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A NEEDS ANALYSIS ON THE ENGLISH LANGUAGE NEEDS AMONG AGRICULTURE STUDENTS: BASIS FOR CURRICULUM DEVELOPMENT

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ABSTRACT

This study aimed to assess the English language needs of agricultural students at Kapalong College of Agriculture, Sciences and Technology (KCAST), focusing on their proficiency in the four macro skills: listening, speaking, reading, and writing. A mixed-method approach was used, including both quantitative (questionnaires) and qualitative (interviews) data collection methods. The study found that while students demonstrated strong abilities in reading and speaking, their writing and listening skills were notably weaker, particularly in writing, where students struggled with grammar, punctuation, and overall coherence. The findings highlight the students' low self-confidence in writing, attributed to personal factors such as poor motivation and difficulty with grammar rules. Based on these results, the study proposes a specialized syllabus designed to enhance students' writing and listening skills through targeted, agriculture-specific English activities. This curriculum recommendation aims to improve students' communication skills, better preparing them for academic success and future employment in the agricultural sector.

KEYWORDS: *Needs Analysis, English Language Proficiency, Agriculture Students, Curriculum Development, Macro Skills*

RATIONALE

English is the most used language in the world, and in this era of globalization, it is more necessary than ever. Students need to learn English well so they can keep up with global demands (Maghfiroh, 2021). The need for improvement of language skills such as listening, speaking, reading, and writing (LSRW) is crucial in order to express ideas and communicate to others effectively (Dash, 2022). These skills are highly useful in real-life situations, especially in jobs such as agriculture.This demonstrates that language skills are not only important in academic settings but also in everyday tasks and workplace cooperation (Malviya, 2020).

In Pakistan, found out that majority of Agriculture students have difficulties in terms of writing with the use of English language. This is the reason why it is hard for them to improve their skills. Even though they wanted to be good at all English skills, writing slows them down (Hayat et al., 2023). Furthermore, in Indonesia, agriculture students experienced lack of English learning materials that suit to their field. Their curriculm continue uses General English leading to not fully support their specific needs (Hajar & Triastuti, 2021). Moreover, in China particularly in Chile, many schools offer training in agriculture, but their English subjects do not match the kind of work that is needed7. All the teachers said that students should learn English that is related to their field. But there is no special English program for vocational training, so it's hard for teachers to teach the right lessons (Contreras & Moore, 2022).

In the Philippines, the problem of the First Year High School students at Bulacan Agricultural State College is their difficulty in listening well because they think faster than the speaker talks, there are words they do not understand and they focus more on what they want to say instead of listening (Chua et al., 2021). Morover, in Calamba City, it showed up that the problem of the Senior High School students is their low level of reading comprehension in their core Science subjects. Only about 7 percent of the students reached the mastery level, which means that very few fully understand what they read (Caraig & Quimbo, 2022). In addition, in Catanduanes State University specifically in Agriculture program, majority of the students struggle in writing, however, they enjoy reading stories or reference materials more, but are less interested when it involves tests or being given books. Because of this, there's a need to better understand the real reasons why these students find writing difficult (Salvador, 2024).

At KCAST, the growing concern over students' poor language proficiency, particularly in speaking and writing assignments, is a pressing issue that requires immediate attention. Teachers across programs have observed students struggling to write grammatically correct sentences, comprehend academic texts, and express their ideas clearly when speaking. The prevalence of these challenges in English and major subjects indicates a structural lack of basic language proficiency. This problem is especially critical in programs like BSIT, BSTM, and BSED, where students are expected to communicate effectively in professional settings such as internships, industry partnerships, and licensure exams. If these communication gaps are not

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addressed promptly, they may negatively impact the institution's performance outcomes, hinder students' academic progress, and reduce their employability. A targeted needs analysis needs to be conducted urgently to identify specific gaps and develop customized language interventions. This study is not only necessary to improve student outcomes but also to align KCAST's language instruction with industry expectations and global academic standards.

Moreover, there is a noticeable lack of comprehensive needs analysis studies that examine all four English macro skills—listening, speaking, reading, and writing, among students at Kapalong College of Agriculture, Sciences, and Technology (KCAST). Existing research, such as needs analysis on the reading skills of business administration students by De Vera et al. (2024) a needs analysis conducted on office administration students focusing on their reading skills by Escandallo et al., as well as the needs analysis on the reading skills of agriculture students by Edrada, et al. (2024) provided valuable insights into reading-related challenges within specific programs. Also, there are studies conducted in the same locale (Botohan et al., 2024; Sodoy et al., 2024; Watin et al., 2024) but all just focused with reading skill and not all the four macro skills. However, these studies are limited in scope, focusing solely on reading and neglecting other essential language skills such as listening, speaking, and writing. To date, no research at KCAST has offered a holistic examination of English language needs across all macro skills within the context of agriculture program. This study aimed to address that gap by conducting a comprehensive needs analysis to guide the development of more effective and targeted English for Specific Purposes (ESP) instruction, aligned with the academic and professional demands of agriculture program students.

