



## A General English Need Analysis at USN Kolaka

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**Abstract**—The teaching of English as Compulsory Subject in English at USN Kolaka was considered not to fully support the achievement of the university's vision in 2039. Besides being caused by the absence of uniform teaching materials, it is also caused by different interpretations of the professionalism of lecturers from lecturers. Therefore, it was necessary to have a careful planning in learning by conducting a needs analysis based on the needs of students in learning English for lecturing professionalism. This study aims to identify and describe the needs of English students in early childhood education programs. This research was conducted using a qualitative descriptive approach. The object of this research are students participating in the MKDU English course for the 2021/2022 academic year at USN Kolaka. Data were collected through questionnaires and direct interviews. The results of the study indicate that students need English for academic purposes and future career needs, besides that students expect teaching materials in the form of communicative English accompanied by the hope of assistance from lecturers and peer learning learning models. Based on these results, it was recommended to develop a general English module for English as Compulsory subject at USN Kolaka.

**Index Terms**—English Education Needs, Early Childhood Education, Dick and Carey instructional design.

### I. INTRODUCTION

In the 21st century, English was spoken by almost one-third of the world's population [1]. Thus, English has become a global language. As a global language, English has a wider practical impact on everyday life [2]. Therefore, it is only natural for an ELT academic to think about the existence of a module for English language learners [3].

In particular, considering the vision of the USN Kolaka to go global in 2039 [4]. Accompanied by consideration of the conditions of learning English MKDU at USN Kolaka. Based on preliminary study, some faced problems are university policies, lecturer professionalism in the selection of teaching materials, availability of teaching materials, and conflicts between supporting lecturers and the study program parties in terms of dropping general English to ESP for accreditation purposes.

English MKDU teaching materials at USN Kolaka have been carried out through need analysis. But both lead to the concept of ESP. Need analysis at the Faculty of Law is carried out to explore the needs of students as well as to propose models of teaching materials [5]. Then the same thing was done in the computer science study program [6]. In contrast to the two previous studies, this research focuses more on the need analysis for general English for MKDU English at USN Kolaka.

Even back in the 1990s, a need analysis for general English was seen as a trivial matter [7]. However, there are a number of general English instructional developers who have been doing it. In national contexts [8], regionally and globally [9]; [10]; and [11]. The principle of this research is the same as that [7] which aims to direct problem-solving, as a basis for designing objectives, courses, and materials and data analysis. This research refers to Hutchinson and Waters

(1987) in [7] as pioneers of language need analysis. However, this research is different in terms of methodology, from the strategy for preparing the instrument, the instrument used, and the research population. This difference can be observed in the strategy of preparing the instrument. In this case, the researcher focused on the instructional design of Dick and Carey [12] in terms of attention to instructional analysis. Dick and Carey Design were chosen by the consideration this development model has existed since 1996 and has survived to be used by educational instructional designer through four revisions and has crossed its use in industry and business [13]. The intended principle focuses on questionnaires that can direct researchers to identify general instructional goals, identify students' initial competencies, and formulate specific instructional goals. Even though the reference in preparing needs remains in Hutchinson and Waters (1987) in [14]; and [15] the instruments distributed are minimized in the form of a closed questionnaire based on Dick and Carie principle.

### II. METHODS

This research is a needs assessment analysis for English as a general course at USN Kolaka. As a need analysis, this research is the process of determining the language learning needs of students participating in the course [16]. This is important because without doing it, the developer of teaching materials will never succeed [15]. For this purpose, data collection was carried out to obtain relevant information using several research instruments. In this study, two instruments were used, namely questionnaires and interview guidelines. The questionnaire was designed in the form of a closed questionnaire and was written in the Indonesian version. The questionnaire is designed to assess the target students' needs and learning needs of the English language.

Because the purpose of the questionnaire is to find out the profile of students and their need for English learning materials, the researchers analyzed the questionnaire quantitatively

Since the sample size is important to generalize from a random sample and avoid sampling errors or biases [17], the researcher involved 442 students as a sample of 1416 students in the first semester of the 2021/2022 academic year at USN Kolaka.

