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INDONESIAN ENGLISH AS A FOREIGN LANGUAGE LEARNERS' INTERPERSONAL COMMUNICATION: PROFILES AND CHALLENGES

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Abstract
This research addresses interpersonal communication abilities and the related challenges faced in English as a Foreign Language (EFL) classrooms within Indonesian university settings. Knowledge of interpersonal communication influences how EFL learners perform in educational environments that require direct interaction. This study aims to explore students' interpersonal communication abilities in speaking classes and the challenges they encounter. A cross-sectional survey was conducted between June and July 2023, involving 315 college students from six English Study Programs at six universities across three Indonesian provinces. Data were collected using questionnaires and interviews, followed by quantitative analysis. The findings indicate that the respondents' interpersonal communication profiles were classified as Moderate (Average = 3.26). The most prevalent challenge (Average = 4.6) in developing interpersonal communication skills during speaking courses was difficulty in understanding the pronunciation of their speech partners. These findings are significant for undergraduate students, as they highlight the importance of developing communication skills through communicative competence. EFL learners are encouraged to communicate effectively by focusing on both the micro and macro components of linguistics. These elements are essential to cultivating a more compassionate, dynamic, engaging, functional, and experiential language learning environment, as they complement each other.

Keywords: EFL learner, interpersonal communication obstacle, speaking skill

Introduction
The urgent need for interpersonal communication skills compels all speakers to become proficient communicators to avoid stagnation in real-life interactions. These skills are not merely supplementary but serve as a fundamental cornerstone

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of successful human interaction—particularly for English as a Foreign Language (EFL) learners who must effectively generate functional language meanings in their professional endeavors (Bowman, 2024; Wal, 2023). Interpersonal communication skills have become essential to the EFL learner community today, as the absence of such skills often results in inefficient and ineffective transmission of communication messages. Consequently, EFL speakers and learners must acquire not only linguistic competence but also the ability to apply that competence (linguistic performance) across diverse interaction contexts, thereby meeting the expectation of becoming effective English interpersonal communicators.

The logical implications of this expectation make EFL learners increasingly aware that interpersonal communication skills are an integral component of the theories taught across various language courses. These skills ultimately culminate in the expectation that learners will be able to convey ideas more clearly and convincingly to their speaking partners. Furthermore, strong interpersonal communication skills enable EFL learners to communicate more confidently, maintain communication stability, develop both personal and professional relationships, resolve conflicts more peacefully and productively, and support the mental well-being of their speaking partners—who feel acknowledged and engaged through empathetic interaction.

Interpersonal communication skills shape human behavior, including among learners, by requiring clear and effective speaker–receiver communication. Interpersonal communication involves the verbal and paralinguistic exchange of information, ideas, or personal insights aimed at achieving a specific goal (Artykbayeva, 2024; Castro, 2024). Strong interpersonal communication skills facilitate various tasks, including those related to employment and learning. Successful interpersonal communication requires both parties to be fully aware of communicative competence to avoid ambiguity in interpretation. Every lexical choice or accent variation contributes to how listeners understand the speaker's intended meaning. All speakers must develop interpersonal communication skills to prevent breakdowns in interaction. These skills enhance self-efficacy in language learning and help create a more enjoyable atmosphere in daily communication activities, including English learning. Thus, interpersonal communication encompasses both grammatical competence and verbal performance across a range of interaction scenarios (Montero, 2023; Morgenstern, 2023).

Micro and macro components in interpersonal communication skills

Learners may enhance their speaking skills by developing interpersonal communication abilities. They must interact appropriately and functionally using various language components. Functional communication requires an understanding of both the micro and macro aspects of communication. These two elements are essential in demonstrating students' interpersonal communication skills.

The micro component, or linguistic competence, includes speakers' phonological, syntactic, semantic, and discourse reasoning abilities, which inform their capacity to interpret speech. In this context, a speaker must use appropriate conjunctions to respond to the interlocutor's conversation logically and effectively. The macro component includes (1) sociolinguistic competence, which involves understanding the sociocultural context of communication, the relationship

between speakers, the nature of the interaction, and the purpose of communication; and (2) strategic competence, which guides speakers in initiating, maintaining, correcting, guiding, and closing communication (Chomsky, 2006; Fromkin, 2003).