RESEARCH QUESTIONS

1. What is the level of language proficiency in terms of the four macro skills among Agriculture students?
2. What are the insights of the agriculture students based on the results and findings of their language proficiency?
3. Based on the results, what syllabus can be proposed as an essential program to develop the language proficiency of the agriculture students?

NEEDS ANALYSIS

A. Purpose of the Needs Analysis

This needs analysis aimed to assess the English language competency of agricultural students, particularly in their macro skills—listening, speaking, reading, and writing. The study sought to compile pertinent data on the students' strengths and shortcomings in English use in academic and field-related contexts. The information gathered through tests and surveys formed the basis for creating a curriculum that directly addressed the specific language needs of these students. This helped to ensure that the curriculum not only supported their academic success but also prepared them for future employment in the agricultural field.

Based on the outcomes of their language competency, students actively participated in the research process and offered their opinions and comments. This guaranteed that the curriculum corresponded with the learning needs and preferences of the agricultural students and was especially tailored to their situation instead of a general one. It also helped in determining what types of classroom activities, exercises, and learning materials were most effective in enhancing the students' language proficiency in real-world agricultural settings.

Finally, the needs analysis results revealed which components of English the students excelled in and which ones they found difficult. Designing a learning path that moved from simple to sophisticated skills in line with the intellectual levels and educational objectives of the students depended on these realizations. Furthermore, it facilitated the organization of courses by difficulty and the selection of suitable teaching strategies and activities to make language learning more relevant, practical, and interesting for students studying agriculture.

B. Target Population

The target population for this needs analysis consisted of 65 students enrolled in the Bachelor of Science in Agriculture program at Kapalong College of Agriculture, Sciences and Technology. These students served as the primary respondents in answering the test designed to assess their English language competencies. Following the survey, a smaller group was chosen at random to take part in interviews, enabling the researchers to gain closer knowledge of the particular language learning requirements and difficulties of the students. This combination of quantitative and qualitative data from a defined population ensured that the findings accurately reflected the English language requirements of agriculture students in this academic setting.

C. Framework of the Target Situation Analysis

1. Why is the Language needed?

For students studying agriculture, language was indispensable as it helped them efficiently grasp and present technical knowledge. Strong reading abilities were required in their field to understand policies, manuals, and research papers. In written reports, presentations, and conversations, they also needed to clearly convey ideas. This study concentrated on their English competency gaps, particularly in reading, to guide the development of a curriculum addressing practical communication assignments. Understanding the reasons behind the language requirement ensured that the course materials were relevant and useful, aiming to prepare students for future employment in the agricultural industry and academic success. By understanding the language demands they would face, such as interacting with farmers, writing project proposals, or presenting findings, this study aimed to equip them with the skills necessary to become confident and effective communicators in both classroom and professional settings.

2. How will the language be used?

For agriculture students, English was used in multiple contexts: academic, professional, and social. Academically, they used language to read textbooks, research articles, and technical manuals, as well as to write reports, reaction papers, and project proposals. They also used spoken English during class presentations, group discussions, and

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oral examinations. Professionally, these students needed to communicate with experts, present findings in seminars, write official documents, and follow international agricultural standards. Even in everyday situations, language was used during interactions with peers, teachers, and external stakeholders such as farmers or field practitioners. This needs analysis helped determine how frequently and in what situations students were expected to use English, ensuring that the curriculum reflected real-life demands. Understanding these contexts allowed for the development of relevant learning tasks that built the necessary speaking, reading, and writing skills for success both in school and in the agriculture industry.

3. **What will the content areas be?**

The content areas for the English curriculum of agriculture students focused on subjects that integrated both academic and field-related language use. These included English for Academic Purposes (EAP), scientific reading and writing, technical vocabulary, and communication skills related to agriculture. Since students were expected to read research articles, write project proposals, and deliver oral presentations, the content supported these tasks. Additionally, subjects like crop science, soil management, and agricultural economics often required English as the medium for instruction and documentation. Language activities were also based on practical situations such as conducting fieldwork, writing field reports, and engaging in professional dialogue with experts and farmers. This needs analysis ensured that the course content addressed not only general English skills but also the specific language needed in their discipline and future workplace, making the curriculum both relevant and purposeful for the learners' academic and career development.

4. **Where will the language be used?**

Agriculture students used English in a variety of settings that went beyond the classroom. Within the academic environment, they used the language in lectures, laboratory activities, research presentations, and written reports. Outside the classroom, English was used during fieldwork, seminars, and interactions with professionals in agricultural agencies or partner organizations. In their future workplaces, English was used for preparing technical documentation, corresponding with co-workers, presenting results, and participating in training programs. Furthermore, good spoken English was demanded in social events, including meetings, community outreach projects, and agricultural forums. This needs analysis identified these real-world contexts to ensure the curriculum prepared students to use English fluently and accurately in diverse environments—academic, professional, and social. By understanding where the language would be used, the course incorporated scenarios and simulations that reflected authentic communication tasks students were likely to face in their careers and everyday lives.

