

STUDENTS' NEEDS ANALYSIS OF INTERPERSONAL COMMUNICATION COURSE

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Abstract

The purpose of this research is to find out the students' needs in Interpersonal Communication course. The researcher applied mixed methods or QUAN-Qual research design. The subjects of the research were 133 students of English Literature 2021. The subjects were chosen by using total sampling and purposive sampling. The research data were obtained by giving questionnaire. Then the data was analyzed by using descriptive statistics. The result shows that desire of the students gets the highest average with 4.38 while for the necessity with 4.05 and the deficiency with 3.57. The interview result show that the students' desire is an interesting learning method which suited with them, students' deficiency is constructing sentences in formal speaking, and students' necessity is improving English skill especially speaking skill. In conclusion, students have need in the interpersonal communication course.

Key words-- Needs Analysis, Interpersonal Communication

INTRODUCTION

Humans are social creatures. They interact with each other every day. When interacting with other people, communication will definitely occur. Communication is a process of sending and receiving messages (in form of words or symbols) so that the influence occurs to each other. Communication has several types, but interpersonal communication is the most common communication.

Interpersonal communication is the process of exchanging messages of one individual to another individual. It might occur in all situations, either direct communication (face-to-face conversation) or indirect communication (phone call). Therefore, a good interpersonal communication is needed as the basic competence in every individual.

In terms of developing students' ability to communicate, interpersonal communication becomes a subject or course at the university level. It is such a good idea to put interpersonal communication in higher level because the students do not learn about this kind of course before. This may be one of the most essential courses in which students can enroll. Interpersonal communication may assist the students in lowering conflict and stress, reducing improper communication, and raising productivity levels whenever they work (Interpersonal Communication : Courses With Career Impact, n.d.).

There are several findings about students' needs and Interpersonal Communication. The first is a study conducted by Jannah entitled Needs Analysis of Vocational High School Students Learning to Speak English (2021). The result of this study shows that the students need to improve their vocabulary, pronunciation, and grammar to be good at speak English. To overcome this situation, students were listing the new vocabulary and trying to pronounce it. The teacher also used a various method in teaching and used their need as the center to assist them increase the

motivation. The second study was carried out by Sari entitled Need Analysis to Develop Teaching Materials at Vocational College UGM (2020). The findings indicate that the student is a beginner (A2 level). Furthermore, the abilities listed at level A2 are viewed as crucial things for students to master in the context of education and work life. In addition, speaking skills are seen as the most important talent, followed by writing skills. Students also share their perspectives on things that can help the success of teaching materials in the classroom such as technology, linguistics, content, etc.

The researcher was inspired to conduct this study because interpersonal communication is a crucial thing to understand and apply as student who will face the working field. Accidentally, it is one of the required courses at the university. It is important to comprehend students' need in this course as learning success goals.

The researcher finds out some gaps among the previous related studies which are revealed in the background. First, previous related studies discussed students' need analysis in different fields and examined the effect of interpersonal communication. The second, the research location will be different from previous related studies, Universitas Negeri Makassar. The researcher who had been enrolling in Interpersonal Communication presumed that the students' needs would assist the teacher or lecturer in reaching the learning goals.

Based on the problem statements above, the researcher formulates the research question that is what are the students' needs in Interpersonal communication course?

LITERATURE REVIEW

1. Need Analysis

Needs analysis or needs assessment was first introduced in ESP language learning in the 1960s. It plays an essential part in the process of creating and implementing any language course and the importance has been recognized by many researchers and writers (Songhori, 2008). It analyzes information related to object needs in this case is students. Information received from the analysis is being the source to develop teaching materials.

Another notions were also explained by several researchers, namely Nation and Macalister. They explained that need analysis compares what students understand with what they do not understand. It will determine what is acceptable and valuable to learn. There are several focuses of need analysis mentioned by Nation and Macalister in their book entitled *Language Curriculum Design* those are desire, deficiency, and Necessity (2010).

- Desire: Learners have their own perspectives about what they believe would be helpful for themselves.
- Deficiency: The source of the deficiency might be the students themselves or the instructor, material, teacher, or lecturer. It could be about a gap between goals and current knowledge of students.
- Necessity: It is all about students' activities to meet the demands of the target task such as attending class, doing the task, doing the exams, etc.

Numerous researchers have explained about type of need analysis. Songhori (2008) explained seven types of need analysis those are Target Situation Analysis, Present Situation Analysis (PSA), Deficiency Analysis, Strategy Analysis or Learning Need Analysis, Means Analysis, Discourse Analysis, Genre Analysis.