In addition, the researcher interviewed 20 students who were randomly selected by the lecturer both from the Nursing and Pharmacy study programs by considering their level of English competence. In addition, the selection of these two study programs was based on the two study programs conducting face-to-face lectures so as to allow direct interviews. This was done to avoid a number of possible obstacles to qualitative research through online interviews as consequences of COVID-19 pandemic [18].

This interview was intended to confirm the answer choices from the previously distributed questionnaire. For this case, the interview result was analyzed qualitatively. The combination of quantitative and qualitative analysis is considered important because after all this research is a social research. That the mix method is a valuable strategy to understand the coming social conditions [19].

### III. RESULTS AND DISCUSSION

#### Result

The following presentation presented the results of an analysis of the questionnaire distributed to the respondents. Overall, the questionnaire adapted English need analysis model that consists of two main structures namely the structure of preliminary questions and the structure of core questions [20]. The preliminary question structure serves as an introductory question that leads to the core question, such as the question of how important English is, and the purpose of studying English. In addition, the core question structure serves to cover the key information needed to formulate objectives, syllabus, teaching materials and evaluation instruments.

In this research, the introductory section consists of four questions as student's name, students study programs, how important do English for students, the purpose of learning English, and why do they learn English. For questions about the study programs, the data showed that there were 75 keperawatan students.

To explore the background of students including their early age in learning English, the researcher through open-ended questions in the interview session asked what level of education the students had studied English. Approximately, 70% of the interview sample had answered since elementary school.

The last question in introductory section is about the students learning objectives. The question offered in open question form, the majority of students perceived that they needed English for their future career as well as for academic purposes.

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that consists of two main structures namely the structure of preliminary question and the structure of core question [20]. The preliminary question structure serves as an introductory question which leads to the core question, such as the question of how important English is, and what are the purpose of studying English. While, the core question structure serves to dig up key information needed to formulate objectives, syllabus, teaching materials and evaluation instrument.

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To explore the background of students including their early age in learning English, the researcher through open-ended questions in the interview session asked what level of education the students had studied English. About 77% of the interview sample answered since elementary school.

The last question in introductory section is about the students learning objectives. The question offered in open question form, the majority students perceived that they need English for their future career as well as for academic purposes. For example, here are six students sample answers:

1. *"Karena mempelajari bahasa Inggris memudahkan dalam mendapatkan atau memperlancar karir kita nantinya, serta jika kita ingin mendapatkan pekerjaan yang baik kita harus lancar dalam berbahasa Inggris."* (Because learning English makes it easy to get or facilitate our careers later, and if we want to get a good job we must be fluent in English).
2. *"Karna bh.inggris itu sangat di butuhkan disaat kita berhadapan dengan orang asing bahkan di dunia kerja"* (Because English is really needed when we are dealing with foreigners even in the world of work)
3. *"Menurut saya karena bhs Inggris merupakan bhs yg meng-global dn dapat menambah pengetahuan serta jika sewaktu-waktu jika kita ke luar negeri untuk meneruskan pendidikan yg lebih tinggi atau pun pergi berwisata kita tidak merasa bingung lagi jika kita bisa berbahasa Inggris dn bhs Inggris yg merupakan bahasa ilmiah yg notabnya bhs pergaulan akademik terbesar di dunia".* (In my opinion, because English is a global language and can increase knowledge and if at any time if we go abroad to continue higher education or go on a trip, we don't feel confused anymore if we can speak English and English which is a scientific language which in fact is the largest academic language in the world.)
4. *"Saya mempelajari bahasa Inggris karena untuk keperluan akademik dan peluang kerja hari esok serta melihat kedudukannya di era globalisasi ini sangat penting".* (I study English because it is for academic purposes and tomorrow's job opportunities and seeing its position in this globalization era is very important)
5. *"Karena bahasa Inggris adalah bahasa internasional yang harus kita ketahui(pelajari) terutama dalam hal pendidikan dan karir.Dan juga kita bisa lebih mudah berbaur dengan orang dari luar negeri".* (Because English is an international language that we must know

(learn) especially in terms of education and career. And also we can more easily mingle with people from abroad)

6. "Saya mempelajari bahasa Inggris karena menurut saya pandai berbahasa Inggris itu penting dan sangat berpengaruh besar bagi kehidupan saya kedepannya, karena di zaman yang terus berkembang ini tidak lepas dari bahasa Inggris jadi agar saya tidak ketinggalan zaman saya harus belajar bahasa Inggris untuk terus maju". I studied English because I think that being good at speaking English is important and will have a big impact on my future life, because in this growing era, English cannot be separated from English, so that I don't get left behind, I have to learn English to move forward.

