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FOREWORD FROM EDITORS

On behalf of UPT Bahasa, Politeknik Negeri Ujung Pandang, we would like to extend our heartfelt appreciation to the Director, Journal Unit, and UPT Bahasa Politeknik Negeri Ujung Pandang for their valuable support towards RIAL-EJ. Our gratitude also goes to the Editors of RIAL-EJ, the reviewers, and all contributors for their unwavering dedication, collaborative spirit, and seamless cooperation throughout the entire process of this inaugural issue (Volume 1, Issue 2, 2023) of the journal. We anticipate that this journal will flourish and make significant contributions to the field of applied linguistics research and innovation. To uphold our commitment to our readers, we ensure that all papers undergo a rigorous blind review process prior to publication, guaranteeing the delivery of peer-reviewed and high-quality content. We are grateful for the expertise of the advisory and editorial boards, who assist the journal in manuscript screening and providing valuable editorial support

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Should you have any inquiries, suggestions, or feedback, please do not hesitate to reach out to the RIAL-EJ editor at rial_ej@poliupg.ac.id. We eagerly anticipate hearing from you and collaborating on future endeavors.

Comfort Zone is always convenient for those who do not want to grow.

Makassar, 25 August 2023

All the very best,

Ismail Anas, S.Pd., M.Pd
RIAL-EJ Editor-In-Chief
Email: rial_ej@polipg.ac.id

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Leveraging Collaborative Project-Based Learning to Encourage Speaking Proficiency in EFL classroom: A Case Study in Engineering Department

Ranta Butarbutar* [ranta@unmus.ac.id]
English Language Education, Universitas Musamus Merauke, Papua, INDONESIA

Santy Monika [monika_fkip@unmus.ac.id**]**
Universitas Musamus Merauke
Papua, INDONESIA

Seli Marlina Radja Leba [selli@unmus.ac.id]
English Language Education, Universitas Musamus Merauke, Papua, INDONESIA

*Corresponding author: ranta@unmus.ac.id

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Abstract:
The study aims to explore students' perspectives on the implementation of collaborative project-based learning (CPBL) in the Engineering Department as a means to enhance their understanding of the subject matter and develop problem-solving abilities. A quasi-experimental design was employed, and data was collected through a semi-structured questionnaire. The results indicate that CPBL has the potential to improve students' speaking and presentation skills in various aspects, including grammar, discourse competence, sociolinguistics, strategic competence, fluency, accuracy, and presentation skills. The study also recommends further investigation into computer-mediated communication within group projects and suggests incorporating controlled and energizing task speaking during comparison evaluations to foster reflective thinking among both teachers and students. In summary, this research highlights the positive impact of CPBL on language and presentation skills within the Engineering Department, emphasizing its potential benefits for student learning.

INTRODUCTION

Despite the evidence from previous research that research on collaborative project-based learning (CPBL) has shown that it can improve students' subject knowledge and skills as well as their problem-solving abilities (Liang et al., 2021; Loes and Pascarella, 2017; Zand & Chen, 2021), (Lin, Hou, H & Chang, 2020; Tang, 2021). However, there is little research on its application in engineering departments. The current study addresses this gap and suggests that instructors should abandon traditional lecture methods in favor of a collaborative teaching strategy that involves students. (Sam, 2016).

English for Specific Purposes (ESP) is an English language instruction that focuses on teaching students the language skills required for their specific discipline, such as engineering. With the rapid growth of global technology, professional English competence is becoming a must for engineers, not just a choice (Terauchi, Noguchi, & Tajino, 2019: p. xviii). It is essential for engineers to communicate effectively both orally and in writing, using appropriate language features. In fact, the English language is often more critical to success in the global marketplace than an engineer's technical skills. To enhance students' English language proficiency, teachers employ various techniques such as debate competitions (Stockdale, 2020), role plays (Brady, 2018), simulations (Yang, 2022), and group-based project learning (Kim & Lim, 2018). Project-based learning and collaborative learning are highly compatible and interdependent approaches that can be successfully applied in university classrooms. In this approach, students from different backgrounds and academic levels work together in small groups to achieve a common goal. The social constructivist theory asserts that student collaboration promotes participation and information sharing (Nur & Butarbutar, 2022a, Salomon, 1993). The students are responsible for their own learning as well as that of their peers, which calls for group dependence as well as motivation, persistence, and adaptation (Abrami et al., 1995). Socially relevant instruction boosts student ownership of their learning processes and encourages involvement (Harrison & Stephen, 1996; Resnick, 1989).

Thornburry points out that in order to provide the ideal conditions for effective and independent language use, each speaking activity must be efficient, meaningful, engaging, demanding, safe, and authentic (2007). In view of the demands of interactive activities, the current research suggests CPBL as a strategy for motivating students to work in pairs to jointly construct a project presentation (Butarbutar, 2021).

This course served as the prerequisite for teaching ESP in the engineering program at the Musamus Merauke University in Indonesia. Its curriculum seeks to hone students' abilities in reading, writing, speaking, and listening, especially in the study of engineering. The use of the CPBL is a workaround for this course's English language instruction. In light of this, the current study's objective is to find out what the engineering department students think of CPBL.

LITERATURE REVIEW

Collaborative project-based learning

The current research's guiding principle supports constructivism as a learning theory. Constructivism promoted knowledge production as a means of engaging students in project work on an intellectual and active level. CPBL, or a comprehensive approach to teaching and learning in the classroom, strives to involve students in the investigation of real-world situations, according to (Blumenfeld et al., 1991). Interest and value are essentially two great potentials. Depending on how much interest and importance they place on the project's challenge and components, students' motivation to work on projects will vary. Student interest and perceived value are increased when tasks are varied and include novel elements, problems are genuine and have value, problems are challenging, problems have closure in the form of an artifact, tasks have choice over what and/or how work is done, and there are opportunities for collaboration (Nur & Butarbutar, 2022b).

Conceptually, CPBL projects differ greatly from conventional exercises designed to help students acquire material in the absence of a main problem. These conventional activities may relate to one another and assist students in acquiring course material in the absence of a

major problem, but they cannot ensure learning in the same way as those organized for a meaningful intellectual objective. Project-based learning proponents contend that when students conduct research and explore for solutions to problems, they acquire knowledge of fundamental theories and concepts. Project-based learning also places students in actual, contextualized problem-solving scenarios. By offering context to and illustrating the relevance of systematic inquiry to the questions and answers that arise in daily activities, projects may help students make the connection between what they learn in the classroom and what they experience in the real world. Project-based learning therefore requires persistent, active student participation. Project-based learning also fosters links between subject-matter disciplines and provides a broad rather than narrow perspective on the subject. Additionally, projects can be changed to meet different learner types and instructional contexts.

Additionally, projects need to be designed in a way that (1) marshals, (2) produces, (3) maintains, and (4) generates student motivation in order for CPBL in engineering to be successful. We might look into the most effective project layouts that will inspire the majority of students. We will look at project design factors that could (a) affect interest and value, (b) perception and attainment of competence, (c) task focus, and (d) suggest questions for further research on these factors (Blumenfeld et al., 1991).

Making presentations could be used to assess how well the engineering department is supporting EFL, CPBL, and speaking skills. To do this, students must adhere to the teacher's interventions, such as those for engineering, assessment, classroom management, and learning environment. To effectively complete the project, students needed to demonstrate speaking EFL skills as well as presentation skills (eye contact, facial expression, hand gestures, audience involvement, and subject mastery (Chase et al., 2020), grammatical, discourse, sociolinguistics, strategic, fluency, and accuracy (Bailey & Nunan, 2005).

METHOD

Research design and participants

In order to address the research topic, the present study was created as a quasi-experiment. In order to examine the efficacy and safety of various non-randomized treatments in the real world, people or groups of individuals in a prospective or retrospective study self-select into one of several different treatment groups (or have their healthcare practitioners do so on their behalf). The primary difference between quasi-experiments and randomized controlled trials is that patients in observational studies self-select into different therapies rather than being assigned to them at random. The terms "treatment" and "intervention" are used interchangeably throughout the following (Maciejewski, 2020). The students' perceptions were confirmed using ten semi-structured questions. It was given out at the conclusion of CPBL.

Techniques for gathering and analyzing data

At the first class meeting, the instructor introduces the objectives of the course curriculum and the requirements for the final class meeting. The class was then divided into four groups of four pupils each. Each group must therefore prepare a presentation that will be delivered at the end of class. It developed its project by responding to two questions: (1) What procedures must be followed when selecting a material for a specific application? What trade-offs must be made when choosing a certain material, and (2)? They are provided some pointers, as seen in Table 1, to help students feel more at ease with the assignment.

Table 1.
CPBL presentation structures

Introduction (after greeting the audience and introducing yourself or being introduced)
The theme of my presentation today is going to be...
Today, I'd like to share a new finding from our investigation into...
Today, I want to concentrate on...
Describing the presentation's structure
I'll talk about the following three elements of this:
My presentation will be structured as shown on the slide after that.
I'll start by researching... Then, significant findings in the area of... will be discussed.
The most current research will then be addressed.

adding a new part or point
After talking about..., I'll go on to...
Now let's talk about a different issue.

mentioning visual aids
As seen in the following presentation, picture, or table...
This graph depicts the relationship between... and...
The table below provides typical values for...
We displayed the data in this graph together with...

Concluding/summarizing

Finishing up
To sum up/conclude/sum up...
posing inquiries
If you have any questions, please don't hesitate to ask me to stop talking.
I appreciate you giving me your time.
I will now be pleased/happy to answer inquiries.
addressing inquiries
Right now, I'm unable to respond to your query, but I will research it and get back to you.
Perhaps by once again looking at/referring to the table, this question can be solved.
(Phrases modified from Eisenbach, 2011)

In light of data analysis, ten semi-structured surveys were analyzed after the presentation using a Four-Likert scale: 1 for "strongly disagree," 2 for "disagree," "3 for agree", and 4 for "strongly agree." Data were analyzed using statistical descriptive methods using SPSS software.

