has increased in recent years, especially for communicating for professional and academic purposes. English has become the dominant language in the world. Thus, universities need to learn English to prepare students for the professional world. The implication, English for specific purposes (ESP) has become a mandatory subject for every major in Indonesia. The department expects its students to have adequate English communication skills as they graduate from their major. The ESP answer is to learn English for a certain situation, where students learn what language they need and they want (Hutchinson & Waters, 1991). The ESP will be effective for learners if the course and materials are developed based on the needs analysis of the students (Gu et al., 2019; Li, 2014; Syakur et al., 2020).

A need analysis research shows to help teachers, curriculum developments, and syllabus design to make English meaningful for students in the future (Moiinvaziri, 2014). Needs analysis obtained both subjective and objective information: data from questionnaires, tests, interviews, and observation. It also seeks to obtain information on: the situations in which a language will be

used, including who it will be used with, the objectives and purposes for which the language is needed, the types of communication that will be used (e.g., written, spoken, formal, informal), the level of proficiency that will be required. Need analysis is the process of determining what language learners are supposed to learn according to the target situation of the language that will be used.

Needs analysis is also a part of curriculum development and is normally required before a syllabus can be developed for language teaching. There are 2 needs in language teaching (Hutchinson & Waters, 1991); Target needs, what the learners need to do in the target situation or real-life conversation and condition. The target situation is the situation or setting where the student must use the target language. This may be a study target situation, work situation, or any context in which the learner must use the language. Analysis of the communicative and linguistic demands of the target situation is an essential phase in the needs analysis. There are three aspects of target needs; Necessities are what the learner has to know to function effectively in the target situation. Lacks are the gap between necessities and what the learners have already known. The wants represent what the learners want to know. This information can be gathered during need analysis using questionnaires, interviews, observation, data collection, and informal consultation. The information is related to the individual expectation of learning English and the linguistic features of the target situation (language items, skills, knowledge, etc.). Learning needs are what the learners need to do to learn, standardized or based on the program's current curriculum. This need is related to how learners need to do to learn, how learners need to learn.

The needs analysis is the base for the ESP course and material design for teaching English in specified students' target situations. The needs analysis describes the students' necessities, lacks, and wants in the ESP courses (Hutchinson & Waters, 1991). The necessities are any part of the language that functions effectively in the target situation. The lacks are the gap between learners' knowledge and the target situation. Meanwhile, the wants are the learners' subjective needs which are not directly related to the ESP courses. Research on needs analysis is vital for designing an effective ESP course and material development.

Experience shows that teaching English for pharmacy as one of the English for Specific Courses presents some challenges (Solihati & Rahayu, 2020). The teachers need to deal with a new field of knowledge, students' lack of English ability, big classes, limited resources, and incomplete syllabus from the department. Even if there is a syllabus, books, or sources from the department, the content often does not meet the students' needs to develop their language skills in pharmacy. This research is intended to describe the students' needs for English for pharmacy in private university students in Indonesia. This research provides an overview of further research related to ESP and materials development in English.

A. Related Research

Research on the needs analysis starts the material development of language learning and course. Irshad and Anwar (Irshad & Anwar, 2018) reported that language skills are necessary for ESP; however, the portion in language courses needs to be determined by analyzing needs. The needs analysis helps determine how the learning course will be developed; thus, it will be suitable and effective for the students. Gu et al., (2019) reported that the needs analysis reveals that current students' needs and demands have exceeded the content of the textbook used in the university. The result of the needs analysis is used to develop a new textbook to support the ESP course in professional communication and English for the workplace. Research on needs analysis for ESP is also reported to develop English materials for vocational students (Kusumawati, 2018; Sari & Atmanegara, 2018; Syakur et al., 2020).

Shi (2018) studied an ESP course design at the university of finance and economics in China based on the students' needs. The research reported that students do not consider English their main priority in learning, but they believe it is important. The research has several motivations for learning English: credits required, individual interests, going abroad, passing a test, securing better jobs, and linguistic and cultural literacy. The research reported that the students' preferences for contents of instruction are practical English, mostly in speaking and listening skills and followed by field-specific English in finance and economics. The designed product of the research was able to engage student's interest in learning English as it registers their primary interests, which was likely to motivate them. The content of ESP-based instruction also motivated students to learn actively.