Micro and macro components enable speakers to interact with speech counterparts. Language competency should complement performance competence (macro component). In reality, interpersonal communication abilities consist of complementary micro and macro components. The micro component refers to the speaker's language knowledge—diction, speech production, articulation, and critical discourse within the interaction space. In the macro component, speakers are encouraged to use socio-pragmatic, ethical, and interlocutory strategies for interaction (Kaldarova et al., 2024; Khamis, Yunus, & Mansor, 2024). The demands of these micro and macro components influence speakers' interpersonal communication capacities. This understanding motivates students to use both linguistic components in interpersonal communication. Understanding language functions is also essential to interpersonal communication. Language use supports the achievement of spoken learning goals. Learning language functions helps learners participate proactively and successfully in interactions (Halliday, 1973; Kanaza, 2020).

Interpersonal communication skills in English language teaching

Interpersonal communication skills are essential for speakers to develop in all interactions, as this skill facilitates the use of relevant and contextual language functions. The same holds true for the fundamental importance of mastering this skill in the context of teaching English in speaking courses. Students can enhance their social skills by actively paying attention to the context of their speaking partners' speech, as well as through collaboration and interaction with fellow speakers, by conveying their verbal ideas meaningfully and according to context. Additionally, they can become more confident in their ability to communicate ideas.

Today's English language teaching emphasizes interpersonal communication skills, as sending and receiving messages becomes more efficient when speakers can convey concepts, ideas, and thoughts accurately. Interpersonal communication is especially important in modern English language teaching, as it can adapt to changing contexts, diverse audiences, and spontaneous events that affect communication outcomes.

Previous research has been conducted in the context of interpersonal communication in Indonesian EFL classrooms (Ariyani et al., 2024; Elvira et al., 2024; Rum et al., 2020); however, these studies primarily focused on the essence of speaking skills in public settings and did not explore the strong relationship between interpersonal communication skills and the challenges faced by students majoring in English education in developing these skills.

Analyzing interpersonal communication skills is crucial for language researchers, as there is a strong connection between the requirements of practical speech and the indicators of interpersonal communication competence (Alkhaldi et al., 2023; Şihmantepe, 2021). Furthermore, these indicators influence the application of appropriate learning components in language acquisition.

The interdependence of micro and macro linguistic components in strengthening interpersonal communication competence in the speaking skills of English students presents an important and novel focus of this study. EFL learners

are encouraged to construct linguistic meaning to support the development of their interpersonal communication competencies. These two components are reciprocal and must be possessed by linguists to foster dynamic, interactive, and functional communication spaces in everyday life.

This study, therefore, aims to address this scientific issue by exploring students' competencies and challenges in achieving interpersonal communication skills in speaking courses. The study is necessary to clarify and expand upon previous findings. To achieve this goal, the researchers addressed the following research questions:

1. What is the competency profile of students' interpersonal communication skills in speaking courses in Indonesia?
2. What obstacles do students face in achieving interpersonal communication skills?

Method

This study used survey research with a cross-sectional design carried out in June–July 2023 in six English language education study programs from six universities across three provinces in Indonesia, namely UPG, UMD, UHM, UBM, UNCK, and UKISPR.

The population comprises 3.558 students enrolled in the six English Study Programs. A total of 315 students were selected using a multistage cluster random sampling technique. The researchers delivered a letter requesting the respondents' agreement to participate in this study through the heads of study programs and the lecturers responsible for the speaking course at each research locus. All respondents agreed to participate voluntarily, and all data were encrypted to protect the identity of the respondents and ensure the anonymity of the information provided. Respondents were also informed that they had the autonomy to discontinue or withdraw their participation in the study at any time if it affected the achievement of their speaking course scores.