FINDINGS

Semi-structure questionnaire results

Table 2.
Statistic descriptive

Speaking components	N	Minimum	Maximum	Mean	Std. Deviation
Grammar	20	1	3	1.10	.447
Discourse competence	20	2	4	3.55	.605
Sociolinguistic	20	3	4	3.80	.410
Strategic competence	20	3	4	3.80	.410
Fluency	20	3	4	3.70	.470
Accuracy	20	2	4	3.90	.447
Presentation skills					
Eye contact	20	1	4	3.70	.923
Facial expression	20	1	4	3.85	.671
Hand gestures	20	3	4	3.85	.366
Audience involvement	20	3	4	3.70	.470
Topics mastery	20	2	4	3.50	.607
Valid N (list wise)	20				

Table 2 displays the lowest mean of 1.10 points, indicating that throughout the CPBL presentation, students' opinions of grammar components were strongly disagreed with. Contrary to popular opinion, students' views were most in line with the usage of hand gestures when they were shown CPBL data. It was strengthened by semi-structured questionnaires given to group representatives, as follows: By completing the assignments, Group 1 states, "We will be able to share information with individuals who have diverse experiences, which is why we are interested in this joint effort."

Group 2: "In our group's opinion, we developed a project jointly, which enabled us to complete it on schedule because we worked jointly."

Group 3: "As the group leader, I believe that learning through collaborative projects is consistent with my department, engineering."

Group 4: "Absolutely, I agree with learning collaboration; we can aid one another, but at times we struggle when there is one group member who does not involve or is a passive friend when conversation is going on."

DISCUSSION

The results showed that two distinct presentation skills enabled students to successfully support presentations. It is congruent with statistical descriptive analysis. The CPBL demonstrated the students' desire to create a project for presentation. Together, each group member developed a presentation that responded to the two predetermined questions. Students' engagement and interdependence in this process are demonstrated by the exchange of ideas that results in a major solution. According to (Blummenfeld et al., 1991), project-based learning is a comprehensive approach to learning and teaching that involves students in authentic discovery through task focus. Our research adheres to this school of thought. Each group contributes labor, demonstrating teamwork, by looking up definitions, factors, compositions, and processes when using the material. In line with this, the present study is

based on the constructivist learning theory, which emphasizes knowledge creation as a cognitive process. This thought process has been verified by Duffy et al (2022). They argued that the activities of analysis, synthesis, evaluation, reflection, and communication help to foster critical thinking. Students demonstrated all facets of critical thinking as they worked together to produce project presentations (Boardman & Hovland, 2022).

Furthermore, the current study supports Vygotsky's social cognitive learning theory (1978). Because of CPBL, students get a wonderful opportunity to work together with classmates who are scaffolding. A chosen group leader functioned as the scaffolder since they recognized that he had greater knowledge and understanding of material composition procedures. In general, CPBL has the potential to boost students' enthusiasm and engagement because the presentation topic is pertinent to their genuine interest in engineering (Boardman & Hovland, 2022). Supporters of project-based learning claim that when students conduct research and look for answers to issues, they learn fundamental theories and concepts. Students are also exposed to real-world, contextualized problem-solving situations through project-based learning. Projects may assist students in drawing connections between what they learn in the classroom and what they encounter in the real world by providing context and demonstrating the relevance of systematic inquiry to the questions and answers that arise in daily activities. Thus, project-based learning necessitates sustained, engaged student participation. Additionally, project-based learning encourages links between disciplines and offers a broad rather than a focused viewpoint on the subject. Projects may also be modified to accommodate various learner types and instructional contexts.

According to the statistically descriptive data from the presented study, speaking components like discourse, strategy, sociolinguistics, fluency, and correctness all had mean scores over three points, with the exception of the grammatical component. According to the participants' experiences, it is agreed that the grammar portion was the most difficult. According to (Aleksandrzak, 2011) grammar errors are one of the major challenges in learning and teaching advanced speaking. She asserts that the area of information that has to be

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appropriately activated in order to be made available for use in regular speaking practice both within and outside of the classroom is grammatical knowledge. Importantly, the mental processes necessary for speaking do not differ significantly between native and target languages. Both involve combining the processes of formulating, articulating, self-monitoring, and negotiating (Thornburry, 2007). For this reason, the research was contrasted with Thorburry's (2007) findings that academic presenting is a technique for speaking development. He underlined that academic presenting would be particularly beneficial for individuals who learn a language for academic purposes and need experience giving presentations or writing conference papers. This exercise should be preceded by a discussion of the genre's formal qualities and an examination of the distinctive linguistic patterns characteristic of each stage of an academic presentation. As a critical part of the practice, students should watch models or real presentations before they actually start crafting their speeches. Additionally, they ought to talk about how each student's presentation went afterward (audience responses, delivery style, time management).

CONCLUSION

Our findings are in line with 21st-century competencies, such as, for example, the capacity for communication and teamwork. We need to design, acquire, and maintain two abilities because I'm a freshman in the engineering program. In terms of reflection, schools should offer collaborative curriculum that is interwoven with technology because students will be returning to society after graduating from college. They must demonstrate their abilities abroad if they want to be considered competent engineers. Although students are encouraged to develop and practice their leadership, decision-making, communication, and conflict-management abilities, academic knowledge alone is insufficient. Overall, the results of this study are consistent with collaborative-based project learning, which is a significant method for improving students' speaking abilities in EFL but not their grammatical knowledge. We contend that there was a restriction nevertheless, and we also urge further research. Additionally, it is advised to look into computer-mediated communication in collaborative

project-based learning. The study suggests controlled and stimulating task speaking to encourage reflective thinking in teachers and students during comparative evaluations.

CONFLICT OF INTEREST

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ABOUT THE AUTHORS

Ranta Butarbutar
Email: ranta@unmus.c.id
ORCID ID 000-0001-9918-7976
Scopus ID 57008213000
Sinta ID 6183965
WOS ID O-5625-2018
Ranta Butarbutar is a senior lecturer at the Department of English language Education, Faculty of Teacher Training and Education, Universitas Musamus Merauke, Papua. Her research interests are speaking, collaborative learning, technology in teaching English as a foreign language, and Curriculum of TEFL.

Santy Monika
Email: monika_fkip@unmus.ac.id
Scopus ID 57194941805
Sinta ID 6718664
Santy Monika is a senior lecturer at the Department of Indonesian language and Literature, Faculty of Teacher Training and Education, Universitas Musamus Merauke, Papua. Her research interest is linguistics.

Seli Marlina Radja Leba
Email: selli@unmus.ac.id
Scopus ID 57194941805
Sinta ID 6718664
Seli Marlina Radja Leba is a senior lecturer at the Department of English language Education, Faculty of Teacher Training and Education, Universitas Musamus Merauke, Papua. Her research interest is language assessment.

The Influence of Peer Tutoring Method to the English Learning Outcomes

Hasmita Dewi Eliyanti Arsyad [*hasmitadewi27@gmail.com*]
Universitas Muslim Maros, Maros, INDONESIA

Suhartina R [*suhartina70@stie-lpi.ac.id*]
STIE LPI Makassar, Makassar, INDONESIA

Zul Astri[*] iD [*zulastri17@gmail.com*]
Universitas Muslim Maros, Maros, INDONESIA

[*]Corresponding author: *zulastri17@gmail.com*

Abstract:

Peer tutoring method has gained popularity as an effective method. The main objective of this study was to examine the impact of peer tutoring on the learning outcomes of 7th-grade junior high school students in eastern Indonesia. This research employed an experimental approach, and data was collected using test and documentation techniques. The data collection tool consisted of pre-tested multiple-choice questions, and the analysis involved quantitative methods to assess validity and reliability. The findings revealed that the average post-test score for the control class was 6.422, whereas the experimental class obtained an average score of 14.831. The hypothesis test based on these results yielded a two-tailed p-value of 0.05 ($0.116 < 0.05$), leading to the rejection of the null hypothesis (H0).

INTRODUCTION

The English language has become an essential tool for communication in today's globalized world (Noer et al., 2021; Syamsir et al., 2021; Wahab & Astri, 2022). With the growth of international trading exchanges, the increased mobility of people, and the widespread use of the internet (Wahab et al., 2021), English is currently employed as a

lingua franca in numerous professional and academic settings. As a result, there is a growing demand for effective English language learning methods to assist individuals enhance their language proficiency (Astri, et al., 2022).

One such method that has gained popularity in recent years is peer tutoring. Peer tutoring, defined as peer review circles by Manning & Jobbitt, (2018), involves one student teaching another student, and it is often used to support struggling students or to provide additional enrichment for high-achieving students. Peer tutoring can take place in a variety of settings, including formal classroom settings, after-school programs, and community organizations. For example, peer-review circles (PRC) is one of the approaches to collaboratively review an essay (Nur et al., 2022).

Numerous studies have investigated the effectiveness of peer tutoring in various educational contexts, including language learning. These studies have shown that peer tutoring has brought significant impact on language learning outcomes (Lin & Wu, 2014; Topping, 2005). Peer tutoring is particularly effective for improving oral communication skills, such as fluency and pronunciation, as well as for enhancing learners' confidence and motivation.

However, the existing literature on peer tutoring and English language learning has primarily focused on peer tutoring in general, without specific reference to the English language. This gap in the literature is significant because English language learning is a unique process that requires a specific set of skills and strategies. The teacher should give the appropriate teaching method for students (Astri, 2018). Therefore, there is a need for research that specifically examines the impact of peer tutoring on language learning achievement. The objective of this research is to explore how peer tutoring affects language learning achievements.

LITERATURE REVIEW

Previous Studies

Peer tutoring is a widely used teaching strategy in various educational contexts, including language learning. Several studies have investigated its effectiveness in improving academic performance, motivation, and social interaction among students. However, the existing literature on peer tutoring and English language learning outcomes is limited. The existing literature on peer tutoring in general shows that it can have positive effects on learning outcomes. Peer tutoring can enhance academic performance, as well as students' motivation and self-esteem (Topping, 2005). Peer tutoring has also been found to be an effective method for promoting social interaction and cooperative learning among students (Elliott & Busse, 2001)

Research on peer tutoring and English language learning has also shown promising results. For example, (Lin & Wu, 2014) conducted a meta-analysis of studies that investigated the efficacy of peer tutoring in reading for students with disabilities. The results showed that peer tutoring had a positive effect on reading outcomes, including reading fluency and comprehension. The study also found that peer tutoring was an effective method for improving students' attitudes towards reading.