Research reported an evaluation of ESP courses for pharmacy from students' perspective that the course was considered acceptable for students (Solihati & Rahayu, 2021). Another research evaluates the materials for the pharmacy department based on their students' needs. It was concluded that the syllabus was relevant; however, the materials were outdated. The contrast between these two pieces of research indicated that ESP learning for pharmacy students is a dynamic topic for different universities in Indonesia where every student in each university is unique, and the materials must be developed based on the needs.

Needs analysis research could also be used to evaluate courses in higher education. Research on English programs for business students reported that based on the needs analysis result from students and lecturers, the existing English learning course is unsuitable for students' needs because it is designed with General English content. In contrast, students must learn English for Specific Purposes instead (Alghamdi, 2019). Other research reported that the evaluation of the ESP program based on needs analysis resulted in to suggest evaluation of the existing program to add more contextual language content to support the program (Ardinal & Anwar, 2021).

The course presents to complete students' English skills, emphasizing recognizing pharmaceutical terms, all language skills, and language content. The research implied that the course fit ESP learning in the pharmacy department. Other research reported the vast challenges in teaching English to pharmacy students, from the teachers' knowledge gap in the pharmaceutical field, big classes, and students' lack of English ability and resources (Solihati & Rahayu, 2020). The research also stated that students mostly learn in middle school and extensively try to improve their English skills independently from various sources.

The syllabus and course of ESP for pharmacy often lack focus on language development in the pharmaceutical field and its practicality. Solihati & Rahayu (2021) stated that the English course covers all areas of English language content. This course cannot be replicated if the teachers do not have adequate knowledge of pharmaceutical terms, as it is one of many problems the teacher faces (Solihati & Rahayu, 2020). Research on higher pharmacy students' needs analysis suggested creating ESP for pharmacy syllabi focused on a certain aspect of academic and developing speaking skills applicable to pharmacy students' future jobs (Poedjiastutie, 2017; Solihati & Rahayu, 2020; Suwandi & Wafa, 2020).

Method

This research was conducted with a qualitative research design. The data collection was conducted through interviews with eight pharmacy department students who have taken the course, an interview on an ESP for a pharmacy lecturer, and document analysis on the ESP for the pharmacy syllabus from a private university pharmacy department. The interview data were transcribed and analyzed using self-developed coding based on the research questions addressed and the topics and questions from the interviews. After the data were analyzed and coded, the data were simplified, focused on relevant data, and reduced to irrelevant ones for Data Reduction. Data reduction is "a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that conclusion can be drawn and verified" (Sulistiyo et al., 2020). Afterward, data is shown in themes by elaborating and combining all the data. The document analysis is conducted to find the expectation and objectives of the pharmacy department on the ESP course for their student. The data validation was conducted through member checking, where the final result of the analysis is sent back to the participants to determine whether they believe that the data accurately represents their opinion and thought (Creswell, 2017).

Result and Discussion

A. Result

The findings are reported based on stages of material development Research and collecting information needs analysis. The data collection is administrated by conducting interviews with the participants on the needs analysis. The participants are ESP lecturers for the pharmacy

department and pharmacy students who have completed the English course at a private university in Indonesia. The lecturer also provides an ESP syllabus to be considered in the needs analysis. The needs analysis was conducted by conducting several semi-structured interviews with students, also an English lecturer for the pharmacy. The lecturer also provided the syllabus for English for the pharmacy department for consideration of this research. The needs analysis is distributed on three main themes: a) how the pharmacy department's perception toward their ESP learning, b) students' language information, and c) environmental situations.

1. Pharmacy department's perception

Based on the ELT for pharmacy syllabus, there are seven specific skills objectives; 1) Able to perform drug services according to procedures to ensure safety and use English. 2) To provide information about drugs, medication, and rational drug use in English. 3) Have skills in pharmaceutical work (community pharmacy management and services). 4) Able to apply and carry out pharmaceutical science based on Islamic moral and professional ethics. 5) Able to communicate, adapt to new environments, and build interpersonal relationships. 6) Able to carry out and spread Muhammadiyah values in the community. 7) Have the skills to analyze, conclude and convey pharmaceutical and scientific information.