The researchers established specific criteria for selecting participants from the six research locations. These criteria included that the respondents had completed courses in speaking for daily communication, formal and informal settings, and academic and other purposes. Additionally, the respondents needed to be willing to complete a questionnaire either via a Google Form link or on paper, have sufficient internet data, and be open to being interviewed to support a comparison of the study findings. For each research locus, audio recordings of interviews, Google Form links, and paper questionnaires were used to collect data. A 5-point Likert scale with eleven statement items (see Table 1 below) was used to measure interpersonal communication skills. The scale ranges from 1 (strongly disagree) to 5 (strongly agree), with higher scores indicating a stronger connection.

The eleven questionnaire items were adapted from Hargie's interpersonal communication theory indicators (Hargie, 2016). The questionnaire was selected for its appropriateness in collecting data on respondents' interpersonal communication abilities. Table 1 illustrates the indicators, descriptors, and categories included in the questionnaire. Audio-recorded interviews with respondents from each research locus were conducted to examine the obstacles they faced in developing interpersonal communication abilities in speaking courses. Ideally, all 315 respondents would have had the opportunity to be interviewed to

confirm the questionnaire data. However, due to researcher limitations and the broad geographical scope of the study (three provinces), only 60 students—10 from each research locus—were interviewed. The data were then examined using both quantitative and qualitative approaches. Questionnaire data were averaged, while interview data were presented in percentage form.

Findings and Discussion

Findings

This study analyzes interpersonal communication ability and its barriers. Table 1 summarizes the respondents' interpersonal communication skills.

Table 1. Respondents' profile – interpersonal communication indicators

No	Interpersonal communication indicators	Descriptor	Mean	Category
1	Appetite toward interactions with others	The speaker wants to share emotive and valuable remarks with others.	4.3	High
2	Communication encoder	The speaker's ability to use language codes/symbols/signs to communicate specific messages.	3.3	Medium
3	Communication decoder	The ability of the message receiver to interpret the language rules, symbols, and signs provided by the sender.	3.27	Low
4	Message delivery	The speaker can convey clear and concise messages to the recipient.	3.4	Medium
5	Message reception	Listeners can comprehend the contents of the communication from the sender.	3.3	Medium
6	Responding	The substance of a speaker's message can be read and responded to by listeners.	3.2	Medium
7	Messaging straightforwardness	Speakers and their counterparts can simplify communication when the meaning becomes unclear.	2.7	Medium
8	Communication media	Speakers and listeners can adjust the medium used during a conversation.	3.33	Medium
9	Context	Both speakers and conversation partners comprehend the context of interactions.	2.87	Low
10	Communication ethics	The speaker and partner understand timing, turn-taking, and the purpose and scope of speech.	3.3	Medium
		Average	3.26	Medium

Source: Adjusted researchers' data

According to the data presented in Table 1, it is evident that the respondents' interpersonal communication abilities require enhancement through balanced linguistic accommodation across both micro and macro components.

It also indicates that several challenges arise in the implementation of interpersonal communication skills, both directly and indirectly. This research found that respondents and their speech partners face difficulties in strengthening their communication skills due to doubts about their partners' trustworthiness, lack of understanding of social and cultural backgrounds, difficulty in understanding verbal language, inability to adapt to communication media, differences in pronunciation, and varying perceptions of interlocutors' content. Figure 1 shows the findings on the challenges hindering respondents' interpersonal communication skills.