D. Framework of Learning Needs Analysis

1. **Why are the learners taking the course?**

The students in the Bachelor of Science in Agriculture program studied English because it was a mandatory course. However, the students also understood that English was an important tool for communicating effectively in their field of study, in addition to being a required subject. They recognized that proficiency in English would greatly benefit them in sustainable farming, where clear and professional communication was essential. Being able to communicate well in English, whether in writing or speaking, helped them perform effectively in a variety of contexts, especially in remote areas, such as preparing reports, giving presentations, and engaging with clients and coworkers.

2. **How do learners learn?**

The Bachelor of Science in Agriculture students learned best when they were involved in the learning process through activities like discussions and psychomotor tasks. These methods helped students gain a deeper understanding of the subject and retain what they had learned more effectively. However, when classes were primarily lectures and traditional discussions where students were not actively engaged, they often became bored and lost interest. This lack of interest made it harder for students to participate and comprehend crucial ideas, concepts, and information that their teachers were trying to convey. As a result, students did not fully grasp the lessons, which negatively affected their learning. To address this issue, it was important to use a mix of teaching methods that promoted active learning, such as group work, presentations, role-playing, and hands-on activities. By doing so, educators were able to increase student engagement, improve knowledge retention, and create a more dynamic and effective learning environment.

3. **What resources are available?**

Many factors could support student learning, but the teacher was one of the most crucial. Teachers who had extensive knowledge of English for Specific Purposes (ESP) and access to the right tools played a vital role in helping students learn. Their knowledge and experience had a significant impact on how effectively students developed language skills relevant to their field of study. While teachers might have been skilled educators and knowledgeable in teaching ESP courses, it was equally important that they had access to well-designed teaching resources. These included books, manuals, and other instructional materials specifically created for teaching. Such resources were essential teaching tools because they provided structured content, relevant exercises, and real-life examples that helped students achieve their learning goals. By combining carefully selected instructional materials with their teaching expertise, teachers were able to create a more engaging and effective learning environment, allowing them to meet the individual needs of each student.

4. **Who are the learners?**

The students in the Bachelor of Science in Agriculture degree at Kapalong College of Agriculture, Sciences, and Technology were the learners. They came from different backgrounds and had a basic understanding of the different parts of the English language, which they used in their academic writing responsibilities on a regular basis. Their main interests were in learning and improving skills connected to farming, soil management, agribusiness, and animal husbandry, as these were directly related to their field of study. Even though they had been exposed to English speakers, they still lacked deep knowledge of the

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language and did not have a strong attitude toward it. One reason was that they did not view English as a key subject in their curriculum, but rather as a minor one. Because of this, some students did not consider it as important as their major subjects. This affected their motivation and confidence in using English, especially in writing, speaking, and comprehension, which were all crucial for success in the workplace.

5. **Where will the ESP course take place?**
In general, students studied better in a clean, well-ventilated, and well-organized space. A classroom that made them feel comfortable, maintained order, and supported focus significantly contributed to their learning and engagement. One of the most important factors that supported effective studying was the absence of distractions, especially noise from cars or other external sources. Students were able to pay better attention to their teachers when the room was quiet, which made it easier for them to listen to and understand what was being taught in class and discussed during conversations. Proper seating arrangements, adequate lighting, and sufficient fresh air were also crucial for keeping students focused and alert during class. Students were more likely to learn and retain information when they were in an environment that supported their physical and mental well-being. Therefore, creating and maintaining a good classroom environment was essential for helping students succeed academically and have meaningful learning experiences.
6. **When will the ESP course take place?**
Students were encouraged to take ESP (English for Specific Purposes) classes every day as part of their regular schoolwork so that they were consistently exposed to the various ways English could be used in real-life situations. By regularly participating in ESP lessons, students improved their language abilities and learned how to apply them in contexts related to their field of study. Daily practice helped them retain vocabulary, enhance their grammar, and develop stronger communication skills in both written and spoken English. With constant exposure to the language, students grew more confident and fluent, making it easier for them to apply what they had learned in different scenarios, such as communicating with coworkers, producing reports, delivering presentations, and interacting with clients. Frequent practice of their English skills better prepared them for the challenges they would encounter in their future careers. Therefore, incorporating ESP courses into their daily learning was essential for long-term success and effective language acquisition.