The first section is linguistic needs. The researcher formulated questions related to four general language skills. The data shows that for speaking skill, almost 290 students stated that speaking was very important, 141 students stated it was important. For reading, it is almost balanced between students who think reading is very important and reading is important, namely 241 students compared to 213 students. For listening skill 294 think it is very important and 193 think it is important. And for writing skills, there are 129 stating it is very important and 205 stating it is important. Even though from all the questions, there were a number of students who stated that they were not important and very unimportant to the four skills, but when averaged, speaking skills had the highest proportion.

The second question is a question that leads to listening skills. This question explores the level of student need for four skills in listening, namely the need to distinguish the sounds of the pronunciation of letters, recognize the intonation of pronunciation of words, respond to other people's conversations, and understand the attitude of the other person. It was found that 212 students stated it was very important and 147 students stated it was important to distinguish the sound of the pronunciation of letters, 225 students stated it was very important and 216 students stated it was important to recognize the intonation of word pronunciation, 201 students stated it was important and 162 students stated it was important to respond to other people's conversations. Then, 189 students stated it was very important, 166 students stated it was important to understand the attitude of the other person.

The second question is the need for speaking skills. The researcher formulated five indicators, namely the ability to talk about oneself, correct pronunciation, correct intonation, and English debate. From the five indicators, it was found that 301 students stated it was important about self-talk, 137 students stated it was not important. 370 students stated it was important to pronounce the word correctly, while 76 stated it was not important. 366 students stated it was important for pronunciation with the correct intonation and 80 students stated it was not important. And 293 students stated it was important for English debate and 50 students said it was not important. Thus, for students' speaking skills, students need correct pronunciation and intonation skills.

In this core, the researcher questioned the writing skill needs of students by offering five indicators, namely writing paragraphs correctly, distinguishing paragraph types, writing sentences with the correct structure, writing words with correct spelling, and writing with correct punctuation. It was

found that 393 students stated it was important to write the paragraph correctly and 79 students stated it was not important. Then, 368 students stated that it was important to be able to distinguish the types of paragraphs, while 78 students stated that it was not important. Then, 371 students stated that it was important to be able to write sentences with the correct structure, while 75 students stated that it was not important. 385 students stated it was important to write the word with the correct spelling, while 61 said it was not important. Also, 372 students stated it was important to write correct punctuation, while 74 students stated it was not important. From all these indicators, it can be seen that students expect to be able to write spelling correctly both at the paragraph, sentence and word level. It's just that the interview results show that the current level of students is not yet possible to reach the paragraph level even though they are forced to offer to write paragraphs of only three to five sentences. This is also supported by the results of FGD from lecturer of English as compulsory subject who explored that based on their teaching experience they have never succeeded in teaching up to the paragraph level.

In the structure core, the researcher questions the learning needs of students through four questions, namely related to the topic of the lesson, learning constraints, learning methods or strategies, and supporting lecturers. For the first question, the researcher offers twelve lesson topics, namely meeting people, the classroom, job, physical character, home and furniture, season and weather, months and date, clothes and color, day and daily routine, transportation, free time, and cooking, and food. Almost all topics are considered important by all students. In the structure core, the researcher questions the learning needs of students through four questions, namely related to the topic of the lesson, learning constraints, learning methods or strategies, and supporting lecturers. For the first question, the researcher offers twelve lesson topics, namely meeting people, the classroom, job, physical character, home and furniture, season and weather, months and date, clothes and color, day and daily routine, transportation, free time, and cooking, and food. Almost all topics are considered important by all students. But my favorite topic is about meeting people, job, day and daily routine. This is also supported by the results of interviews that knowing how to communicate with other people, or even talking about work, as well as something close to everyday life is an interesting thing to learn.