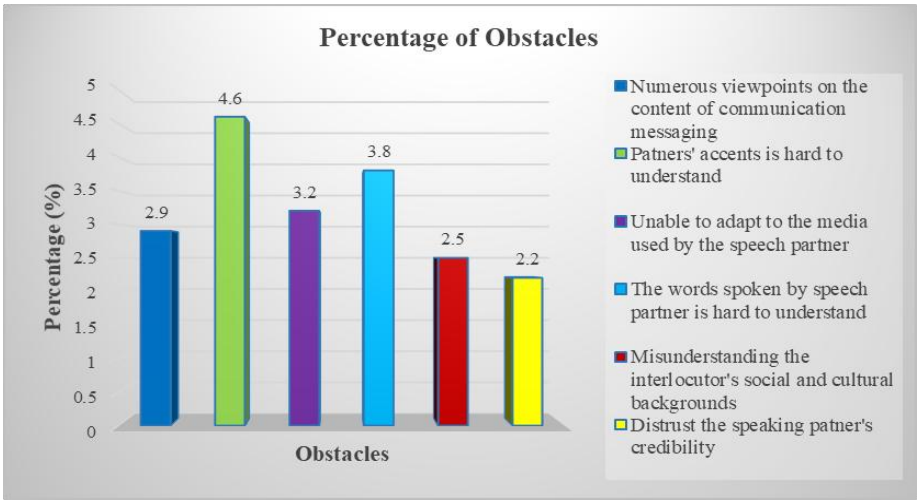


Figure 1. Percentage of obstacles in interpersonal communication

The mentioned obstacles stem from respondents' limited proficiency in sound articulation (phonology), cross-cultural understanding, and socio-pragmatic competence. Additionally, they have limited opportunities to interact directly with native English speakers, occasionally experience slips of the tongue during interactions, and demonstrate varying levels of language acquisition competence.

Discussion

Affective dimensions in interpersonal communication

Effective interpersonal communication abilities refer to the capacities required by individuals who seek to build and foster relationships with those around them. Interpersonal communication serves as a practical demonstration of the communication concept, which requires both a speaker and a conversation partner to be effective. Communication cannot occur if either both participants are absent or if one is missing. The inevitability of ambiguity in the meaning conveyed by the message sender cannot be entirely avoided in communication activities. Interpersonal communication skills help resolve such challenges by facilitating interaction between communicants and communicators in diverse (Dietl et al., 2023; Farooqi, Ashraf, & Nazeer, 2020). Interpersonal communication emphasizes the process of interaction, allowing speakers to use both verbal and nonverbal methods.

It involves comprehending and applying the process of transmitting and receiving messages, whether spoken or unspoken (García, 2020; Nandagopal, 2023).

Speakers must consider emotional dimensions in interpersonal communication. They may employ emotional aspects to better understand their audience and convey the intended message in full (Longa, Valori, & Farroni, 2022; Sanchis-Giménez et al., 2023). A different perspective is offered by Mcquitty (2023) and Solomon and Theiss (2022), who affirm that interpersonal communication skills reflect a speaker's ability to interact both verbally and nonverbally in a group setting. A speaker may enhance interpersonal communication by responding to their speech partners' emotions. Interpersonal communicators must demonstrate proficiency in both verbal and nonverbal communication, including touch and physical proximity, contextual appropriateness, attentiveness to their communication partner, vocal volume, communication strategies, and sensitivity to body language cues.

Interpersonal abilities are essential for both face-to-face and indirect forms of communication. Indirect interpersonal ability refers to the exchange of information through various media, including written communication, telephone conversations, and online platforms. Web-based media is the most common form of indirect interpersonal communication among students taking speaking skills courses, as it is considered more secure, expressive, and conducive to following communication etiquette while being sensitive to nonverbal cues. This study focuses on direct interpersonal contact, as it is a central component of respondents' speaking skills classes.

In interpersonal communication, individuals are anticipated to express their emotions or share their thoughts and knowledge with those around them. This idea aligns with the core principles of interpersonal communication skills (Mojtahedzadeh et al., 2024); namely, interpersonal communication does not occur when individuals act as sole speakers. The respondents' capacity for simplification needs to be further enhanced. They are expected to demonstrate the skill of rephrasing the content of communications to their counterparts during conversations. Paraphrasing is crucial in speaking courses and everyday human interactions (Mohammad et al., 2023). It requires the speaker to simplify complex language while maintaining the essence of the intended message. Within this framework, possessing micro-linguistic skills—including a wide range of vocabulary, mastery of syntax, accurate pronunciation, and a deep understanding of semantics—is vitally necessary.