E. Methods of Needs Analysis

There were two primary types of tools utilized for the Needs Analysis: questionnaires and interviews. The questionnaire was designed to gather quantitative data from a larger group of participants so that the researchers could identify common patterns, preferences, and difficulties in English language acquisition, particularly in writing. The interview, on the other hand, was conducted with a randomly selected group of students to obtain more in-depth and qualitative information. This approach helped the researchers gain deeper insights into the students' needs, learning preferences, and attitudes toward English. Using both tools together ensured that the data collection was more comprehensive and well-balanced.

i. Questionnaire

The researcher carefully created a questionnaire that was the first tool utilized to conduct the requirements assessment. The goal of this questionnaire was to determine the respondents' knowledge and abilities in English for Academic Purposes (EAP). It focused primarily on the four core language skills: reading, writing, speaking, and listening. Through the questionnaire, the researcher was able to identify the students' strengths, areas for improvement, and gaps in their language acquisition. The data obtained proved to be highly valuable in understanding the learners' needs and in guiding the planning of the program.

ii. Interview

The researchers also conducted interviews with 10 students who were randomly selected from the 65 individuals who had completed the survey. This was the second tool employed in the needs assessment. The purpose of these interviews was to gain a deeper understanding of the students' language learning experiences, preferences, and challenges. The students were asked open-ended questions to explore their individual needs, expectations, and goals for learning English, particularly in areas that would enhance their academic and professional performance. The information gathered from these interviews was highly valuable for the researchers in designing a course that addressed the students' needs, interests, and learning objectives.

F. Procedure of the Needs Analysis

The researchers carried out the needs analysis by engaging three sections of Bachelor of Science in Agriculture (BSA) students from the 1st to 3rd year levels after their scheduled classes. This strategy ensured that data collection did not interfere with the students' academic responsibilities. The primary instruments used in this process were a structured questionnaire and an interview guide, both of which were aimed at evaluating the students' proficiency in the four macro skills of the English language: listening, speaking, reading, and writing.

The questionnaire comprised 60 items, with 15 questions allocated to each macro skill. These items were designed to measure the students' competencies at the time, including their comprehension, practical application, and analytical ability in using the English language. A total of 65 students were randomly selected across the three-year levels to respond to the questionnaire.

Following the survey, the researchers purposively selected ten students for individual interviews. The interview questions were designed to probe more deeply into the students' perceived strengths and areas for improvement in each macro skill. Participants also shared their perspectives and recommendations for enhancing the teaching and learning of English within their academic context. The qualitative responses gathered from these interviews

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enriched and validated the quantitative data obtained from the survey.

All collected data were systematically organized and presented in tabular form, highlighting the frequency and distribution of responses. This approach facilitated the identification of students' specific language needs, gaps, and preferences. Based on the analyzed findings, an English for Specific Purposes (ESP) syllabus was developed. This proposed syllabus aimed to more effectively address the linguistic needs of BSA students and could be used as a foundation for recommending improvements to the existing curriculum.

G. Data Collection

The researchers went to the classrooms of the classes they were assigned to in order to conduct the Needs Analysis. Upon arrival, they distributed the prepared questionnaires to the 65 chosen student respondents. The questionnaires were administered in a planned and structured manner to ensure that all students could easily follow the instructions and provide accurate responses. Once the completed surveys were collected, the researchers carefully reviewed and analyzed the answers. The results were then organized into tables to present the data in a clearer, more concise, and comprehensive format, making it easier to interpret and draw meaningful conclusions.

i. Questionnaires

The respondents filled out questionnaires containing 60 questions, which were divided into four primary subject areas. These completed questionnaires were then collected and thoroughly reviewed. The questionnaire included items that assessed various aspects of the students' English language skills, particularly their macro skills. To facilitate data analysis, each response was assigned a corresponding numerical score. The researchers compiled all the scores and organized them systematically, allowing each category to be clearly identified and the results to be accurately reported and interpreted.

ii. Interview

After speaking with 10 randomly selected individuals from the same program, the researchers compiled the students' responses to ensure the results were clear and comprehensive. They carefully examined each participant's answers to identify recurring themes, insights, and specific needs related to learning English, particularly in academic and professional settings. The interview data were then consolidated and summarized into key themes to present a clear and definitive overview of the findings. This personal feedback supported and enriched the quantitative data from the surveys, providing a holistic view of the students' requirements in an English course.

RESULTS AND DISCUSSIONS

To find the answer to the first research objective, the researchers developed a test questionnaire to suit the context of the study. The set of questionnaires dealt with the macro skills in the English language, which are Reading, Listening, Writing, and Speaking. As shown in Table 1 is the result of test 1, the reading skills competence of agriculture students.

Level of Language Proficiency in terms of the Four Macro Skills

This research seeks to explore and assess the English language abilities of students enrolled in Agriculture programs. Specifically, it aims to evaluate their proficiency across the four essential macro skills: listening, speaking, reading, and writing.

Reading. Obtained an overall mean rating of 73% with a descriptive equivalent of high. This means that the reading skills among agriculture students are very satisfactory across all year levels. Shown in the result, item no. 9 obtained the highest mean rating of 97%, with a descriptive equivalent of very high. This means that the reading skills among agriculture students are outstanding across all year levels. While item no. 2 obtained the lowest mean rating of 37%, with a descriptive equivalent of low. This means that the reading skill among agriculture students is fair across all year levels.