Need analysis has various purposes. Richards (2001) mentioned six purposes in *curriculum development in language teaching* book as follows :

- To determine the language skills needed in a specific role

- To discover if a current course meets the needs of potential students appropriately.
- To find out the students that need training the most in particular language skills.
- To discover a change of direction that individuals in a reference group believe is significant.
- To find out the gap between current ability of students and future ability that needed.
- To recognize the specific problem faced by the students during the process of learning.

2. Interpersonal Communication Course

Interpersonal communication are described as social behaviors that are necessary to cooperate with other people (Abid et al., 2022). Another notion advanced by Camili and Hira, interpersonal communication is a situation that combines interpersonal skills and communication skills at one time so that communicative relationships are established with each other with the intention of achieving a purpose and fulfilling social goals (2019). Based on some descriptions above about interpersonal communication, the researcher can conclude that interpersonal communication is a process of face-to-face communication between two or more people that is useful to influence each other and to solve conflict.

Devito (1995) suggests several elements in interpersonal communication, namely Source-Receiver (Source-receiver), Encoding-decoding, Competence, Message, Channel, Noise (disturbance), Context, Effects (result), and Ethics. According to Lunandi (1987) there are six factors that affect interpersonal communication. The Factors Influencing Interpersonal Communication are Self-Image, The Image of The Others, Physical Environment, Social Environment, Conditions, Body Language.

METHOD

1. Research Design

In this study, researcher used mixed methods QUAN-Qual research design or also known as the explanatory research design. Mixed methods research combines quantitative and qualitative methods to understand deeply to a research problem (Cresswell, 2012). The explanatory research design began with collecting the quantitative data first then followed by the qualitative data which provides supporting explanation gathered data. This research was a mix-method because the researcher decided to gather the deeper understanding after collecting the data from questionnaire. So, the interview was conducted then the data was interpreted to get the conclusion.

2. Place and Time of the Research

The research was conducted on 26-27 September 2023 at Universitas Negeri Makassar.

3. Population and Sample

The population of this research was students from English major UNM in the academic year 2023/2024. The sample of this research was the students from English Literature who enrolled interpersonal communication course. The researcher used total sampling for questionnaire and purposive sampling for interview as the technique to collect the data.

4. Research Instrument

In order to collect the data, the researcher used questionnaire and interview as the instrument since it was a mixed method. The questionnaire of this research is close-ended questions. It is adapted from Needs Analysis of Teaching English for Specific Purpose (Sitti

Nasmah, 2018) There is 57 questions in this questionnaire. The items of the questions are written in Bahasa Indonesia for better understanding. While the interview used One-to-one semi structured interview. So, the researcher gave several questions to answer by the participants or students. The interview was aimed to get a deeper understanding about the students' need of Interpersonal Communication Course.

5. Technique of Data Collection

The data collection procedure starts with the researcher explained the purpose of this study to the students the students filled out the questionnaire individually. After that 8 of 133 students or 2 students of each class were asked to be interviewed. The selected students are chosen from the lecturer based on their capability.

6. Technique of Data Analysis

1) Questionnaire

There are several procedures in conducting data analysis in this study as follows:

- First, the researcher collects the filled-out questionnaire by the students.
- Next, the researcher analyzes the data using SPSS.
- After that, the researcher classifies and explains the result using the descriptive statistics analysis technique.
- The researcher makes the conclusion at the end.

Descriptive statistics analysis is concerned with explaining the visible features of a dataset (a sample or population). In order to scoring the questionnaire, the researcher uses a formula adapted from Sugiyono (2014) as follow:

Items	Score
Very Unimportant	1
Unimportant	2
Neutral	3
Important	4
Very Important	5

formula adopted from Sudjana (2001) as follows :

$$\frac{x}{y} \times 100 = \dots \%$$

After that, the interpretation score counted by using the formula from Kriyantono (2008).

$$\text{Interval} = \frac{\text{Max Score} - \text{Min Score}}{\text{Number of criteria}}$$

The interpretation scores each factor of need analysis are presented below.