Speakers should understand all indicators of interpersonal communication skills. Thus, they are also encouraged to embody the principles of interpersonal communication skills (Hasanah et al., 2021; Pečiuliauskienė, 2018), including (1) natural human communication—social species like humans need language to communicate, and the speaker's sociocultural background may influence communication behaviors; (2) interpersonal communication as a human need—once broken, restoring interpersonal communication is often unachievable. The speaker's message should not offend the communication partner. Ethics play a vital role in interpersonal communication, fostering respect and balanced empathy; (3) humans develop social communication—humans construct meaning through interpretation in communication; (4) meta-communication influences interpersonal meaning—meta-communication refers to how people think about and interpret

what others express. Interpersonal communication can be vocal or nonverbal. Nonverbal cues can enhance verbal messages and add depth to what is spoken; and (5) interpersonal communication fosters long-lasting relationships—it is a means of establishing and enhancing relationships, and it serves as a key tool for shaping the future through one's interactions with others. Speakers rarely reflect on the effectiveness of their communication. However, effective interpersonal communication improves relationships when the message is received and understood as intended by the sender.

It is crucial to remember that five positive mindsets must be considered when engaging in interpersonal communication (Breen & Giacalone, 2019; Mohammed & Adea, 2022), namely: (1) transparency—being transparent involves accepting feedback and sharing essential information. One must be accessible when others seek their knowledge. Transparency means being honest, not lying, and not hiding the truth. Openness in interpersonal communication is valuable, as it supports fair, clear, and two-way communication that all speakers can follow; (2) empathy—the ability to understand how others feel. The speaker attempts to empathize with their conversation partner and grasp their thoughts, attitudes, and behaviors; (3) encouraging—a supportive mindset helps partnerships succeed. This means all parties agree to open communication. The appropriate response is spontaneous and direct, the presentation is narrative and descriptive rather than evaluative, and the decision-making approach is accommodating rather than self-assertive; (4) favorable initiatives and attitudes—interpersonal communication requires a positive mindset and constructive beliefs. Chosen behaviors should reinforce the goals of interpersonal communication. Respecting others, thinking positively, avoiding suspicion, believing in others' value, offering praise and admiration, and fostering cooperation are all signs of a positive mindset; and (5) equality—the recognition that both parties have goals, are valuable, and depend on each other. Equality does not mean one speaker is more important, valuable, or dominant than the other. Instead, communication ethics should be upheld to promote mutually respectful and positive interaction.

Prior research has established that interpersonal abilities are crucial in creating a favorable interaction atmosphere between the sender and recipient of communication (Cherepynska, Bevzo, & Zhuravlov, 2022; Kondo et al., 2020). Their findings also confirm that proficiency in interpersonal communication ensures that students can effectively carry out their tasks, as these skills greatly influence the rate at which they develop their speech capacity. There are similarities between the results of previous studies (Cherepynska, Bevzo, & Zhuravlov, 2022; Kondo et al., 2020) and the findings of this study, which confirm that interpersonal ability plays an important role in speaking courses. It enables EFL learners or English speakers to adapt to the context, understand and apply different linguistic codes used by their conversation partners, and respond effectively to unexpected events. Interpersonal ability has the potential to significantly impact the interlocutor.

What distinguishes the findings of this study from those of previous ones? This study proposes an alternative novelty—namely, the interdependence of micro and macro linguistic components in strengthening interpersonal communication competence in the speaking skills of English students. The logical implication of the findings reveals that enhancing linguistic meaning to improve interpersonal communication competencies is essential for EFL learners or English speakers,

involving both micro and macro components. These two components are reciprocal and must be possessed by linguists to facilitate the realization of a humanistic, dynamic, interactive, functional, and engaging interaction atmosphere. This novelty aligns with the linguistic concept of the world-renowned linguist Noam Chomsky, who affirmed that linguistic competence and performance are interconnected and are proportionally enacted by speakers throughout communication. Therefore, further investigation is needed into the competence profiles of students regarding interpersonal communication abilities within speaking courses.