Accordingly, studies from different authors support the finding that agriculture students' reading skills are generally satisfactory but vary in proficiency across different academic tasks. Cosby et al. (2022) emphasize that English for Specific Purposes (ESP) can address the unique linguistic needs of students in technical fields like agriculture, especially in reading comprehension and technical vocabulary. Edrada et al. (2024) also underlined the need for focused language education, pointing out that although students understand the need for reading skills, their proficiency is still poor, especially in regard to specialized terminology. Petscher et al. (2020) show that students with better reading comprehension skills do better academically, so supporting this even more. These studies underline the need to enhance reading skills in agricultural students, particularly in complicated academic texts and technical jargon, which is fundamental for their academic success and professional competence.

Table 1

Level of Language Proficiency in terms of Reading Skills

Reading	Mean	Description
1	88%	High
2	37%	Low
3	71%	High
4	83%	High
5	94%	Very High
6	72%	High
7	40%	Low
8	80%	High
9	97%	Very High
10	80%	High
11	58%	Average
12	71%	High
13	89%	High
14	80%	High
15	60%	Average
Overall Mean	**73%**	**High**

Listening. Obtained an overall mean rating of 47% with a descriptive equivalent of low. This means that the listening skill among agriculture students is fair across all year levels. Shown

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in the result, item no. 2 obtained the highest mean rating of 82%, with a descriptive equivalent of high. This means that the listening skills among agriculture students are very satisfactory across all year levels. While item no. 10 obtained the lowest mean rating of 28%, with a descriptive equivalent of very low. This means that the listening skills among agriculture students did not meet the expectation across all year levels.

Table 2
Level of Language Proficiency in terms of Listening Skills

Listening	Mean	Description
1	52%	Average
2	82%	High
3	56%	Average
4	46%	Low
5	49%	Low
6	43%	Low
7	60%	Average
8	31%	Low
9	32%	Low
10	28%	Very Low
11	58%	Average
12	32%	Low
13	37%	Low
14	37%	Low
15	65%	Average
Overall Mean	**47%**	**Low**

In line with this, several studies, especially those involving agricultural students, show the importance of listening skills, even if they are sometimes underdeveloped. Though it is a fundamental component of communication, Krishnasamy and Kalapana (2020) highlight how poorly listening skills are taught in languages. Their research emphasizes how important good listening is to developing other soft skills, like leadership and negotiation, that are vital in a business environment. In a similar vein, a 2023 Asati et al. study revealed that although students of agriculture use different listening improvement strategies, their general listening ability stays at a medium level. The study calls for a greater emphasis on listening comprehension techniques, particularly in agricultural education. Furthermore, Juhász and Horváth-Csikós (2021) observe that soft skills, including listening, are vital in agricultural education and should be integrated into curricula to better prepare students for real-world challenges. These studies collectively underscore the need for targeted interventions and the integration of listening skill development in agricultural education programs.

Table 3
Level of Language Proficiency in terms of Writing Skills

Writing	Mean	Description
1	22%	Very Low
2	18%	Very Low
3	40%	Low
4	29%	Very Low
5	29%	Very Low
6	28%	Very Low
7	38%	Low
8	75%	High
9	48%	Low
10	23%	Very Low
Overall Mean	**35%**	**Low**

Writing. Obtained an overall mean rating of 35% with a descriptive equivalent of low. This means that the writing skills among agriculture students are fair across all year levels. Shown in the result, item no. 8 obtained the highest mean rating of 75%, with a descriptive equivalent of high. This means that the writing skills among agriculture students are very satisfactory across all year levels. While item no. 2 obtained the lowest mean rating of 18%, with a descriptive equivalent of very low. This means that the writing skills among agriculture students did not meet the expectation across all year levels.

Likewise, this speaks to much current research on writing abilities, especially in relation to agricultural education. Research by Khan et al. (2023) and Manatad and Escandallo (2024) which show that although agricultural students generally have a good attitude toward English, they still struggle with writing since it is a challenging task. This is also seen in the Cletzer et al. (2022) and Rosas and Escandallo (2024) study in which students enrolled in courses with high writing intensity report writing anxiety, a barrier that seriously impairs their capacity to develop their work. The anxiety and fear related to writing are found to influence students' performance and motivation, aggravating their low writing proficiency. In line with this, Banwart and Qu (2023) underline how students' opinions of their writing skills affect their performance and how self-efficacy shapes writing development. In their study, students' writing confidence was molded by elements including feedback, mastery experiences, and modeling, all of which are fundamental components in developing better writing abilities. These revelations support the need for focused interventions to raise the writing self-efficacy of agricultural students: constructive feedback, encouragement of self-regulated writing strategies, and more industry-relevant writing exercises.

Speaking. Obtained an overall mean rating of 72% with a descriptive equivalent of high. This means that the speaking skills among agriculture students are very satisfactory across all year levels. Shown in the result, item no. 2 obtained the highest mean rating of 88%, with a descriptive equivalent of high. This means that the speaking skills among agriculture students are very satisfactory across all year levels. While item no. 15 obtained the lowest mean rating of 35%, with a descriptive equivalent of low. This means that the speaking skills among agriculture students are fair across all year levels.