Another study by Quan et al. (2019) investigated the effects of peer tutoring on writing skills in English as a foreign language. The study found that peer tutoring was an effective method for improving writing skills, including grammar, organization, and coherence. The study also found that peer tutoring was an effective method for enhancing students' confidence and motivation to write.

Despite the positive results of these studies, the literature on peer tutoring and English language learning is still limited. There is a need for further research to investigate the distinct impacts of peer tutoring on various aspects of English language learning, including speaking, listening, and vocabulary acquisition. Additionally, research is needed to investigate the

factors that contribute to the effectiveness of peer tutorings, such as the tutor's proficiency level, the nature of the tutoring interaction, and the tutor's training and preparation.

Moreover, the literature review suggests that peer tutoring is a promising method for improving English language learning outcomes. Peer tutoring is effective for promoting academic performance, social interaction, and motivation in various educational contexts (Capp et al., 2018). However, further research is needed to examine the specific effects of peer tutoring on different aspects of English language learning and to identify the factors that contribute to its effectiveness.

Learning Outcomes

The concept of learning outcomes has been growing steadily in education in recent years. Learning outcomes refer to the knowledge, skills, and attitudes that learners acquire as a result of a learning experience. The definition of learning outcomes varies across different contexts, but there is general agreement that learning outcomes should be specific, measurable, and relevant to the goals of the learning experience.

According to Biggs & Tang (2007), learning outcomes can be described as "statements that specify what learners will know, understand, or be able to do as a result of a learning experience" (p. 27). These authors emphasize the importance of aligning learning outcomes with the goals of the learning experience and of ensuring that they are measurable and observable.

Similarly, Bloom's taxonomy of learning objectives. Bloom et al. (1956) provide a framework for defining learning outcomes that are specific, measurable, and relevant. The taxonomy includes six levels of cognitive complexity, ranging from simple recall of information to more complex processes such as analysis, synthesis, and evaluation.

Other definitions of learning outcomes focus on the importance of transferable skills and attitudes. For example, the European Qualifications Framework (EQF) defines learning outcomes as "statements of what a learner knows, understands and can do on completion of a

learning process, which is defineded in terms of knowledge, skills and, competencieses" (European-Commission, 2018). The EQF emphasizes the importance of transferable skills and ccompetenciesthat can be applied in different contexts and settings.

In conclusion, the definition of learning outcomes varies across different contexts, but there is general agreement that learning outcomes should be specific, measurable, and relevant to the goals of the learning experience. Over time, the notion of learning outcomes has gained paramount importance in the field of education and frameworks such as Bloom's taxonomy and the EQF guide defining learning outcomes that are specific, measurable, and transferable.

Peer Tutors

Peer tutors are students who are trained to provide academic support and assistance to their peers. According to Topping (2005), peer tutoring can be defined as "a form of structured social interaction in which one student helps another to learn material that is at or below the helper's level of mastery" (p. 631). Peer tutors are typically selected based on their academic achievements and their ability to communicate effectively and work collaboratively with others.

Huang & Hong (2016) define peer tutoring as "an instructional method in which one student assists another student in the same or similar grade in completing academic tasks" (p. 231). This definition emphasizes the role of peer tutors as instructional assistants who help other students to complete academic tasks, rather than simply providing social support.

The use of peer tutors has been shown to have a positive impact on student learning outcomes, as well as on social and emotional outcomes such as self-esteem, confidence, and engagement. In a systematic review and meta-analysis of peer tutoring in reading for students with disabilities, Lin & Wu (2014) found that peer tutoring was associated with significant improvements in reading outcomes, compared to control conditions. Similarly, a study by Cavanagh et al. (2016) found that peer tutoring in mathematics led to significant improvements in both academic and social outcomes for both tutors and tutees.

In conclusion, peer tutors are students who are trained to provide academic support and assistance to their peers. Peer tutoring is a structured social interaction in which one student helps another to learn material that is at or below the helper's level of mastery. The use of peer tutors has been shown to have a positive impact on student learning outcomes, as well as on social and emotional outcomes such as self-esteem, confidence, and engagement.

METHOD

Research Types and Design

This type of research is quantitative research (Creswell, 2009, 2014). Sanjaya (2014)argues that quantitative analysis determines the effects of specific treatments always carried out under certain conditions. The object of research is the influence of the peer tutoring learning model (X) on student learning outcomes in English (Y). The subject study were students in grade VII of SMP Negeri 5 Mandai, Indonesia

This study uses a non-equivalent control group design. This design uses a group, which is an experimental group. The experimental group in this study will be given treatment through the influence of peer tutoring learning models. The experimental group on this design was not chosen randomly.

Table 3.1 Research Design

O1	X	O2
O3		O4

Figure 1. Experimental Design

Information X:

Treatment

O1: Pretest before being treated in the experimental group

O2: Posttest after being treated in the experimental group

O3: Pretest in the control group

O4: Posttest in the control group

This study looked for the influence of peer tutoring learning models on thelearning outcomes of Grade VII students at SMPN 5 Mandai in Maros Regency. The study design was chosen by one class to get the treatment of peer tutoring learning models, and one class was not treated.

Population and Samples

Population

The population refers to a defined group of objects or subjects possessing specific qualities and characteristics, which researchers select for study and subsequent analysis and conclusions (Sugiyono, 2010).

The population in this study were all class VII students of SMPN 5Mandai in the 2019/2020 academic year, totally 9 classes of 228 students,class VII consisted of 15 male students and 20 female students.

Samples

Sugiyono (2010) states that the sample is part of the numberand characteristics possessed by the population. Determination of the sample in this study using a purposive sampling technique.

The experimental class used in this study is class VII C. The reasonwhy class VII C is used as an experimental group is that in this study, seen from the low learning outcomes of English, the researcher used a quasi-experimental design method, which was challenging to get it. This study design did not take subjects randomly from the population but used all subjects in one group to be treated. The sample in this research classes VII B and VII C totaled 71 students in the experimental class and the control class using the peer tutor learning model in class VII C the experimental class, which amounted to 35 students.

Data Collection Techniques

Data collection techniques refer to the approaches employed by researchers to gather data. In this particular study, the data collection techniques utilized are related to testing methods.

Test

The researchers utilize a testing method to acquire quantitative data on student learning influences. The test administered is in the format of a multiple-choice test, which is conducted both before and after the intervention in both the control and experimental classes. These tests are referred to as the pretest and post-test

Documentation

Another method for collecting data involves utilizing documentation from its original source, which mainly comprises written materials. This technique involves researchers analyzing various written objects like books, magazines, documents, regulations, meeting minutes, diaries, and more. By closely examining these written artifacts, such as documents, school profiles, school maps, and learning plans, researchers can illustrate the practical application of their research conducted within the classroom setting.

Data Analysis Techniques

In this study, the data analysis method employed is the test technique. The data was analyzed to examine the influence of peer tutoring learning models on student learning outcomes in the cognitive domain. After administering the experimental and control classes, validation tests were conducted.

1. Descriptive Statistics Analysis

    Descriptive statistics are data that are viewed from the mean (mean), the standard of variation, variant, maximum, minimum, sum,range, kurtosisn and skewness.

2. Inferential Statistical Analysis

    Inferential statistical analysis to find out the results of hypotheses using SPSS version 16 to find out the hypothesis test viz.

    a. Normality Test

        Participation data normality test to prove sample data obtained from normally distributed participation. Several methods are used to resolve normality data,

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including the normal chance paper, the chi-square test, the life test with the Kolmogorov-Smirnov technique, and the SPPS 16 statistical program.

b. Homogeneity Test

A homogeneity test is done by investigating whether the two samples come from populations with the same variance or not. Thisanalysis is carried out to ascertain whether the homogeneity assumptions in each data category have been met. If the homogeneity assumption is proven, the researcher can further carry out the data analysis stage. The homogeneity testing technique of thetwo variables is as follows.

Hypothesis formulation:

Ho = Population has homogeneous variance.

Hi = Population has a non-homogeneous variance.

FINDINGS

Before conducting research, this researcher observed the students to collect initial data about what learning methodology was considered complicated, complex and disliked lesson and the reasons for liking or disliking the lesson.

The main objective of this study is to assess the efficacy of particular methods or treatments in one village's pretest and posttest design. This study uses anexperimental group, Pretest (before the technique is applied) and a posttest (the test hasbeen applied to the method). In studies that use the experimental and control groups,the experimental and control groups use independent sample t-tests.

Learning outcomes of students in the experimental class are the effect of student learning after the research carried out the learning process of peer tutoring methods, statistically descriptive, the effect of student learning in the experimental class canbe seen in the following table.

Table 1
Descriptive Group Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Post Test Experiment	35	30	85	53.97	14.831
Post Test Control	35	30	52	39.14	6.422
Valid N (listwise)	35				

Table 1 above shows the number of experimental respondents (N) there were 35, out of these 35 respondents the smallest (minimum) student score was 30, and the student value of (Maximum) was 85. The average value of 35 respondents or the mean of 53.97 with a Foreign Exchange Standard of 14.831. While the number of control respondents (N) was 35, out of 35 respondents the smallest (minimum) student value was 30, and the student score of (Maximum) was 52. Theaverage value of 35 respondents or the mean of 39.14 with a Foreign Exchange Standard of 6.422.

Table 2
Results Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Class	Statistic	Df	Sig.	Statistic	Df	Sig.
Learning Experiment	.141	35	.075	.950	35	.116
Outcomes Control	.136	35	.098	.936	35	.041

The results presented in Table 2 display the outcomes of the Shapiro-Wilk and Lilliefors tests. For the Lilliefors test, the obtained p-value (sig) is 0.075 for both groups, where the critical values are $0.05 < p < 0.05$. Consequently, according to the Lilliefors test, the data in each group follows a normal distribution.Regarding the Shapiro-Wilk test, the p-value for the experimental group is $0.05 < 0.116$, and for the control group, it is $0.05 > 0.041$. As both p-values are greater than 0.05, it can be inferred that both groups exhibit similar distributions based on the Shapiro-Wilk test.