Interpretation	Score		
	Desire	Deficiency	Necessity
Very High	3910,2 < x ≤ 4655	9496,2 < x ≤ 11305	18433,8 < x ≤ 21945

High	$3165,4 < x \leq 3910,2$	$7687,4 < x \leq 9496,2$	$14922,6 < x \leq 18443,8$
Standard	$2420,6 < x \leq 3165,4$	$5878,6 < x \leq 7687,4$	$11411,4 < x \leq 14922,6$
Low	$1675,8 < x \leq 2420,6$	$4069,8 < x \leq 5878,6$	$7900,2 < x \leq 11411,2$
Very Low	$931 < x \leq 1675,8$	$2261 < x \leq 4069,8$	$4389 < x \leq 7900,2$

The result of the test also analyzes into the SPSS 22 program by analyzing the frequency and the rate percentage of the students' score, mean and standard deviation.

2) Interview

The researcher prepared a transcript of the respondents' responses before evaluating the data. The data analysis process divides into three parts. Miles and Huberman (1984) as cited in Ary et al. (2010) explained as follow:

- Reduction of the number of words in a sentence. This process summarizes the discourse during the interview in this activity.
- Display data. This step is carried out by presenting a structured set of information and the ability to draw conclusions. The simplification is required without reducing its content.
- Drawing conclusion or Verification. In other words, the conclusion may be described as an analysis.

RESULTS

1. Questionnaire

a. Description of Respondents Characteristics

- Gender

The table above shows that there were 41 male respondents (30.8%) and 92 female respondents (69.2%). So it can be concluded that the majority of students taking the Interpersonal Communication course are women, 92 people (69.2%).

Gender	Frequency	Percentage
Male	41	30.8
Female	92	69.2
Total	133	100.0

- Students' University

Students University	Frequency	Percentage
UNM	126	94.74
Except UNM	7	5.26
Total	133	100.0

The table above shows that there are 126 respondents (94.7%) who from UNM and the rest 7 respondents (5.26%) who do not from UNM. They are exchange students in PMM Inbound program from other universities in Indonesia. So it can be concluded that there were 7 respondents (5.26%) who took Interpersonal Communication courses who came from the other universities.

- Class

Class	Frequency	Percentage
A	33	24.81
B	34	25.56
C	40	30.08
D	21	19.55
Total	133	100.0

The table above shows that there were 33 respondents from class A (24.81%), 34 respondents from class B (25.56%), 40 respondents from class C (30.08%), and 21 respondents from class D. (19.55%). So it can be concluded that the majority of students who take Interpersonal Communication courses are students from class C (30.08%).

b. Description of focus of needs analysis

- Desire

Questions	Options				
	Very Unimportant (1)	Unimportant (2)	Neutral (3)	Important (4)	Very Important (5)
Q2a	1	0	10	50	72
Q2b	1	0	6	23	103
Q2c	1	5	23	55	49
Q2d	2	1	22	54	54
Q2e	1	1	12	34	85
Q2f	1	4	23	32	73
Q2g	2	1	17	34	79
Total	9 (0.22%)	24 (0.59%)	339 (8.32%)	1128 (27.68%)	2575 (63.19%)
	4075				

Interpretation category : Very High

The table above shows the data about the desire aspect in terms of need analysis' focus. From seven total questions, 0.22% of 133 students chose the option VUI, 0.59% chose the option UI, 8.32% chose the option N, 27.68% chose the option I, and 63.19% chose the answer VI. The total points of seven questions reached 4075 points which is categorized as a very high interpretation.

- Deficiency

Questions	Options				
	Very Lack (1)	Lack (2)	Standard (3)	Good (4)	Very Good (5)
Q1a	3	23	68	38	1
Q1b	2	26	65	38	2
Q1c	0	8	42	64	19
Q1d	3	19	72	33	6

Q1e	1	14	62	51	5
Q1f	4	48	65	12	4
Q1g	1	26	72	29	5
Q3a	0	5	44	55	29
Q3b	0	7	42	41	43
Q3c	0	7	50	58	18
Q3d	2	8	47	56	20
Q3e	0	6	40	48	39
Q3f	2	8	45	42	36
Q3g	0	4	48	47	34
Q4a	0	4	48	57	24
Q4b	0	4	39	55	35
Q4c	0	1	18	49	65
Total	18	436	2601	3092	1925
	(0.22%)	(5.40%)	(32.22%)	(38.31%)	(23.85%)
	8072				

Category Interpretation : High

The table above shows the data about the deficiency aspect in terms of need analysis' focus. From seventeen total questions, 0.22% of 133 students voted the option VL, 5.40% voted the option L, 32.22% voted the option S, 38.31% voted the option G, and 23.85% voted the answer VG. The total points of seventeen questions reached 8072 points which is categorized as a high interpretation.