Table 4
Level of Language Proficiency in terms of Speaking Skills

Speaking	Mean	Description
1	58%	Average
2	88%	High
3	74%	High
4	63%	Average
5	71%	High
6	83%	High
7	68%	Average
8	78%	High
9	82%	High
10	83%	High
11	77%	High
12	82%	High
13	82%	High

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14	86%	High
15	35%	Low
16	66%	Average
17	74%	High
18	62%	Average
19	57%	Average
20	69%	Average
Overall Mean	**72%**	**High**

Correspondingly, the significance of helping agricultural students communicate effectively and emphasizes how soft skills can be incorporated into language learning. Ruminar (2024) and Escandallo and Baradillo (2024) asserts that in addition to learning technical vocabulary, English for Agriculture students also need to develop cooperation and communication skills, which are vital for success in the global agricultural industry. Like this, research has highlighted how useful speaking exercises are for increasing students' self-assurance and capacity for impromptu communication. Nurhidayat and Syarifah (2022) claim that incorporating spontaneous speaking exercises, such as English survival exercises, improves students' fluency and confidence in using English in agricultural contexts while assisting them in interacting with real-world subjects. Furthermore, Kantar et al. (2023) emphasize the need for students to have both the technical knowledge and soft skills required for successful communication since outreach and public participation in agricultural science depend mostly on effective communication. These findings emphasize the importance of enhancing students' speaking abilities, which can be achieved by combining subject-matter expertise with communication strategies tailored to a particular industry.

The agriculture students obtained a total mean rating of 57%, with a descriptive equivalent of average. This means that the macro skills of agriculture students are satisfactory across all year levels. Shown in the result, reading skill obtained the highest mean rating of 72%, with a descriptive equivalent as high. This means that the reading skills among agriculture students are very satisfactory across all year levels. On the other hand, writing skill obtained the lowest mean rating of 35%, with a descriptive equivalent of low. This means that the writing skill of agriculture students are fair across all year levels.

Table 5
Summary of the four Macro Skills

Skill	Mean	Description
Reading	73%	High
Listening	47%	Low
Writing	35%	Low
Speaking	72%	High
Total Mean	**57%**	**Average**

Insights of the Students on the Results and Findings of their Language Proficiency

To obtain the insights of Agriculture students about the result of having a low average score in writing skills, interview questions were made. The interview questions were created because this research aims to clearly understand the real reason why Agriculture students got low scores in the mentioned skill. The test results showed that many of them had a hard time with English writing, so it is important to listen to their own thoughts and experiences. They were asked how they felt after knowing that they got low scores, to find out if it affected their confidence or motivation, and what they plan to do to improve it. The goal was to truly understand their struggles in writing skills, not just look at the test scores.

The table demonstrates the perspective of Agriculture students on having a low average in writing skills. Through in-depth interviews, participants shared their responses to their own insights. From the answers of the participants, five major themes emerged: *feeling of sadness and disappointments, influence of personal factors, difficulty in punctuation usage, demonstrating low self-confidence and regular practice, and consistent writing habits.* Overall, this emphasizes their lacks, needs, and wants in order to develop their current low proficient level skills, which is the writing skill.

Table 6
Insights of the Students on the Results and Findings of their Language Proficiency

Emerging Themes	Supporting Statement
Feeling of Sadness and Disappointment	• *"I was disappointed with the low average score I received, but I understand that there are things I need to change. This motivates me to further improve my writing skills."* ***– IDI 01*** • *"Personally, I accept it, but it's sad because I have lack proficiency in this aspect. As a slow learner, it's difficult for me to grasp concepts quickly.* ***– IDI 04*** • *"I felt sad because the average score obtained by my fellow agriculture students was really low."* ***– IDI 05*** • *"For me, I feel sad because our writing skills are poor when it comes to writing in English."* ***– IDI 07*** • *""I feel troubled about this. This skill really needs to be improved because it is essential when we advance to higher levels of education."* ***– IDI 10***
Influence of Personal Factors	• *"One of the challenges I face is forgetting the proper usage of punctuation marks. If you misuse a punctuation mark, the meaning of the sentence can completely change."* ***– IDI 06***