Realizing the goal will help the lecture and students set the learning program accordingly. However, the problem has always been part of teaching and learning.

The focus in the first half of the semester is learning the terminology related to a pharmacy whose goal is speaking (I am in charge). While the second half of the semester focuses on academic writing (lecturers from the Faculty of Pharmacy) (ESP Lecturer).

This statement implied that limited time is available for learning English in the pharmacy department. In one semester, the teacher and students should achieve speaking ability and writing academic texts. This situation requires students to improve their English independently as the classroom activity may only be able to provide only a tip of language skills.

The department provides an ESP for pharmacy speaking and writing an E-book to facilitate students in learning English in the classroom and learning English independently, as the main learning goal requires students to communicate using English well. Besides the E-book, there is no other resource provided by the department. The provided English material for the pharmacy students is an E-book. The E-book is designed for English in Pharmacy activities. The book's goal is similar to the pharmacy department's objective of developing students' communication skills. However, the contents need to be restructured to be relevant in teaching activities in the pharmacy department.

2. Students' language information

The English level mastery of pharmacy students is mostly at the basic level up to the intermediate level with low vocabulary mastery. Some students see the subject as mandatory for passing the examination only or to be used in a certain current situation. Most interviewees believe that they need to improve their reading capability to support their learning of English and their pharmacy subject, as most of their lecturers use English in their presentations in lecturing.

When going to do KKN and educating and registering the pharmacist profession, TOEFL is needed, and that helps, and also understands the ppt of lecturers who use English (Participant E).

When there are friends/other people who ask to speak in English (Participant F).

Helps in finding valid journals (Participant G).

It is easy to get information/knowledge from English-language literature, English-language lecturer PPT, and all kinds of English materials (Participant H).

Further, students' language skill development in communication needs to have their reading skills developed early. Thus, speaking and writing, the goals of the English subject, can be achieved better and developed even more. Most of the students also agree that reading might facilitate them to learn independently from various English resources, which also helps them stay up to date with the current international pharmacy issues.

"...education in higher education is synonymous with reading much information, such as available journals. Many of these journals are available in English. Besides that, the media that lecturers often use is books published by foreign countries so that the books use English, meaning that we as pharmacy students must have the ability to speak English" (Participant A).

"...English is very much used in finding journals to complete assignments and thesis.... if we can read well it will be easy to understand" (Participant C).

"...Because by reading, we must know the meaning. So, like it or not, we have to look for the word's meaning, and finally, it is stored in our memory. But overall, all four aspects (reading, writing, speaking, listening) are better than just one aspect" (Participant D).

Moreover, some other students stated that writing is the most needed skill as they are asked to write an academic article for their final assignment in the subject and one other stated that listening is the most important as they need to pass the TOEFL test.

Some students are aware of the goal of learning English for their department. Aside from finishing the English subject as their requirement for their study, they realize that English will help them in their current study in the department and their future jobs or occupation where the pharmaceutical field may also be about working with people around the world in industry, medic, store and many more.

In order to help increase my job potential when I graduate later because English is the language of communication used worldwide. In addition, for the pharmacy department, whose domain is in pharmacies, hospitals, industry, etc., it is a profession that interacts with many people both at home and abroad, so it is very important to improve English language skills (Participant A).

Very supportive for the time of service (Participant B).

Most agreed that reading is important in independently supporting the students' language learning as they learn the information from scientific journal articles. As mentioned in the syllabus, students have several methods of reading scientific articles. The first method is they do skim on articles' abstracts to see whether they can use the article as their references. After that, they tend to translate the article into the whole or partial text by using online translation tools the help them understand the point of the articles.

3. Environment situations

The English class consists of 80 students for each meeting, which often results in the learning process having many obstacles to achieving the learning objective. There are 14 meetings last for 100 minutes in each classroom meeting. The teaching and learning are conducted by active learning, where students take part in the process. They started to be included in the process by presenting their assignment as part of the teaching material, peer discussion, and mentoring. They were divided into several groups and presented the topic given by their lecturer. They also do a role-playing model to do a speaking activity.