The following is related to the obstacles faced by students in speaking English. In this core, the researcher proposes six indicators, namely shyness in speaking, fear of being wrong, fear of criticism, not understanding native speakers, lack of vocabulary, lack of grammar. It was found that 419 students stated that they often feel ashamed to speak. 422 students stated that they experienced a fear of making mistakes, 391 students experienced a fear of being criticized. 416 students experienced the condition of not understanding native speakers. 424 students admitted that they lacked vocabulary. 428 students have a lack of mastery of grammar. From this data, it is clear that most students have serious problems in speaking English.

In the next question, the researcher asked the students' approval regarding the expected method, strategy, or learning technique. For this question, the researcher offered eight

options, namely games, pictures, videos, role play, independent study, task exercise, small group discussion, big group discussion, talking with friends in English, and in pair. From the eight choices, the students showed a tendency to the discussion learning process, both in pairs and in small groups. However, the confirmation of the interview results showed that basically they chose to be in pairs because in pairs they could interact with each other. Meanwhile, if they are alone, they are sometimes lazy and neglect. In addition, if they are in the form of groups, they will likely be dominated by certain students. And students are more likely to ask friends than the lecturers because of the emotional closeness factor and a sense of level equality as a student.

The last question is the description of a professional English for compulsory subject lecturer. Through open-ended questions on the questionnaire found a number of answers, namely:

1. I think it would be better if the lecturer who teaches explains the material well and clearly and the learning method must be interesting so that we as students are more enthusiastic in learning English.
2. Humorous, disciplined, and a clear understanding of the material
3. Prepare learning objectives in advance and always discuss problems or difficulties faced by students regarding ongoing learning
4. Professional lecturers must have the ability and expertise in their scientific fields, so that they are able to carry out their duties and functions as lecturers to the maximum and may also be able to communicate more actively with students.
5. Professional lecturers who teach English in my opinion, the learning provided is rather easy to understand, and trains us to do assignments quickly
6. In my opinion, a professional lecturer who teaches MKDU must be someone who is able to deal with a student who is not very fluent in English or has other obstacles in English, must have great patience.
7. Learn with the latest techniques according to the times without erasing other teaching styles in order to adapt to the environment
8. For example, the lecturer has to mingle a little with students so that it creates a very pleasant learning atmosphere and students feel interested until finally they are enthusiastic and even want to develop their talents.
9. In my opinion, the professional lecturer who teaches English, who definitely masters English and doesn't get bored teaching students who still lacks understanding and can be cool with how to teach (likes to joke once in a while)

From the answers above, it is clear that students need lecturers who understand their psychology. In this case the lecturers are friendly, up to date, open-minded, and able to manage the class in a relaxed manner. So that students get positive emotional closeness in learning.

## **Discussion**

To explore the needs of USN Kolaka students, the researcher conducted a needs analysis using questionnaires and interviews. To develop questionnaires and interviews, the researcher proposed two aspects as Hutchinson & Waters

in namely target needs and learning needs [6]. The target needs are all indicators that must be achieved by students according to the field of knowledge they are studying. Target needs are divided into three aspects, namely Necesites, Wants, and Lack. Learning needs are all things that must be possessed in the form of knowledge and abilities so that students can acquire certain competencies according to their fields. Learning needs consist of several components such as; input, procedure, setting, teacher roles, and student roles. All these components form the basis of this research to develop the English MKDU Module in USN Kolaka.

The first component is necessity. The results of this study summarize four urgent needs to be met in learning English at USN Kolaka. Regarding the purpose of learning English, most students' main purpose in learning English is academic and future career interest. They think that by having good English skills, they will be more prepared and confident in dealing with foreigners, especially when working later. In addition, they assume that it is possible that in the future they will work with foreigners so that they have to hang out, discuss, or make presentations in English. In short, USN Kolaka students need communicative English for their current and future interests. this is consistent [8]. Therefore, to realize the vision of USN Kolaka is globalize in 2039, it is important for the English as compulsory subject module to be used as a learning facility for students. This is in line with Mackenzie's finding [21] that facilitating students to support their competencies so that they can compete in the world of work is an institutional obligation.