- Necessity

Questions	Options				
	Very Lack (1)	Lack (2)	Standard (3)	Good (4)	Very Good (5)
Q5	0	0	8	50	75
Q6	0	0	17	49	67
Q7	0	2	15	45	71
Q8	1	0	41	60	31
Q9	1	1	38	65	28
Q10	1	0	50	63	19
Q11	0	3	46	60	24
Q12	0	1	39	60	33
Q13	0	0	37	63	33
Q14	0	0	39	59	35
Q15	0	1	32	63	37
Q16	0	0	22	57	54
Q17	1	6	45	56	25
Q18	0	11	49	51	22
Q19	0	4	47	55	24
Q20	1	11	57	51	13
Q21	2	16	58	44	13
Q22	1	12	62	50	8

Q23	1	8	62	50	12
Q24	0	0	21	73	39
Q25	0	0	13	61	59
Q26	0	0	14	59	60
Q27	0	0	10	60	63
Q28	0	0	17	71	45
Q29	0	1	18	70	44
Q30	0	0	9	59	65
Q31	0	0	17	65	51
Q32	0	1	16	70	46
Q33	0	0	11	62	60
Q34	0	0	39	56	38
Q35	0	0	9	49	75
Q36	0	1	15	65	52
Q37	0	0	16	54	64
Total	9	158	2967	7700	6935
	(0.05%)	(0.90%)	(16.70%)	(43.44%)	(39.02%)
	17769				
	Category Interpretation : High				

The table above shows the data about the necessity aspect in terms of need analysis' focus. From thirty-three total questions, 0.05% of 133 students chose the option VL, 0.90% chose the option L, 16.70% chose the option S, 43.44% chose the option G, and 39.02% chose the answer VG. The total points of thirty-three reached 4075 points which is categorized as a high interpretation.

c. Mean and Standard Deviation

	N	Mean	Std. Deviation
Desire	133	4.38	.620
Deficiency	133	3.57	.382
Necessity	133	4.05	.421
Valid N (listwise)	133		

The table above shows the mean and standard deviation of each aspect. It can be seen that the desire aspect in the focus need analysis has an average value of 4.38 and a standard deviation (level of data distribution) of 0.620. The deficiency aspect in focus needs analysis has an average value of 3.57 and the level of data distribution is 0.382. Meanwhile, the necessity aspect has an average value of 4.05 and a level of data distribution of 0.421. From the table above, it can be seen that deficiency has the lowest average and desire has the highest average. Correspondingly, the highest standard deviation belongs to the desire aspect and the lowest belongs to deficiency.

d. Validity Test and Reliability Test

- Validity test

An instrument is declared valid if the table correlation coefficient is at a significance level of 5%. Based on the r table, the number of respondents 133 has an r value of 0.1690. To determine the validity of the question, the calculated r is compared with the r table at α 0.05. The instrument test is valid if the calculated r value > r table. The results of the validity test of the desire item can be seen in table below.

	R Count	R Table	Information
Desire	0.739 – 0.803	0.1690	Valid
Deficiency	0.283 – 0.651	0.1690	Valid
Necessity	0.362 – 0.681	0.1690	Valid

Test the instrument using the SPSS version 22 for Windows program. The results of the validity test show that the 57 statement items are declared valid because the calculated r value > r table.

- Reliability test

Indicator	Number of Questions	Cronbach Alpha	Information
Desire	7	0.890	Reliable
Deficiency	17	0.778	Reliable
Necessity	33	0.939	Reliable

The table above shows that the Cronbach alpha desire value is 0.890; The Cronbach alpha deficiency value is 0.778; and the Cronbach alpha necessity value is 0.939. The results of the reliability test show that the Cronbach alpha value for each aspect is greater than 0.6; then the indicators in the research variables meet the requirements for use in research.

2. Interview

a. Desire

Based on the interview, students' desire of their needs in the Interpersonal Communication Course are explained in the following extracts:

Extract 1 (Student 12, 11/12/2023)

... *Saya dari dulu sampai sekarang suka menonton film, membaca novel atau mendengarkan lagu Bahasa Inggris sehingga hal itu mengembangkan kemampuan Bahasa Inggris saya.* (I have always enjoyed watching movies, reading novels, or listening to English songs, which has helped in developing my English skills)

Extract 2 (Student 90, 11/12/2023)

... *Karena seiring berkembangnya zaman setiap pemuda atau mahasiswa akan lebih mencari jalan yang efektif/mudah agar tidak menganggap metode pembelajaran adalah jalan yang di penuhi dengan kesulitan.* (As time goes, every youth or student tends to seek more effective or easier ways so that learning methods aren't perceived as filled with difficulties.)