Interpersonal communication obstacles for university students

Many speakers need help with the micro and macro components of linguistics. The respondents in this study reported several obstacles when practicing interpersonal communication. Respondents were most bothered by their interlocutors' challenging pronunciation. This challenge motivates Indonesian English education majors to improve their pronunciation. Pronunciation helps in comprehending the speaker's argument. In simple terms, pronunciation is how words are spoken. In other terms, pronunciation is a way to utter a word, especially in a common or accepted way (Juniarti, Amzah, & Magdahalena, 2020; Liu et al., 2020). Thus, everyone who learns English has to improve their pronunciation to recognize their own pronunciation shortcomings. Speakers should also understand communicative skills for stronger interpersonal communication insight. Communicative competence supports interpersonal communication. In linguistics, communicative competence is defined as the proper use of language. Communicative competence contrasts with structuralism, which emphasizes learning language through knowledge of the language system rather than through real-time use (Kaldarova et al., 2024; Lwanga-Lumu, 2020). The communicative approach promotes context-appropriate language use, while structuralism emphasizes grammatical accuracy.

As an interpersonal communicator, possessing grammatical knowledge (linguistic competence) and using language effectively (linguistic performance) is essential. This concept aligns with Chomsky's (2006) argument regarding competence and performance. Chomsky (2006) stressed that linguistic competence (grammar knowledge) strongly affects linguistic performance. Other linguists agree with Chomsky that a speaker's communicative skill consists of multiple components. For example, Canale and Swain (1980) stated that communicative competence has four components: grammatical competence (lexical knowledge and phonology, morphology, syntax, and semantics); discourse competence, which involves connecting sentences and forming the meaning of a series of utterances; and sociolinguistic competence, which involves knowing a language's sociocultural rules. In this skill, speakers are encouraged to grasp the social context in which language is used, the role of participants, the information given, the function of the interaction, and appropriate methods of communication. The measurement of communicative competence can be determined by assessing the speaker's proficiency in demonstrating both micro and macro language components (Canale & Swain, 1980; Fromkin, 2003). Linguistic competence—how skillfully the speaker uses language in given situations—is the micro-component. Non-linguistic macro components like pragmatic and sociolinguistic competencies must also be used properly and acceptably.

The micro and macro components are linguistic sub-systems that are interrelated throughout the production of an utterance (Fromkin, 2003; Kanaza, 2020), namely: (1) the sound system, which encompasses various elements, specifically the pronunciation of vowels and consonants, intonation, rhythm, stress, and pauses; (2) a grammatical system, which includes (a) morphology—word formation through inflection for plurality, possession, tense, or derivation, namely changes in word classes through prefixes, suffixes, or insertions; (b) syntax—the arrangement of words, phrases, or clauses in the text; and (c) morphophonemics—sound changes caused by grammar in specific contexts; (3) a lexical system that includes word classes (nouns, verbs, adjectives, and adverbs) and their clause structure functions; and (4) a cultural system that encompasses all linguistic characteristics and the lexical system, emphasizing that language is shaped by culture and should be accepted within the society where it is used.

Interpersonal communication on speaking skills

The Indonesian Ministry of Education and Culture, Research, Technology, and Higher Education ratified the Indonesian National Qualifications Framework to govern higher education qualification requirements nationwide. This framework categorizes speaking courses in English education study programs into three types: speaking for informal settings, formal settings, and academic or other purposes (Menggo, Suastra, & Padmadewi, 2019; Rahmawati, 2019). These categories encourage students to become proficient English interpersonal communicators who can harmonize communication meanings. Interpersonal communication skills are essential in the workplace, as they allow speakers to express messages and respond to their speech partners' intentions both orally and through paralinguistic features.

A similar point was reaffirmed by Benraghda (2022), who argued that in communication—particularly oral communication—speakers should use paralinguistic elements to enhance their interpersonal communication proficiency. Speakers can employ a range of nonverbal cues and must be able to promptly interpret the nonverbal signals exhibited by their conversational counterparts. In classroom contexts, students develop the ability to communicate appropriately and in socially acceptable ways. This principle aligns with verbal communication, specifically referring to a speaker's capacity to effectively convey different concepts, thoughts, or ideas to their conversation partner.