Table 3
Test of Homogeneity Variance

		Levene statistic	df1	df2	Sig.
Learning Outcomes	Based on Mean	29.962	1	68	.000
	Based on Median	28.901	1	68	.000
	Based on the Median and with adjusted df	28.901	1	49.422	.000
	Based on trimmed mean	30.011	1	68	.000

Using the information from the table provided, the significance value (sig.) for the variable "learning outcomes in English" is determined to be 0.000. Since the sig. value (0.000) is greater than 0.05, it can be inferred that the data's variance for English learning outcomes among both the experimental and control class students is homogenous.

Table 4
*Results of the Difference Test Relationship (*Independent Samples Test)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Learning Outcomes	Equal variances assumed	29.962	.000	5.428	68	.000	14.829	2.732	9.377	20.280
	Equal variances not assumed			5.428	46.317	.000	14.829	2.732	9.331	20.327

Based on table 4 the Sig value is known. Levene's Test for Equality of Variance is 0.000> 0.05, meaning that the data variance between the experimental and control groups is homogeneous. So, the interpretation of table 4 Independent Samples Test above is based on the values in the table "Equal variance assumed.
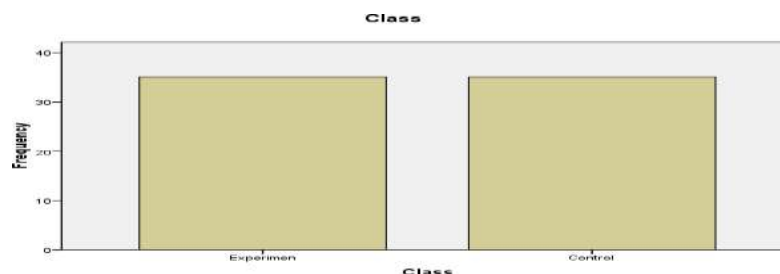
Figure 2. *Experiment and Control class diagram*

DISCUSSION

This research was conducted at SMP Negeri 5 Mandai, Maros Regency, class VII B and VII C. The aim was to obtain information on the influence of peer tutoring methods on student learning outcomes in English learning. Thestudy was conducted in class VII C of SMP Negeri 5 Mandai, with 35 students. The peer tutor method is a way that can affect student learning outcomes because students who do not understand the material but do not dare to ask questions and classmates who have been appointed as tutors. This is in line with Rosanti (2018) that the peer tutoring method is a learning method that is done by empowering students who have high absorption from students groups themselves to become tutors for their peers, where students who become, tutors are assigned to provide learning and training material to his friends,who do not know the material/training provided by the rules agreed together in thegroup so that it will arouse the atmosphere of cooperative group learning.

The formation of groups in the peer tutoring learning method is arranged so that students are heterogeneous pairs, in the sense that students are highly skilled together with students who are low in skills (Manning & Jobbitt, 2018; Nur et al., 2022). This is done so that learning outcomes are evenly distributed so that students assist students who are less skilled with moderate or high abilities. Because in group work, students work as a team to get things

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done to achieve common goals. Then the group will be selected by students as tutors. At the time of learning the tutoring method of cooperative setting, the teacher guides students if some have difficulty solving the given problem, and at the end of the teacher's learning with students conclude the material that has been learned.

CONCLUSION

Based on the results of data analysis and research discussion, it can be concluded that there is an influence of peer tutoring learning models on the learning outcomes of Grade VII students in English subjects. The effect can be seen from the difference in learning outcomes between the experimental and control classes. The average posttest value of the Experiment class was 6.098, while the Control class was 8.82. Based on hypothesis testing through the SPSS 16 statistical program, a sig (2-tailed) value of 0.05 was obtained (0.003 <0.05) so that Ha was accepted and Ho was rejected. From these calculations, it can be obtained that the peer tutoring learning model can influence student learning outcomes by variables or other factors not examined by researchers.

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CONFLICT OF INTEREST

No conflict of interest reported by the authors

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ABOUT THE AUTHORS

Hasmita Dewi Eliyanti Arsyad
Email: hasmitadewi27@gmail.com
Hasmita Dewi Eliyanti Arsyad was born in Maros on July 2, 1998. She is a graduate of Maros Muslim University High School (UMMA) with a degree in English Education. She is also proficient in the Lontara script and currently works as a Regional Language Teacher at SD Angkasa 3, Mandai."

Suhartina R
Email: suhartina70@stie-lpi.ac.id
SINTA ID : 6088382
Suhartina, R, born on January 14th, 1970 has got her Doctorate Program at Hasanuddin University under the specialization of Lingusitics Studies and finished in 2013. Started from 2008 to 2012, she was trusted as Dean of the Letter Faculty of Univesitas Islam Indonesia. Since 2012, until 2020 she serves as English Lecturer at FKIP-UMMA YAPIM Maros South Sulawesi, Indonesia. Then, since 2020 until now, she is serving as a lecturer at STIE LPI Makassar. She has carried out some researches mainly in teaching English Studies

Zul Astri
Email: zulastri17@gmail.com
ORCID ID : https://orcid.org/0000-0002-2890-0831
Sinta ID : 6174797
Zul Astri. She works as a lecturer at Maros Muslim University. She is currently pursuing a doctorate at Makassar State University. She is particularly interested in research in education and linguistics. Her work has appeared in a number of SINTA-accredited journals as well as international journals. She has also written and published a number of educational books

Utilizing Animated Videos to Improve Listening Abilities in English Language Instruction

Adelia Rizky Khumairah [*adeliarizkikhumairah@gmail.com*]
Universitas Negeri Makassar, INDONESIA

Chairil Anwar Korompot [*cakorompot@unm.ac.id*]
Universitas Negeri Makassar, INDONESIA

Sultan* [*sultan7304@unm.ac.id*]
Universitas Negeri Makassar, INDONESIA

*Corresponding author: *sultan7304@unm.ac.id*

Abstract:

This study examined the impact of utilizing animated videos on students' listening skills and their perceptions of this instructional approach. An investigation was conducted using a quasi-experimental pre-test and post-test design, which included a control group. Data was collected by means of listening tests and questionnaires. The participants, comprising 30 students from the ninth grade, were selected using cluster random sampling. Quantitative data analysis was performed using IBM SPSS 20.0. The results indicated a notable distinction in the listening abilities of students in the experimental class when compared to their counterparts in the control class. The two-tailed significance difference yielded a result of 0.006, which is below the alpha level of 0.05. Consequently, The research hypothesis (H1) was corroborated, and the null hypothesis (H0) was invalidated. Additionally, the questionnaire findings demonstrated that students had a favorable perception of integrating animated videos into English language learning, especially in improving their listening abilities. To summarize, utilizing animated videos effectively enhances students' listening skills and is positively regarded as a teaching approach.

INTRODUCTION

nglish is widely regarded as a global language, and its influence can be seen across various aspects of daily life (Li, 2017; Zacharias & Manara, 2013). English has significantly impacted several fields, including education, economics, business, communication, and politics, to name a few. The Indonesian education system has incorporated English subject into its curriculum, including primary school, highschools, and university level. Additionally, English language proficiency is evaluated through national exams, which determine the graduation rates of students. Therefore, it is imperative that students acquire English speaking skills (Nation & Newton, 2009; Richards, 2008), as it is a crucial aspect of their learning outcomes and should be given top priority.

The English language proficiency consists of four key components: speaking, reading, listening, and writing. Among these four basic skills, listening and speaking are crucial for effective oral communication (Elyas & Alghofaili, 2019). Mastering the listening skill is particularly important as it serves as the foundation for developing other skills. Furthermore, listening is a receptive skill that allows individuals to comprehend spoken language and understand what others are saying. As a critical component of communication, it is also an essential element in language learning. In an article by Handajani (2018), Ross emphasizes that learners must possess the ability to accept and comprehend the information they receive to develop their listening skills effectively.

Listening is considered a fundamental aspect of language acquisition, making it one of the crucial language skills (Richards, 2008). This is shown by the fact that babies begin first learn language by listening to the sounds around them before they begin to speak and learn to write and read. Krashen (2013) states that the primary method of language acquisition is through obtaining understandable input, and listening plays a critical role in receiving this comprehensible language input. The language learners receive oral input through listening, they then practice imitating, producing, and using the words, phrases, and sentences of the target language. If the listener cannot understand the listening material

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or input, communication will be chaotic. If the input provided during learning is not comprehended at an appropriate level, the learning process is likely to be ineffective. Listening, being a fundamental skill, is essential for speaking proficiency. Furthermore, listening comprehension serves a vital role in facilitating effective communication.

Based on the preceding discussion regarding the significance of mastering listening skills, it is evident that considerable efforts are required to assist students in enhancing their listening abilities, ensuring their enjoyment and success in the process. Consequently, teachers must employ appropriate strategies to boost student motivation and interest in their studies.

During the initial interview conducted by the researcher, insights were gathered from an English teacher at SMP Negeri 1 Sendana, Majene. The findings revealed that students faced challenges in comprehending spoken English due to the use of conventional teaching techniques. The teacher primarily relied on explaining the material without providing feedback, followed by assigning textbook exercises, resulting in student boredom. To address these issues and enhance students' listening skills, the implementation of a teaching media that addresses these challenges becomes imperative. According to Adnan (2017), attractive learning media is required to increase students' interest in their studies. In other words, teachers could help students' learning through the use of media. The use of digital technology is more effective and has a more positive impact than others learning tools. One of them is a motion graphics animation video.

In the context of English teaching, teachers have the opportunity to update their strategies and incorporate various learning tools to enhance the learning process. One effective approach is the utilization of animation videos and other relevant learning tools. Given that listening comprehension is a significant challenge for students in learning English, the study investigates that using animation helps teachers to address this issue. Animation videos offer the advantage of being audio-visual media that engage both sight and sound, capturing students' interest and providing them with new teaching resources.