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	• *"I often struggle with what to prioritize and how to properly structure a sentence because I'm not very familiar with nouns, verbs, and other grammatical elements." – **IDI 07*** • *"Sometimes, I hesitate to write because I fear making mistakes. Another factor is my penmanship. My handwriting is not very good, so I rarely write. Because of this, when a teacher conducts a class, I don't take notes because I feel disappointed with how my handwriting looks." – **IDI 08*** • *"Honestly, one factor that greatly affects me is my lack of motivation to write. I don't know why, but I just don't like writing, especially in English." – **IDI 09***
Difficulty in Punctuation Usage	• *"I struggle with grammar mistakes and proper punctuation." – **IDI 01*** • *"Constructing sentences is difficult for me because my thoughts become jumbled. Grammar, sentence structure, and punctuation are also challenging." – **IDI 05*** • *"I find punctuation usage particularly difficult. There are times when we rush to write, and because of that, our sentences become disorganized, especially in English. However, English is rarely required in our field." – **IDI 06*** • *"I struggle with where to begin and how to start my idea. It's difficult if you're not interested in writing in English or in using proper punctuation. – **IDI 07*** • *One of my difficulties in writing is the improper use of periods and commas. This is also one reason why I dislike writing. – **IDI 08***
Demonstrate Low Self-Confidence	• *"I feel anxious about submitting my essays or embarrassed because of grammar mistakes and random word placements that don't belong in the sentence, which lowers my confidence. – **IDI 01*** • *"Writing makes me doubt myself, hesitate, and struggle to articulate my ideas clearly." – **IDI 05*** • *"Sometimes, I hesitate to submit my work because I worry that it may contain mistakes, and the instructor might ask me to redo it due to incorrect punctuation. I tend to overthink whether what I've written is correct or not." – **IDI 06*** • *"It lowers my self-confidence because if my instructor reads my sentences, I worry they might find them funny or incorrect since writing is not my strength." – **IDI 07*** • *"If you don't know how to construct a sentence, even a simple one, it can lower your confidence as a student, especially when it comes to future research projects. – **IDI 09***
Regular Practice and Consistent Writing Habits	• *"I plan to practice writing more and read frequently to improve my vocabulary. I will also make sure to fully understand sentences when constructing them." – **IDI 01*** • *"To improve my writing skills in English, I think I should practice daily. I will repeat sentences, focus on proper phrasing, and read books at least twice a week. I need to concentrate on context just like to understand the meaning of the words I use is crucial for improving my writing. – **IDI 02*** • *"I need to practice more, get more involved in this field, and continue improving." – **IDI 04*** • *"For me, I should practice more and boost my confidence in writing. I need to accept the reality of my penmanship and focus on improving it instead." – **IDI 08*** • *"The steps I will take to improve my writing skills include starting with simple sentences, beginning with the basics, then gradually working on more complex structures. This will help train me to become more proficient in writing." – **IDI 09***

The first theme revealed from the in-depth interview of agriculture students is the feeling of sadness and disappointment. Agriculture students expressed sadness over their low writing scores, recognizing its importance in their field. According to Huron (2024), who emphasized that sadness plays vital role of an individual because it promotes self-reflection, emotional growth and deep appreciation encountering challenges in life. Additionally, in the study of Copur & Kokonyei (2025), found out that disappointment in school can either motivate students to try harder or cause them to lose interest, depending on how they manage their emotions.

The second theme that was expressed in this study were the agriculture students have influence of personal factors in terms of their writing performance. In this study, theme emerged because agriculture students shared that they are not motivated in terms of writing using the English language in their program. In accordance with the study of Hariyadi and Jenuri (2022), who examined how different factors affect students' writing abilities such as lack of motivation, low self-confidence, and do not want to practice writing. To illustrate further, Vacalares et al. (2023), which highlighted the significant impact of the motivation of students to their writing abilities because this lay as foundation that allow them to express themselves, share ideas and develop their skills.

The third theme that expressed in this study is difficulty in punctuation usage gleaned of agriculture students in terms of

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writing. The difficulty in choosing what appropriate punctuation to use in writing resulted to lessen the possibilities of the information to be clear and effective to the readers. To connect with, as proposed by V.H (2021), who revealed that learning to write in English is difficult because students need to understand not only vocabulary but also grammar and punctuation. Moreover, Farjana et al. (2025), which revealed the use of improper mark of punctuation and its incorrect placement in the sentence, resulted to entirely change the meaning of the message leading to confusion.

The fourth theme that emerged in the findings were Agriculture students' perspective pertains to demonstrate low self-confidence. They shared common sentiments that if you are not good in writing, this can affect your confidence which resulted to decline from participating in different activities that involve writing skill. To build on this idea, Colbeck et al. (2022), who found out that students have low self-confidence affects their learning in academic performance. Because of this, it becomes hard for them to join class activities, to stay focused, and keep their motivation. In accordance with Hortilano et al. (2020), which discussed lack of self-confidence is a product of negative thinking which makes oneself away from learning new things and success.

The fifth theme that emerged on agriculture students shared insights regarding to regular practice and consistent writing habits. The participants mentioned that they would enhance themselves in different writing activities by making it a daily habit to improve and develop their current proficiency level in writing skill. According to Vula et al. (2024), regular practice writing really helps students get better at speaking, organizing their ideas, and becoming more creative. Similarly, Tus et al. (2020) also said that study habits like writing notes, reading, and joining study groups are important. But it still depends on how they use those habits to make their learning better.

Proposed Syllabus as a Program to Develop the Language Proficiency of the Students

This syllabus is designed as a structured and systematic program that focuses on improving students' language proficiency in four essential communication skills: listening, speaking, reading, and writing. These skills are fundamental because effective communication relies on the ability to both understand and express ideas clearly. By organizing the learning process into these core areas, the syllabus ensures that students develop a well-rounded language foundation. This comprehensive approach helps learners become not only competent in individual skills but also capable of integrating these skills naturally in real-life and academic situations.