Aligned with spoken communication, Dzięcioł-Pędich (2021) stated that speaking involves communicating information, ideas, and concepts. The speaker must comprehend components such as (1) clear and precise speech or pronunciation to convey information effectively. Language competency includes how accurately the speaker pronounces words, phrases, and sentences to communicate content; (2) expressing concepts using full and grammatically correct sentences. A clear arrangement of main and supporting ideas is essential for effective speech; and (3) the ability to elaborate on the main idea by providing appropriate examples. Additionally, the speaker should ensure that the language used is suitable for the listener's cognitive level. These speaking components are essential prerequisites for effective communication, as they are closely interrelated.

Speaking skills challenges

Achieving the goals of language learning that align with current 21st-century skills trends poses an enormous challenge across different educational levels. The teacher-centered learning paradigm is an outdated concept that is no longer practicable. Student-centered learning paradigms—such as community language learning, digital language-based learning, and contextual learning—provide effective ways for language educators to address the obstacles in acquiring interpersonal communication competence. Language instructors should create an enjoyable classroom environment and develop learning aids that support students' cognitive development and learning achievement goals. Students are given the flexibility to build their knowledge and abilities, self-assess, and evaluate their language learning progress. Instructors focus on scaffolding and meeting standard learning outcomes.

The quality of classroom learning depends on adapting the learning paradigm and the instructor's ability to choose appropriate language learning models for their students. The correct language learning paradigm allows qualified interpersonal communicators to meet expectations. Consistent use of this learning approach will encourage change and foster more interactive and purposeful language learning. Media used in language learning technology must be acceptable, carefully selected, relevant to learners' needs, and meaningful in order to improve students' interpersonal communication abilities.

Conclusion

The results of this study yield two key findings: (1) it is reasonable to categorize the interpersonal communication ability of 315 respondents from six different institutions in Indonesia as falling within the Medium category (Mean = 3.26); (2) among these respondents, the most notable challenge (Mean = 4.6) in developing interpersonal ability in the speaking subject is understanding their partner's dialect. This conclusion indicates to language learners that a thorough understanding of interpersonal skills—including indicators, forms, and rules—is essential to avoid stagnation in regular interactions and to meet speaking course orientation requirements.

To prioritize the well-being of the speaker, it is necessary to enhance interpersonal ability through the development of communicative competence. Communicative competence is essential for anyone learning or using language, encompassing both micro and macro components. These components are interconnected and crucial for creating a learning atmosphere that is human-centered, dynamic, interactive, functional, and engaging. The conclusion highlights the important concept that there is a mutual reliance between micro and macro components in constructing linguistic meaning to strengthen a speaker's interpersonal communication skills.

The pedagogic implications of competency data and the various challenges in achieving interpersonal communication for EFL learners include: (1) a paradigm shift in learning from teacher-centered methods, such as lectures, to student-centered approaches by applying strategies based on active student participation, such as role-play, debate, individual or group presentations, peer tutoring, and peer assessment; (2) a transformation in the teacher's role from a mere provider of content to a facilitator and counselor; (3) a shift from one-way interaction to

collaboration and discussion-based communication; and (4) classroom management that promotes a safe, comfortable, and inclusive environment to support the holistic development of students' academic potential.

This study has a few weaknesses that need to be considered. First, the research primarily explores surveys concerning interpersonal communication competencies and their obstacles. Second, the respondents in this study were homogeneous, as they all came from the English language education departments of six different colleges, where they were required to take speaking courses. These limitations suggest that future studies on the advantages of interpersonal communication across various fields and disciplines should be conducted so that the excellence of interpersonal communication is recognized as having multiple impacts and being multidisciplinary. Third, a questionnaire modified from Hargie's theory of interpersonal communication (2016) was primarily used to evaluate the competency profiles of the respondents. Using both surveys and interviews, future studies could explore additional aspects of interpersonal communication.

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