Moreover, the visual aspect of animation videos makes the learning process more engaging, facilitating better understanding of the materials being taught.

This research focuses on how animation videos enhances students' listening skills, as it is believed that the combination of visuals, motion, and audio aids in effective information processing during the learning process. The choice of animation videos is based on the understanding that they are characterized by vibrant colors, dynamic movements, and simplified messages that are easily comprehensible for students. Additionally, the relatively shorter duration, diverse sounds, and stimulating elements within animation videos are particularly appealing to capture students' interest and (Mann et al., 2020). This research needed to do so that students' listening skill could improve and teachers could also use various methods to improve students' proficiency in English, particularly in listening skill. One of the methods is by using animation videos in the learning process. It is hoped that using animation videos in learning would improve the effectiveness of learning English, especially in terms of listening. Therefore, the researcher would like to conduct under the title of the research "*Utilizing Animated Videos to Improve Listening Abilities in English Language Instruction*".

LITERATURE REVIEW

Definition of Animation Video

The term "animation" is derived from the Latin word "anima," which also signifies life, soul, and spirit. Animation refers to 2-dimensional images that appear to be in motion due to the brain's ability to retain and recall previously seen images (Cinemags, 2004). The animation was originally just a collection of pieces of images that have been animated to make them look alive. In another sense, animation is a basic art form for learning how an object moves, and movement is the element that makes a character looks realistic. According to Furoidah (2009) a learning medium with a combination of video, audio, text, and image elements that

serves as instructional material providing information in learning material is known as animated video media.

A technique in making audio-visual works that are based on timing in image is called animation. Compiled images of several pieces of moving images so that they can be seen in real. Cartoons, films, photographs, puppets, and other forms of video animation are all examples of video animation.

Advantage and Disadvantage of Animation Video

Video has a number of advantages, including the ability to concentrate on topics that would be difficult to deliver in some type of classroom due to limitations like location, size, and expense. The main advantage of utilizing animation videos is that they can potentially simplify the comprehension of complex ideas for students (Ainsworth, 2008). The students' ability of listening can be increased and the target of students' comprehension also can be gained by this visual sight. Videos with visual information like gesture and emotions are used to increase comprehension because they let students see through what they can listen to and understand the video more deeply. Because students may observe language in action in natural settings, they are able to draw connections between words and images, which can aid in the analysis of their own language use or even the process of learning a new language.

However, it is essential to be aware of several disadvantages when incorporating videos into ELT. Using animated movies during teaching and learning, particularly for teaching listening skills, has several drawbacks (Cakir, 2006). The utilization of animation videos presents several major disadvantages, including inconvenience, cost, maintenance, and, in some cases, a fear of technology. Additionally, issues with sound and picture quality, as well as challenges with copies and home-made materials, may arise. Some other crucial consideration in the scenario is that the teachers should be well-versed in how to use and utilize the video. Otherwise, students will find it uninteresting and pointless.

Benefit of Using Animation Video

There are several benefits that have been found as a result of the research that has been done on using animation video as a media in language classroom. One of them is research written by Tanjung (2016) said that students' motivation and learning performance can both increase from the use of animated video media. It means that using animation videos to improve and interest students in listening activities is a good idea. The study by Oktarini et al. (2014) also found that using animated video can improve the learning achievement of EFL students better than using images.

Learners can synthesize their knowledge and understanding of major subject topics through animation produced with the goal of simplifying complicated concepts with a visually exciting design. This can be accomplished through the use of animated characters who help students through complex information, or through the use of other visually appealing designs that reinforce critical themes.

Definition of Listening

The activity of listening involves receiving and giving responses to spoken (occasionally unspoken) messages. It is one of the subjects covered in the discipline of conversation analysis and the study of language arts. There are numerous experts who provide the definition of listening. Pierce (1998) said that listening involves understanding and constructing a message from stream sound and not a passive. Understanding the phonological, lexical, and cultural system of language is necessary for this process. Howatt & Dakin, (1974) state that the ability to hear what others are saying and understand it is known as listening. Understanding a speakers' meaning involves comprehending their accent, pronunciation, syntax, and vocabulary. It's important for students learning English to use listening as basic input. Because of its complexity, it needs both understanding of the linguistic code (language form) and cognitive processing abilities (the skill process mind).

Kinds of Listening Skill

There are several main categories of listening skills, and some people are better at one or two of them than others. Building and diversifying the students' listening knowledge and skills, as well as observing how others listen, could help them succeed in all of their listening abilities. According to Straker (2014) listening divided into 11 kinds, they are:

1. Discriminative listening is the most fundamental kinds on listening is discriminative listening, which the various sounds are recognized.

2. Comprehension listening. In communication, some words in communication are more important than others, and comprehension benefits from the selection of the most relevant details and ideas from a lengthy speech.

3. Critical listening is paying attention with the intent to evaluate what has been said and forming an opinion.

4. Biased listening happens when someone listens with bias, they only pay attention to the information they want to hear, frequently misinterpreting what the other person is saying due to whatever biases and stereotypes they may possess.

5. Evaluative listening, we form an opinion regarding what the speaker has to say. The aim is to determine the truth of what is said. We generally evaluate whatever people will say as either positive or negative, acceptable or unacceptable, based on our beliefs.

6. Appreciative listening, individuals look for specific data that can be appreciated, such as that which satisfies our needs and goals.

7. Sympathetic listening, we show that we care about the other person when showing our concern for the other person, we give our paying serious attention, expressing our sympathy about their troubles, and expressing our pleasure in their successes.

8. Empathetic listening aims to gain a thorough knowledge of how other people are feeling.

9. Therapeutic listening is to use this close connection with the speaker to help that person in understanding, develop, and change in some way.

10. Dialogic listening is the activity of actively seeking to comprehend the other person and their way of thinking while conversing and exchanging ideas with them.

11. Relationship listening is essential while negotiating a deal or closing a sale because it helps the other party feel comfortable and trusted.

Based on the previous explanation, the kind of listening that used in this research was appreciative listening or informational listening. The researcher chose appreciative or informational listening skill because this research wanted to see students' understanding in receiving information in achieving goals or in the process of learning.

The Importance of Listening

Listening is important while learning a language for communication because it helps with learning pronunciation, vocabulary, word stress, and syntax. It also helps with understanding messages that are only communicated through tone of voice, accent, and pitch, which can only be done when we listen. Without a thorough comprehension of the input, learning cannot possibly progress. Furthermore, without the ability to listen, communication is impossible.

Brown (2001, p. 247) recognizes the important of listening by saying "Listening is a crucial and significant component in language learning because learners spend more time listening than speaking in the classroom." In other words, listening is essential for everyday activities since it helps in interpreting meaning.

The Difficulties in Listening

According to Pratiwi & Andriyanti (2019), The speaker, the material's context, and the physical setting are the three external factors that can be effectively dealt with to help students who have trouble listening. The first factor is from the speaker. According to Anandapong (2011), pupils have difficulties understanding what they hear since the speaker speaks very fast. Secondly, it deals with the context of the material. Cubalit (2016) found that students face difficulties in understanding when speakers use contractions in

English, which are abbreviated forms of words, such as "wanna" (want to), "gonna" (going to), and others. Consequently, individuals studying English as a second language often encounter challenges in comprehending slang/idiomatic expressions while listening. Another contributing factor to these difficulties is the physical setting in which the listening activities take place. Rost (2011), asserted that students' listening comprehension is improved by the modality of input (video or audio).

To address these external factors, students' listening skills can be enhanced by encouraging them to listen to music and watch movies to become familiar with accents and improve their understanding of spoken language. It is important to organize content context in a way that matches students' abilities. Overcoming physical setting challenges involves providing high-quality audio and a suitable environment for effective listening. To optimize the process of listening for understanding English as a second language, teachers should create language-learning situations that capture students' attention, excitement, and focus.

Process of Listening

According to the journal written by Tyagi (2013) listening involves five elements, including hearing, comprehending, remembering, analyzing, and responding. The conclusion is that when the listening process proceeds through these stages, the listening process will be effective. The response can take the form of an oral answer, or it can take the form of action as a follow-up to the response.

Definition of Teaching

Brown (2000) states that teaching is the process of guiding and facilitating learning, providing the necessary conditions for learning. It suggests that teaching is seen like an effort to create the best environments that can inspire and guide students' educational activities to gain the knowledge, skill, and goals or attitudes that may lead to changes in their behavior and development as a person.

Teaching is the planning and delivery of a series of activities intended to inspire and motivate students (Anas et al., 2021). It also entails the procedure of setting the educational

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environment, which includes classrooms, students, and instructional materials, to facilitate learning. As a result, its functions as an educational tool that guides pupils in their lives and helps them grow through the developmental tasks that they must do. It may be concluded from the definitions of teaching provided by the experts above that teaching is demonstrating or assisting someone in learning how to do something, providing guidance for studying something, and dispersing knowledge to make learning easier.

Teaching Listening

In junior high school, it might be challenging to teach a foreign language that is English. Nevertheless, motivating students to actively learn English is associated with effective teaching methods used by the teachers. Making the conditions for learning can also be said to be part of teaching, which is another effort made by teachers to improve students learning. According to Van Dozer (1997), students listen to topics that are interesting and relevant to them, in order to keep their interest and motivation.

Definition of Perception

The concept of perception describes how individuals take in information, particularly through their senses. In addition to how people see or understand things, perception can also refer to an idea, a belief, or an emotion that they have (Qiong, 2017). Perception, according to Walgito (2003), is the process by which a person thinks about a specific phenomenon. People use perception to control and interpret the impressions of their senses to provide meaning to their environment. Peoples' perceptions of an object can be either positive or negative. People can create relationships with their environment based on their perception. This relation is based on their five senses. Vision, taste, hearing, touch, and smell are the five senses.