The main purpose of this syllabus is to provide a balanced and progressive framework tailored to the diverse language abilities of students. It aims to bridge theoretical knowledge and practical use of the language, enabling students to apply what they learn in meaningful contexts. This means that students are not only introduced to grammar rules and vocabulary but are also encouraged to actively practice and internalize these elements through communication tasks. By doing so, the syllabus supports gradual improvement in fluency, comprehension, and overall confidence, helping learners to function effectively across different environments, whether in school, work, or social interactions.

Furthermore, the syllabus places a strong emphasis on interactive learning strategies, critical thinking, and cultural awareness. These aspects are vital because language learning is not just about memorizing words or rules; it's about understanding how to use language to connect with others meaningfully. Activities such as group discussions, presentations, writing assignments, and multimedia exposure are incorporated to encourage active participation and collaboration. This approach fosters communicative competence, equipping students to adapt their language use according to different situations and audiences, thereby enhancing their confidence and effectiveness as communicators.

CONCLUSION

Based on the findings, it can be concluded that the macro language skills of agriculture students vary in proficiency across the four domains. Reading and speaking skills are generally well-developed, indicating that students are able to comprehend texts and express themselves verbally with competence. In contrast, listening and writing skills are notably weaker, suggesting a need for focused instructional support in these areas. Overall, while students demonstrate satisfactory performance in certain language skills, there remains a clear gap in others that must be addressed to enhance their academic and professional communication competencies.

Furthermore, it can also be concluded that agriculture students' writing performance is shaped by a range of emotional, personal, and technical factors. The recurring feelings of sadness and disappointment reflect their awareness of the importance of writing in their academic and professional development. Personal factors such as lack of motivation, low self-confidence, and limited interest in English writing further contribute to their challenges. Technical difficulties, particularly in punctuation use, hinder their ability to convey clear and effective messages. Moreover, low self-confidence negatively influences their engagement and participation in writing-related tasks. Despite these challenges, students recognize the value of consistent writing practice and view it as a pathway to improve their skills. These insights highlight the need for supportive and motivating instructional strategies that address emotional, personal, and technical barriers to writing development.

Additionally, the syllabus provides a comprehensive and structured framework aimed at enhancing students' proficiency in the four key communication skills—listening, speaking, reading, and writing. By integrating both theoretical and practical components, it promotes meaningful language use and supports gradual development in fluency and confidence. The emphasis on interactive learning, critical thinking, and cultural awareness further enriches the language learning experience, enabling students to communicate effectively in diverse academic, professional, and social contexts. Overall, the

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syllabus is designed to foster well-rounded, competent, and adaptable communicators.

RECOMMENDATION

Based on the findings of this study, a contextualized and interactive syllabus is recommended to address the low English language proficiency of Bachelor of Science in Agriculture (BSA) students, with particular emphasis on enhancing their writing skills. The proposed syllabus incorporates creative and task-based activities such as journal writing, essay composition, research abstracts, technical report writing, field observation logs, and reflective writing exercises. These activities aim to improve students' ability to organize ideas, express thoughts clearly, and produce coherent and grammatically correct written outputs that are relevant to agricultural contexts.

The integration of agriculture-specific content and terminology into writing tasks ensures that students not only develop general writing competence but also gain confidence in using the English language within their field of study. By engaging students in practical, real-life writing scenarios—such as writing farm visit reports, crop management plans, and environmental issue analyses—they are better prepared to meet the communication demands of their future profession.

To further support writing development, the adoption of innovative and student-centered teaching strategies is strongly encouraged. Instructors should move beyond traditional lecture-based methods and embrace techniques such as writing workshops, peer editing sessions, collaborative writing projects, and the use of digital tools for drafting and revising texts. The inclusion of visual aids, infographics, and agricultural newsletters or bulletins can also serve as writing prompts that stimulate critical thinking and creativity.

Moreover, regular and formative assessment should be conducted to monitor student progress. Teachers must provide timely and constructive feedback on students' writing to help them recognize their strengths and address specific areas for improvement. Rubrics aligned with clear writing objectives can guide students toward achieving higher standards of written communication.

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AUTHORS' NOTE

The study used a researchers made test questionnaire to gather data and information as to the current level or status of the students' language proficiency concerning the four macro skills including reading, writing, speaking, and listening. This questionnaire is vital as it served as the basis for the present situation analysis of the students who are the respondents and participants of the study. Also, this test questionnaire underwent a validation process which includes the checking of its content and construct reliability. In addition to this, the output of the study is course syllabus which is a specialized curriculum for language teaching based on the results and findings of the study. However, due to the limited number of words to be included in the study, these important documents are not included. Meanwhile, if you wish to ask for a copy of the test questionnaire and specialized syllabus, feel free to contact the researchers at their specified email address given above of this article. Thank you.