Based on the perceptions above, Students express their desires like students want to improve their English with a variety of learning methods, such as watching films, listening to music, speaking, and using media such as podcasts and video subtitles. They also want an active engagement, adaptive learning and overall improvement of language skills. They are looking for an engaging learning experience, suited to individual desires.

b. Deficiency

Based on the interview, students' deficiency of their needs in the Interpersonal Communication Course are explained in the following extracts:

Extract 1 (Student 120, 11/12/2023)

... Karena saat seseorang berbicara menggunakan bahasa Inggris saya mengerti (perkataan tersebut) tetapi jika orang tersebut berbicara dengan sangat lancar atau menggunakan aksen tertentu maka saya kurang mengerti apa yang mereka katakan, dan dalam kemampuan menulis saya itu masih kurang karena kosakata, yang saya tahu belum banyak dan saya juga masih bingung dalam pemilihan kata. (Because when someone speaks in English, I understand (the words), but if they speak very fluently or use a certain accent, I may not fully understand what they're saying. Moreover, in terms of writing, I lack of vocabulary as I don't know many words, and I still struggle with choosing the right words.)

Based on the perceptions above, students express their deficiencies like difficulty constructing sentences, limited vocabulary, and challenges in verbal and written communication, particularly in formal situations. They felt tense and nervous when they had to construct sentences quickly and realize that their vocabulary was lacking. Although they had fairly good speaking skills, they had difficulty in formal or public situations that required critical thinking. They are also not proficient in reading and writing, take a long time to understand English texts and often use Indonesian words when they want to express ideas.

c. Necessity

Based on the interview, students' necessity of their needs in the Interpersonal Communication Course are explained in the following extracts:

Extract 1 (Student 48, 11/12/2023)

... Saya memprioritaskan keterampilan mendengar, berbicara, pengucapan, dan kosakata karena saya merasa hal-hal tersebut sudah cukup untuk membuat orang lain menilai saya terampil dalam Bahasa Inggris. (I prioritize listening, speaking, pronunciation, and vocabulary as I believe these aspects are sufficient to be considered proficient in English.)

Extract 2 (Student 120, 11/12/2023)

... Untuk saat ini saya memprioritaskan perkembangan kemampuan menulis saya, karena terkadang saya masih sulit dalam pemilihan kata dan sebagainya. (For now, I prioritize improving my writing skills because sometimes I still struggle with word choice and other related aspects.)

Based on the perceptions above, some students express their needs by prioritising listening and reading skills because they consider these skills to be inadequate, and they realise that these two skills are very important as a foundation in language comprehension and acquisition. Meanwhile, there are also students who prioritise speaking, writing, pronunciation, grammar and vocabulary. They realise that these skills are relatively inadequate and essential for effective communication, interaction and clear expression of ideas. Students each have different priorities based on the personal challenges they face.

DISCUSSION

Students expressed their desire to improve their speaking skills and had a range of preferences for learning methods, such as watching films and using media. They emphasized the need for active participation, exposure to English content, and adaptive learning experiences that suit their individual styles. While the deficiencies in students' English language skills are caused by factors like students themselves, teachers, materials, and the gap between goals and knowledge. The most unsatisfactory aspect is the materials used for improving proficiency. Students struggle with speaking, especially in formal situations, and have limitations in reading, writing, and understanding fluent or accented English conversations. Lack of practice leads to declining skills, so students desire engaging topics and active learning with diverse exercises in their courses. On the other side, it is identified as important necessities for effective learning, including interpersonal communication skills for interactions with family and friends, as well as speaking, listening, pronunciation, and vocabulary skills for English language proficiency. The speaking ability is viewed as vital for success in both formal and informal situations.

CONCLUSION

Based on result and discussion of the findings in the previous chapter, it shows that the students have needs in the Interpersonal Communication Course. Three focuses of needs analysis, those are desire, deficiency, and necessity get into the high interpretation. Desire along to the speaking skill, deficiency along to the content material, and necessity along to the importance of Interpersonal Communication Course. Moreover, the students want an interesting material and practice to improve their skill especially speaking because they realize about their deficiency when it comes to speaking. The speaking and other skills are the necessities to communicate with the other.

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