The ESP subject takes one semester to be completed. The first half is focused on speaking, while the second half of the semester is focused on academic writing. Considering the limited time of the study, students are demanded to be active and independent to improve their vocabulary mastery.

The pharmacy department expected their students to be able to communicate pharmaceuticals in English and written and spoken form properly. However, they have limited time to teach English in the department. The provided source is also limited. From the lecturer's point of view, the department stated that most of their students need to enhance their vocabulary mastery. However, the main output of this subject is to make students able to communicate in English in terms of pharmacy.

“... one of the faculty goals is to add student vocabularies related to Pharmacy. However, the learning output must still be Speaking or Writing following the syllabus's goals” (ESP Lecturer).

B. Discussion

This research found that the pharmacy department expected their students to be excellent in English in the pharmaceutical field, especially in the speaking and scientific field. The Needs of department stated that students need to be able to communicate using English in scientific and

non-scientific pharmaceuticals. The department also expected to have their students be able to analyze, conclude and convey pharmaceutical and scientific information. However, the lack of vocabulary mastery retracts the language learning to obtain the objective. Language learning is focused on vocabulary building rather than gaining language fluency. Department expectation towards their students in ESP is to be proficient in English ([Irshad & Anwar, 2018](#); [Li, 2014](#); [Syakur et al., 2020](#)). However, pharmacy students' English proficiency level is diverse, whereas, in Indonesia, English is used to be a foreign language. As a result, the English language teaching in the department needs to enrich students' vocabulary within their learning by providing materials that contain a variety of pharmacy vocabulary. As an implication, language learning in the pharmacy department cannot be concentrated on developing speaking skills or academic writing. In this university, the provided E-book is relevant in general objectives and language content on developing communicative and writing skills. However, the content needs to be adjusted to the level of the students.

The students believe they need to improve their reading skills even though the learning objectives relate to speaking and academic writing. They want to improve vocabulary mastery to support their final assignment on writing academic writing. Lecturers and students believe reading skills help them learn independently as they can enhance their vocabulary by searching and reading academic sources, journals, and research related to their field. Students are more interested in preparing academic writing, which is the second goal of learning English at the pharmacy faculty, as shown through their activities by reading journal articles and research related to their department. They set aside a little about speaking ability. The students' priority or interest consideration works as students' motivation for learning, where motivation is also an important aspect of language learning ([Mohseni Takaloo & Ahmadi, 2017](#); [Moiinvaziri, 2014](#); [Omar et al., 2020](#); [Shi, 2018](#)). Their statement represents the motivation for learning English as an obligation for graduation and other related programs for graduation requirements.

The problems of teaching ESP in the Department of Pharmacy are large classes with students in one class of more than 80 students, limited class meetings, and limited resources of teaching materials from the faculty. The large class results from the students' English skill levels vary, which also becomes a problem for the lecturer ([Iswati & Triastuti, 2021](#)). In learning in a large class, the lecturer's creativity is needed to achieve the learning objectives. The use of creative methods and active learning can be more helpful and effective than classical methods. The size of classes in ESP does matter ([Lee, 2009](#)). Problems in this large class of pharmaceutical study programs cannot always be solved with this method. Lecturers are not ready, and limited teaching materials make learning hampered.

Conclusion

The practice of ESP in non-English departments of private universities experiences issues that remain continuous. The high expectation of the department and faculty, the limited sources, and the disparities in students' language skills remain the biggest issue to be solved by lecturers and other stakeholders. Students have their strategies, motivation, and priority for learning the language. They prefer to learn what they need to be for the requirement of passing the course or graduating from their main program. The research concluded the need for ESP for pharmacy students in this private university. The ESP programs are best to be developed based on the needs analysis of the students. The department or faculty's opinion on the program development is necessary as additional consideration for the program development. This research is initial research related to needs analysis from a limited perspective at one university, as it only reports at an early stage of the research. The results of this study can be used as a basis for developing future instruction materials that follow the student's needs.

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