Subsequently, considering the use of English to be prepared for future carrer, the level of English proficiency required by USN Kolaka students is at advanced level. An advanced level means that students can understand various kinds of texts and the implied meaning contained in a text. To get at an advanced level, students need materials or learning topics that are relevant to their study background. However, it needs to be balanced that their current level is still low and the meeting time is only 14 meetings with a duration of 2 x 45 minutes. Another consideration is that the desain module was a module for general English. Thus, that during the teaching and learning process, the material presented focuses on linguistic needs with various topics so that each study program gets the opportunity to study topics that are in accordance with their fields. While there is a need for language skills, the data showed that students expect speaking to be enthusiastic at first, followed by the hope of increasing reading. There are different tendencies from a number of study programs, for example the Nursing study program expects speaking while the Computer Science study program prioritizes reading because reading is a skill needed by students to become IT experts [6]. It was also supported by [22] who believed that speaking priority for uniersity students.

The third component is want. Wants are all expectations that students will want to learn English. It was found that students expected the ability to master vocabulary, both general vocabulary and vocabulary related to their knowledge, so that they could communicate actively in society. This finding is line with [14]. Even if there is a desire to refer to the ESP concept, it is still necessary to note

that the prepared module is for general purposes which expected in line with the needs of the all study programs.

The fourth component is the input. In this case, input refers to everything in the form of writing, audio, or visual that will be included in the teaching materials. This input is useful as the main basis for lecturers to design materials and assignments. The data shows that the input needed by students is anything that can provoke their ability to master English. All inputs were expected to be visual or audio visual. Considering the limitations of the module as a teaching material, the development module only provides audio-visual link sources. The presented inputs stimulated the four basic language skills. Regarding the need for spoken and written texts, students prefer simple texts with pictures as well as a list of new vocabulary. Students think that it is helpful to increase their comprehension ability.

The next component is the learning procedure. Basically, learning procedures are all forms of methods, strategies, or teaching techniques applied in the classroom. Overall, students' statements led to their direct involvement of students in learning. Students expect lecturers giving them space to talk, to give them the opportunity to correct mistakes. In speaking skills, students prioritize of correct pronunciation and intonation. In listening skills, students expect the ability to concentrate on understanding the content of their speech. In terms of reading skills, students expect procedures that support their understanding of reading content. In writing skills, students expect guidance to spell words and sentences in good and correct rules.

Next is the class setting. Setting is the process of implementing English language learning in the classroom. Based on the results of the analysis, USN Kolaka students prefer the direct learning process in class. They think that learning in class makes it easier to absorb material because it is protected from outside interference and noise. In addition, students expect group assignments either in pairs, small groups or large groups. They choose to study together so that they can help each other. Togetherness can increase motivation and a sense of responsibility towards the given task. Learning together is able to encourage low-level students to be involved in the learning process. However, it should be noted that for peer teaching strategies, lecturers need to communicate regularly with students to anticipate anxiety, lose motivation, and obstacles from the institution as suggested [21].

The last component is the Learner role and the Teacher role. Students hope that the dose acts as a facilitator, companion, that is, the lecturer does not only present the material, but the lecturer creates a comfortable and conducive learning atmosphere. This atmosphere is needed as a driving force for active student participation in the classroom. Then the lecturer may be a motivator as well as [23] who found that teacher should be sit as agent of change. It was also supported by Freeman et al., [9] that English teachers should have classroom management, communication, and assessment and feedback abilities.

#### IV. CONCLUSIONS

It can be concluded that there are three points of students' needs in learning English. First, their main goal of learning

English is for future careers. Second, the expected level of English proficiency is at an advanced level. Finally, the skills needed by communicative students in this case are speaking and reading. For the deficiency component, students admit that they are still at a low level. They consider their vocabulary is still lacking, speaking skills are still very embarrassing, writing skills are still limited to certain words and sentence structures, and listening skills are still limited to familiar vocabulary and sometimes need repetition to help understanding, and reading skills still need a dictionary in translation. In the wants component, it is found that the expectations that students want to achieve are vocabulary mastery that supports communicative abilities. Furthermore, students need input in the form of audio-visual as a learning stimulator. Then, students need active involvement in learning. And students expect the presence of lecturers as facilitators, motivators, and not just being present in class.

Finally, ensure that the research results are free from conflicts of interest, then this paper will not be sent to other journals.

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