Factor Affecting Perception

Perception is shaped by three elements: mental condition, emotional ambiance, and firm convictions or beliefs/or attitudes. While Walgito (2003) claims that two aspects influence a persons' perception, they are as follows:

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1. Internal factors are a factor that comes from an individual.
2. External factors influenced by factors like the environment, culture, stimuli, and beliefs.

Among the numerous factors that contribute to the development of perceptions mentioned above, it becomes evident that there are multiple elements influencing individual perceptions. These factors make individual perceptions different from each other and will affect individuals in perceiving a stimulus object, even though the object is really the same.

METHOD

Research Types and Design

The researcher utilized a quasi-experimental research design in this study, as described by Creswell (2014), wherein participants were not randomly assigned to groups. Instead, the study involved two distinct groups: a control class and an experimental class. In a quasi-experimental design, researchers lack full control over group assignment, unlike true experimental designs that involve randomization. Instead, participants are assigned based on existing characteristics, geographical location, or other non-random methods. In this case, the control and experimental classes were formed using such a non-random process. This design can be a practical approach when randomization is not feasible or ethical due to constraints, such as school districts, pre-existing groups, or other logistical considerations.

Research setting

This study was conducted at SMPN 1 Sendana, Majene with the subject from students at year nine. This study used cluster random sampling technique, according to Imam (2020) describes cluster random sampling as a sampling technique in which a researcher separates the population into separate groups known as clusters. From some of these clusters, several samples were chosen randomly. In this study, the researcher employed a random sampling

method to select a sample, ensuring an equitable distribution of students with similar average abilities in two distinct classes (Class IX). Due to the random sampling technique employed, every member of the population had an equal opportunity to be included in the sample. The method of taking this sample was by drawing each class by shaking it. Thus, this study selected class IX A which consisted of 30 participants as the experimental group, and IX B as the control group, which included 30 participants.

Research Instrument

This research used two instruments, namely listening test aimed to get accurate data related to improving students' listening skill by using animation videos, the researcher did a listening test that consisted of fill the blank test of 15 questions and multiple-choice test of 10 questions and questionnaire aimed to obtain accurate data related to the utilization of animation videos in learning listening.

Data collection

The data collection process in this study involved several sequential steps. Firstly, the researcher administered a pretest to the students before implementing any interventions. This pretest served as a baseline to assess the students' initial levels of understanding and proficiency. Following the pretest, the researcher introduced the treatment, which likely involved the integration of animation videos into the instructional approach. Once the treatment was applied, the researcher proceeded to conduct a posttest. This posttest aimed to evaluate the students' progress and improvements after exposure to the intervention. By comparing the pretest and posttest results, the effectiveness of using animation videos in enhancing listening skills could be analyzed.

Additionally, the researcher sought to gain insights into the students' perceptions regarding the use of animation videos in the experimental class. To achieve this, a questionnaire was administered to the students. The questionnaire provided valuable feedback on how the students perceived the incorporation of animated videos in their learning experience and its impact on their listening abilities. By following this structured

data collection process, the researcher aimed to gather comprehensive information to evaluate the effectiveness and perceptions of using animation videos in English language teaching for improving listening skills.

The Validation of the Instrument

Validity is a measure that determines whether or not instruments are effective and shows the levels of instruments' validity. A highly valid instrument has high validity. Preferably, if an instrument has low validity, it is less reliable (Arikunto, 2013). This validity test could be done by asking for judgments from experts (expert judgments). Instruments were made according to the aspects to be measured and then consulted with experts to ask for a judgment on whether the instrument was feasible or not. The instruments that used in this research had been validated by an expert from UNM lecturer who had been assigned as a validator.

Technique of Data Analysis

Quantitative data was obtained from the results of tests carried out by students. The data from this study were analyzed to see the impact of animation videos on students' listening comprehension. The researcher employed SPSS (Statistical Package for the Social Sciences) to analyze the data and calculate several key statistical measures. These measures included the mean score and standard deviation for both the pre-test and post-test scores. Additionally, the researcher used SPSS to determine the significant difference between the pre-test and post-test scores for independent samples, allowing for a rigorous examination of the treatment's impact on the students' listening skills.

In analyzing data of questionnaire this research used a range score of 1-5 to determine the students' perception of using animation videos in learning listening. Students could score each statement according to their own perception about utilizing animation videos in the listening class. The questionnaires used in this research adopted a five-point Likert scale to gauge participants' responses. This scale presented five options for participants to express their level of agreement or disagreement with the given statements.

The scale ranged from "1" representing "strongly disagree" to "5" signifying "strongly agree." Participants were prompted to choose the response that most accurately reflected their viewpoint on each statement. This research consisted of 20 items and has 10 positive and 10 negative statements. In this study, respondents who provided a "strongly agree" response to all positive statements were assigned a score of 100. On the other hand, those who responded with "strongly disagree" to all positive statements and "strongly agree" to ten negative statements received a score of 20. This scoring system allowed for quantifying participants' levels of agreement and disagreement with the statements, providing a means to differentiate their perceptions and attitudes towards the use of animated videos in language learning. The mean score and the percentage were calculated by using statistical program.

FINDINGS

Students' Listening Skill

The results of this study were obtained through test outcomes in order to address specific research inquiries. These inquiries aimed to investigate the potential effectiveness of incorporating animated videos as a means to enhance the listening proficiency of ninth-grade students at SMP Negeri 1 Sendana, Majene. The table provided (see Table 1) includes the average score and standard deviation for both the pre-test and post-test results of students from both the control class and the experimental class:

Table 1
The results of Pre-test and Post-test of the two classes

Class	Students' Mean Score		Standard Deviation	
	Pre-test	Post-test	Pre-test	Post-test
Control Class	26.00	44.93	8.120	22.838
Experimental class	25.47	60.80	10.425	20.189

Table 1 illustrates the disparities in the mean scores and standard deviations of students' listening skills between the pre-test and post-test assessments. In the control class,

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students achieved an average score of 26.00 in the pre-test, which increased to 44.93 in the post-test. For the experimental class, students obtained an average score of 25.47 in the pre-test, which significantly improved to 60.80 in the post-test. These results indicate that in both the control and experimental classes, students exhibited higher mean scores in the post-test compared to the pre-test. Furthermore, the standard deviation of the post-test scores was found to be higher than that of the pre-test scores, with values of 22.838 (post-test) compared to 8.120 (pre-test) for the control class, and 20.189 (post-test) compared to 10.425 (pre-test) for the experimental class.

This research also discovered a notable enhancement in the listening skills of students in both the control class and experimental class, as evident in the pre-test and post-test results. An independent test was conducted to ascertain if there was a significant difference in the post-test outcomes between students from the control class and students from the experimental class. The results of this test are presented in the table below.

Table 2
Significance measures

Students Learning Outcomes	Equal variance assumed			t-test for Equality of Means				
				Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		T	Df				Lower	Upper
	Equal variance not assumed	2,851	58	,006	15,86667	5,56536	4,72640	27,00694
		2,851	57,140	,006	15,86667	5,56536	4,72283	27,01051

Based on the provided table, the significance value (p-value) of 0.006 is less than the predetermined threshold of significance ($\alpha = 0.05$). This indicates that there is a statistically significant difference in the listening skills of the experimental class compared to the control class. Therefore, the null hypothesis (H0) is rejected in favor of the alternative hypothesis

(H1). These findings suggest that the use of animation videos effectively enhanced the listening skills of students at SMPN 1 Sendana, Majene.

Students' Perception of the Use of Animation Videos

The analysis of questionnaire data revealed that students had a positive perception towards the utilization of animation videos in English learning. The mean scores obtained are presented in the following table:

Table 3
Mean Score of the Students' Perception

Total Score	Total Sample	Mean Score	Classification
2318	30	77.27	Positive

The total score from the questionnaire was 2318, with the total sampling 30. The students' mean perception score regarding the use of animation videos in English learning is 77.27, indicating a positive classification. Based on the analysis of the questionnaire, the results indicate five explanations that are supported by the frequency and percentage of student responses. These findings are presented in the following table:

Table 4
Classification of the Students' Perceptions

Score	Frequency	Percentage (%)	Classification
85-100	9	30	Strongly positive
69-84	15	15	Positive
52-68	6	20	Moderate
36-51	0	0	Negative
10-35	0	0	Strongly Negative
Total	30	100	

The table above is a frequency and percentage table we can see how many students belong to the classification chose strongly positive 9 (30%), positive 15 (50%), moderate 6 (20%), negative 0 (0%), and strongly negative 0 (%). As we can see above, the results of a questionnaire to see how students' perceptions of using animation videos for learning English especially listening. Data collected from the students' response showed that most of the students had positive perception.

DISCUSSION

The research seeks to examine two key aspects: the improvement of students' listening skills through the use of animation videos and the students' perceptions of their utilization in the teaching-learning process. The researcher will now discuss the findings in relation to the following research questions:

The Students' Improvement in the Listening Skill

Based on the researcher's findings, the use of animation videos in the listening activity resulted in a higher mean score for post-test students' achievement compared to those who only used audio. In the experimental class (IX A), the mean score of pre-tests was 25.47, which significantly increased to 60.80 after incorporating animation videos as a teaching tool. On the other hand, in the control class (IX B), the mean score of pre-tests was 26.00, and it increased to 44.93 after providing the treatment using audio alone. The researcher further asserts that there was a significant improvement in students' listening skills after implementing treatments utilizing animation videos in the experimental class, while only using audio in the control class. This suggests that animation videos had a more substantial impact on students' listening skills compared to audio alone. This conclusion is supported by the significance value of 0.006, which is less than the predetermined significance level of 0.05 (0.006 < 0.05). As a result, the researcher accepts the alternative hypothesis (H1) and rejects the null hypothesis (H0).

The findings of this study provide valuable insights into the effectiveness of using animation videos in enhancing students' listening skills and fostering positive perceptions towards their use in English learning. These conclusions are consistent with previous research that has highlighted the benefits of incorporating multimedia, such as animation videos, in language instruction. Research by Asmidana et al., (2014) supports the notion that animation videos contribute to improved listening skills among students. They conducted a study with primary school students and found that the use of animated materials significantly enhanced their listening comprehension abilities compared to traditional

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instruction methods. Furthermore, a study by Laksmi et al., (2021) explored the impact of animation videos on student motivation and engagement in language learning. The research revealed that animation videos not only increased student interest and excitement but also enhanced their listening and speaking skills. Additionally, the positive perception of students towards animation videos aligns with the research conducted by (Stroo et al., 2018). In their study, they found that students expressed a preference for the use of technology, including animation videos, in language learning, as they considered it engaging and enjoyable.

The findings of this study reinforce the growing body of research that supports the effectiveness of animation videos in improving students' listening skills and enhancing their perceptions of English language learning (Anas, 2019). The incorporation of animation videos as an instructional tool carries several advantages, including increased engagement, motivation, and improved language proficiency. These findings provide valuable insights for educators and curriculum developers seeking innovative and effective approaches to enhance listening skills in language learning.

The Students' Perception of the Use of Animation Videos

This finding suggests that students have a positive perception of using animation videos as a learning media for improving their listening skills in English. The results of the questionnaire showed that the students perceived the incorporation of animation videos to be beneficial in enhancing their listening abilities. The mean score of 77.27 indicates that the students' perception falls within the positive classification. This finding aligns with previous research that supports the use of animation videos in language learning. Animation videos have been found to be engaging and effective in enhancing listening skills (Asmidana et al., 2014; Dukut, 2019; Laksmi et al., 2021). The visual and auditory components of animation videos can provide learners with a multi-sensory experience, capturing their attention and facilitating comprehension (Brand & Dalton, 2012; León et al., 2017).

Animation videos also provide learners with authentic and contextualized language input, helping them to improve their listening skills in real-life situations (Abuzahra et al., 2015; Brand & Dalton, 2012). The use of animation videos as a learning tool can create a motivating and enjoyable learning environment, leading to increased engagement and active participation (Laksmi et al., 2021). In other words, this finding supports the use of animation videos as a learning media for improving listening skills in English. The positive perception of students suggests that animation videos can effectively enhance their listening abilities. Incorporating animation videos into language learning can provide learners with an engaging and authentic learning experience. Further research is needed to explore the specific benefits and instructional strategies of using animation videos for language learning.

CONCLUSION

In conclusion, the findings of the study indicate that the use of animation videos is effective in enhancing students' listening skills. Additionally, the students' positive perceptions towards the incorporation of animation videos in English learning, particularly for listening skills, further support the effectiveness of this approach. Overall, these conclusions emphasize the benefits of incorporating animation videos as an instructional tool, which not only improves listening proficiency but also enhances student engagement in the classroom.

CONFLICT OF INTEREST

No conflict of interest reported by the authors

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ABOUT THE AUTHORS

Adelia Rizky Khumairah
Email: *adeliarizkikhumairah@gmail.com*
ORCID ID: https://orcid.org/0009-0005-8996-0562
Adelia Risky Khumairah is a student at the English Department, Universitas Negeri Makassar. She is interested in researching extensive listening, dictation, pronunciation, and ELT methodologies.

Chairil Anwar Korompot
Email: *cakorompot@unm.ac.id*
ORCID ID: https://orcid.org/0000-0002-2006-906X
SINTA ID: 6000084
Chairil Anwar Korompot graduated with a Sarjana Pendidikan degree in English language education from IKIP Manado, Indonesia, in 1993; a Master of Arts in Applied Linguistics from the University of Adelaide, Australia, in 2000; and a Ph.D. in Applied Linguistics from the University of New England, Australia, in 2014. He is a faculty member and Chair of the English Language Education Program at the English Department of the Faculty of Languages and Literature, Universitas Negeri Makassar (UNM).

Sultan
Email:
ORCID ID: https://orcid.org/0000-0002-1730-0814
Sinta ID : 6023296
Sultan is a senior lecturer at the English Department, Universitas Negeri Makassar. His research interest falls within the area of critical discourse analysis, ethnography, language psychology, narrative writing, ICT in ELT, bilingualism, and multicultural education.

Assessing Oral Communication Skills of Students in Business Administration Department

Ani Dyah Astuty* [*anidyahastuty@poliupg.ac.id*]
Politeknik Negeri Ujung Pandang, Makassar, INDONESIA

*Corresponding author: *anidyahastuty@poliupg.ac.id*

Abstract:
This research article presents an assessment of the oral communication skills of students in the Business Administration Department. A questionnaire was used to measure 95 students' self-perceived ability in oral communication for various activities. The study aimed to identify areas of strengths and weaknesses in students' oral communication skills and highlight potential areas for improvement. The findings revealed that students rated themselves low in the category of "providing training through discussions, workshops," suggesting a need for focused attention in this particular skill area. These results have implications for curriculum development and instructional strategies, emphasizing the importance of incorporating targeted training methods to enhance students' oral communication skills in the business administration program.

INTRODUCTION

In pursuit of global communication, most of the foreign language learners learn English as it serves the purpose of communicating with the people around the world. Learning English requires learners to develop speaking, reading, listening, and writing skills. While the mastery of the four main skills of the English language is essential for students in the business administration department, developing strong oral communication skills is equally critical. Having effective oral communication skill is crucial for career development since speaking skills are linked to work-related purposes, including public speaking,

interviews, debates, group discussions, and presentations (Chan, 2021; Rao, 2019; Sonnenschein & Ferguson, 2020). The skill is also frequently required for graduate in order to be desired graduate as they enter workplace (Alshumaimeri & Alhumud, 2021; Jackson, 2014; Moslehifar & Ibrahim, 2012). Moreover, Rahman (2010) emphasized that while conversational speech may come naturally to some individuals, formal speech requires specific communication skills. Lack of effective communication in important situations such as interviews, sales presentations, or legal arguments can have far-reaching consequences beyond just the speaker. By developing strong oral communication skills, individuals can navigate various personal, professional, and academic environments with confidence (Rahman, 2010).

English course has been included in the curriculum of the Department of Business Administration at State Polytechnic of Ujung Pandang since the beginning of the first semester. During final year, the English curriculum they studied was specifically focused on Business English. The primary objectives of the English course that the students undertaking are to provide them with the requisite language proficiency to thrive in the global business environment, communicate effectively, seize career opportunities, and establish a professional image that reflects credibility and competence. Students are exposed to English more frequently due to the availability of English language courses in each semester; thus, students should have proficient abilities in accordance with the objectives of learning English.

Oral assessment is crucial for business communication skill development because it helps students develop the skills that employers seek, address gaps in professional communication capabilities, and prepare students for success in management. Additionally, students can define an appropriate standard of performance, develop the capacity to judge themselves, and find areas in which they need to improve through the use of oral assessment (Grant-Smith et al., 2016; Norhasim & Mohamad, 2020). It has been shown to beneficial in assisting students in developing their oral communication abilities as well as identifying

areas in which they might improve (Grant-Smith et al., 2016). Moreover, oral assessment can also help educators identify the limitations encountered by students in assessing oral proficiency, which can inform the development of new teaching strategies and assessment methods (Norhasim & Mohamad, 2020)

This paper investigates students' perception on their oral communication skills. This students' self-assessment through questionnaire holds significant importance since it offers valuable insights into students' subjective perceptions of their own oral communication abilities, enabling researchers and educators to gain a deeper understanding of how students evaluate their own skills. This information serves multiple purposes, including identifying areas of proficiency and areas requiring improvement, informing instructional strategies, and facilitating curriculum development. The following research question was developed to guide this research: How do students perceive their oral communication skills in business activities?

LITERATURE REVIEW

Oral Communication Skills

Communication is a dynamic process that entails the interaction between two or more individuals, namely the sender and the receiver, with the primary objective of transmitting thoughts and beliefs. The ability to articulate one's thoughts and ideas clearly and fluently in spoken English is what we mean when we talk about oral communication proficiency in English. It demands mastery of vocabulary, grammar, pronunciation, as well as the topic of discussion. It incorporates both receptive and productive abilities, including hearing and speaking. (Bhatti & Shaikh, 2021). According to Brown (2001), speaking is the most fundamental part of an instrument act that can be used to build communication. A skill in oral communication is the capacity to communicate successfully via the use of spoken words. It is a necessary ability that is required in many different professions, including education, business, and social relationships, among others.

Oral communication abilities are highly valued by employers in the business world as they enable workers to effectively collaborate with others, negotiate with others, and persuade others. One of the transferable abilities that a new college graduate has to have in order to be successful in their profession is the ability to communicate effectively. When an employee has great communication skills, it benefits both the employee and the organization that they work for. Having strong communication skills is not only important for having a successful career but also makes a substantial contribution to the overall success of an organization that is a business. In terms of the students' academic careers, a number of studies have demonstrated that the development of strong communication skills is critical to the students' overall performance. Research conducted in academic institutions has shown that teachers and administrators believe that students' acquisition of strong communication skills is critical to their long-term professional success (Wahyuningsih & Afandi, 2020)

The Importance of Oral Communication Skills

Brown (2001) argues that one of the primary goals of ESL instruction is the development of students' oral communication competence or speaking skill. It has been viewed as a foundational competency that paves the way for students to acquire more advanced forms of oral and written communication. There are many facets to effective communication through speaking, not the least of which are correct pronunciation, grammar, and vocabulary choice. In addition to this, Rao (2019) emphasized that of the four core language skills, oral communication skill is considered to be the most crucial skill in learning a foreign or second language.

Since people have come to realize that studying English is as important as taking a breath, the study of the language has become more popular, especially for the purpose of job seeking or business-related matters. Before making job offers, many companies actually evaluate an applicant's competence in a large variety of oral communication skills (Hussain et al., 2021). Moreover, oral communication skills are essential for individuals in various

fields, including engineering, education, and science. The ability to communicate effectively through oral presentations, meetings, discussions, and conversations is crucial for success in these fields (Kakepoto et al., 2012). Paneerselvam & Mohamad (2019) also stated that oral communication skill is one of the fundamental knowledge and expertise areas that is emphasized as being particularly vital for new employees.

Oral communication skills are essential for success in both personal and professional contexts (Alsaleem, 2018; Chan, 2021; Moslehifar & Ibrahim, 2012; Robles, 2012). It has become increasingly important in recent years for job candidates to demonstrate their ability to effectively communicate orally in English with prospective employers due to the demanding nature of modern corporate communication. Especially for students or graduates of Business Administration Department who aspire to work in multinational companies or pursue a career in international business. They must have a strong command of the English language. English proficiency is essential for effective communication with colleagues, clients, and partners from different parts of the world. Carnevale & Smith (2013) noted the importance of effective communication in the modern American workplace. They listed the capacity to (a) listen, (b) interpret, (c) follow instructions, (d) express these instructions to others in writing, and (e) communicate them verbally as five of the top 12 most valued talents. They also pointed out that excellent communication skills were essential for most occupations. Moslehifar & Ibrahim (2012) point out that HRD trainees believe that a significant amount of focus should be placed on the acquisition of conversation skills and oral presenting skills. This was due to the fact that the trainees have regularly reported having difficulties in speaking fluently, particularly while speaking in front of an audience. On the other hand, it was believed that abilities like as being able to use the telephone and being able to provide briefings required just a minimal emphasis in HRD courses. The findings pointed out that HRD instructors should place a greater emphasis on trainees developing their oral presentation and conversational skills in order to better prepare them for their professional roles.

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Students' Challenges in Developing Oral Communication Skill in English

Learning oral communication skills is necessary for students since it supports not only their academic achievement but also their career development. Despite its importance, developing proficient oral communication skills in English may be challenging for some students, especially those whose first language is not English. One of the significant obstacles that might be experienced by students is a lack of exposure to the language. Since the students are non-native English speakers, they may not have many opportunities to practice speaking English outside of the classroom. In addition to this, students may experience difficulties with pronunciation and intonation since English has many sounds that are not present in other languages, and students may find it difficult to produce these sounds correctly. This can make it difficult for them to be understood by others and can lead to frustration and a lack of confidence.

Several studies have identified the obstacles and difficulties faced by students in developing their oral communication skills in English. Purwati et al., (2023) identified three salient factors which cause teaching EFL speaking is challenging. Those factors are linguistic, psychological, and external factors. The lack of vocabulary and improper pronunciation shown by the students are two components that make up linguistic competence. The lack of self-assurance and motivation among the students is one of the psychological issues. This study did make notice of certain external aspects, such as the availability of technological assistance for learning. According to the findings of the study, even though the students had a low level of desire for speaking English, the teachers used instrumental motivation in order to boost the students' learning motivation.

Kheryadi & Hilmiyati (2021) indicate that students face difficulties in oral presentations, particularly in the aspects of explanation and self-control. They often lack preparation, feel nervous, and lack confidence during their presentations. Grammar and pronunciation also pose challenges for some students. Moreover, Moslehifar & Ibrahim

(2012) point out top three oral communication problems faced by the trainees during their industrial training attachment were speaking fluently, asking for clarifications, and supporting opinions. In addition, regarding with the teaching and evaluation of oral communication skills, (Hussain et al., 2021) point out that there are some difficulties involving assumptions made about students' existing knowledge and abilities, the accessibility of relevant textbooks and materials, and the influence of technology on the accuracy of assessments.

METHOD

Research setting and design

This study was conducted in a micro-reality context of business English course at the business administration department of an Indonesian vocational higher education. Business Administration Department provides students with business-related skills that can be used in a variety of professional settings. By participating in the class, students get opportunities to practice their English in a simulated business environment due to the micro-reality context of the courses offered by Business Administration Department.

In this study, a quantitative approach was employed (Creswell, 2009, 2014; Harwell, 2011). Creswell (2014) suggests that quantitative research is helpful when the objective is to measure and quantify several variables. The instrument used in this study was a questionnaire which aimed to assess Business Administration Department students of State Polytechnic of Ujung Pandang. The questionnaire was used since it is a dependable and effective method for cocllecting data from a big number of participants (Harwell, 2011). Moreover, questionnaire is a cost-effective way of data collecting, which a significant factor was considering the limited resources available for this study.

Participants

In this study, there were 95 students from the Department of Business Administration involved. They were asked to fill out an online questionnaire as part of their participation.

These students were final-year students who had enrolled in English classes from the first semester to the eighth. They were selected as participants of this study since they had taken specific courses related to oral communication skills in English, including Basic and Intermediate Speaking English, Business English, and English for Oral Communication. This implies that the students had gained a wide range of English language training, which include materials and skills, aiming towards their needs as business administration students.

Data collection

In collecting the data, this study used questionnaire via Google form. The questionnaire was constructed based on business activities elaborated by Moslehifar & Ibrahim (2012), which was aimed to find out students' perceived English oral communication skills in a variety of communicative activities. The items on the questionnaire were tested for validity and reliability before being distributed to the students by pilot testing with a subset of respondents.

Following the validation procedure, the questionnaire was delivered to a total of 95 Business Administration Department students. The questionnaire consisted of items that measured the students' perception as self-assessment of their oral communication skills using a Likert scale ranging from 1 to 5; Very good (5); Good (4); Acceptable (3); Poor (2); and Very poor (1). The specific skills assessed in the questionnaire included discussing proposals, plans, designs, and projects; speaking on the telephone with colleagues or clients about job-related matters; speaking fluently; supporting opinions; asking for clarification; giving clarification; negotiations and facilitating discussions; organizing ideas during oral presentations; and summarizing main ideas by using key words in discussions.

Data Analysis

Once the data collection phase was complete, the researcher proceeded to analyze the responses. This involved listing and counting the percentage of responses for each activitiy. The data were then examined to gain insights into the students' perceived levels of

proficiency in each activity in which oral communication skill is used. Descriptive statistics were used to provide a clear description of the students' self-assessed oral communication skills.

FINDINGS

The purpose of this research is to portray the views that students have on the effectiveness of their oral communication abilities in a variety of business-related tasks. According to Moslehifar & Ibrahim (2012), the components that were presented in the questionnaire consisted of communicative actions in the English language. The students were provided with a list of specific activities that were relevant to business communication, and the student questionnaire asked them to evaluate how proficient they were in each activity. The activities were all related to different aspects of business communication. By measuring the students' assessed proficiency in the prior tasks, the goal of the questionnaire was to acquire crucial insights into the students' self-assessment of their oral communication abilities in the context of business activities done in English. Specifically, the context of these skills was business activities done in English. An inventory of these activities is provided in the table that follows:

Table 1
Frequency of Students' Oral Communication Skills in Business Activities

No	Oral Communication Activities	Very good	Good	Acceptable	Poor	Very Poor
		5	4	3	2	1
1.	Discussing proposal, plans, design, projects, etc.	8	36	38	12	1
2.	Reporting projects	8	15	52	17	3
3.	Reporting problems and offering alternative solutions	11	32	18	29	5
4.	Giving formal oral presentations on proposals, plans, designs, projects, etc.	11	23	31	26	4
5.	Making and arguing for an issue before superiors or colleagues	7	15	59	14	0
6.	Giving oral instructions to subordinates	10	37	28	17	3

7.	Speaking on the telephone with colleagues or clients about job related matters	16	36	27	14	2
8.	Establishing social Relationships with colleagues (including subordinates and superior) or clients	10	29	51	4	1
9.	Providing training through discussions, workshops, etc.	0	8	13	61	13

Table 1 contains a variety of activities involving oral communication, such as discussing proposals, reporting on projects, proposing solutions, making presentations, engaging in discussions, giving directions, speaking on the telephone, building social contacts, and providing training. Overall, it offers valuable insights into the students' oral communication assessment results, providing a quantitative overview of their proficiency levels in different communication domains. It serves as a useful tool for assessing and monitoring students' progress in oral communication skills and guiding instructional strategies to enhance their overall communication abilities. The table provides a snapshot of the distribution of students' oral communication skills across various activities. It allows for an analysis of their performance in each activity, highlighting areas of strength and areas that require improvement. Educators and stakeholders can use this information to identify specific areas where students excel and areas where additional support or instruction may be needed.

The students' oral communication skills in performing the discussion of the proposal, plan, design, and project vary across different proficiency levels. The assessment results show that the majority of students (36) received a rating of "Good" for this activity, indicating a satisfactory level of oral communication skills. Additionally, 38 students were rated as "Acceptable," suggesting a moderate level of proficiency. However, it is worth noting that there were also 8 students who received a rating of "Very Good," demonstrating a high level of oral communication skills in discussing proposals, plans, design, and projects. On the other hand, there were 12 students who received a rating of "Poor," indicating a need for

improvement in their oral communication abilities for this specific activity. One student received a rating of "Very Poor," indicating a significant challenge in effectively engaging in discussions related to proposals, plans, design, and projects. Overall, while a considerable portion of students demonstrated satisfactory and moderate oral communication skills in this particular activity, there is room for improvement among some individuals. The results highlight the need for targeted support and instruction to enhance the oral communication abilities of students, particularly those who received lower ratings.

On the other hand, the assessment highlights a mixed level of oral communication skills among students when it comes to reporting projects. While a significant number of students demonstrated moderate proficiency, there is a need to address the challenges faced by those who received lower ratings. This emphasizes the importance of providing targeted support and training to enhance students' oral communication abilities in reporting projects, enabling them to effectively convey information and findings in a clear and coherent manner. Moreover, the results also highlight a mixed level of oral communication skills among students when it comes to reporting problems and offering alternative solutions. While some students demonstrated strong proficiency, there is a considerable number who struggled to effectively communicate their ideas and propose solutions. This underscores the importance of providing targeted support and training to enhance students' abilities in reporting problems and presenting viable alternatives. By developing their oral communication skills in this context, students can become more effective problem solvers and contribute to collaborative problem-solving efforts in various settings.

Moreover, a majority of the students (61) received a rating of "Poor" in their oral communication skills when it comes to providing training through discussions, workshops, etc. A smaller number of students were rated as "Good" (8), "Acceptable" (13), and "Very Poor" (13). There were no students who received a rating of "Very Good" for this particular oral communication activity.

Figure 1
Percentage of Students' Oral Communication Skills in Business Activities
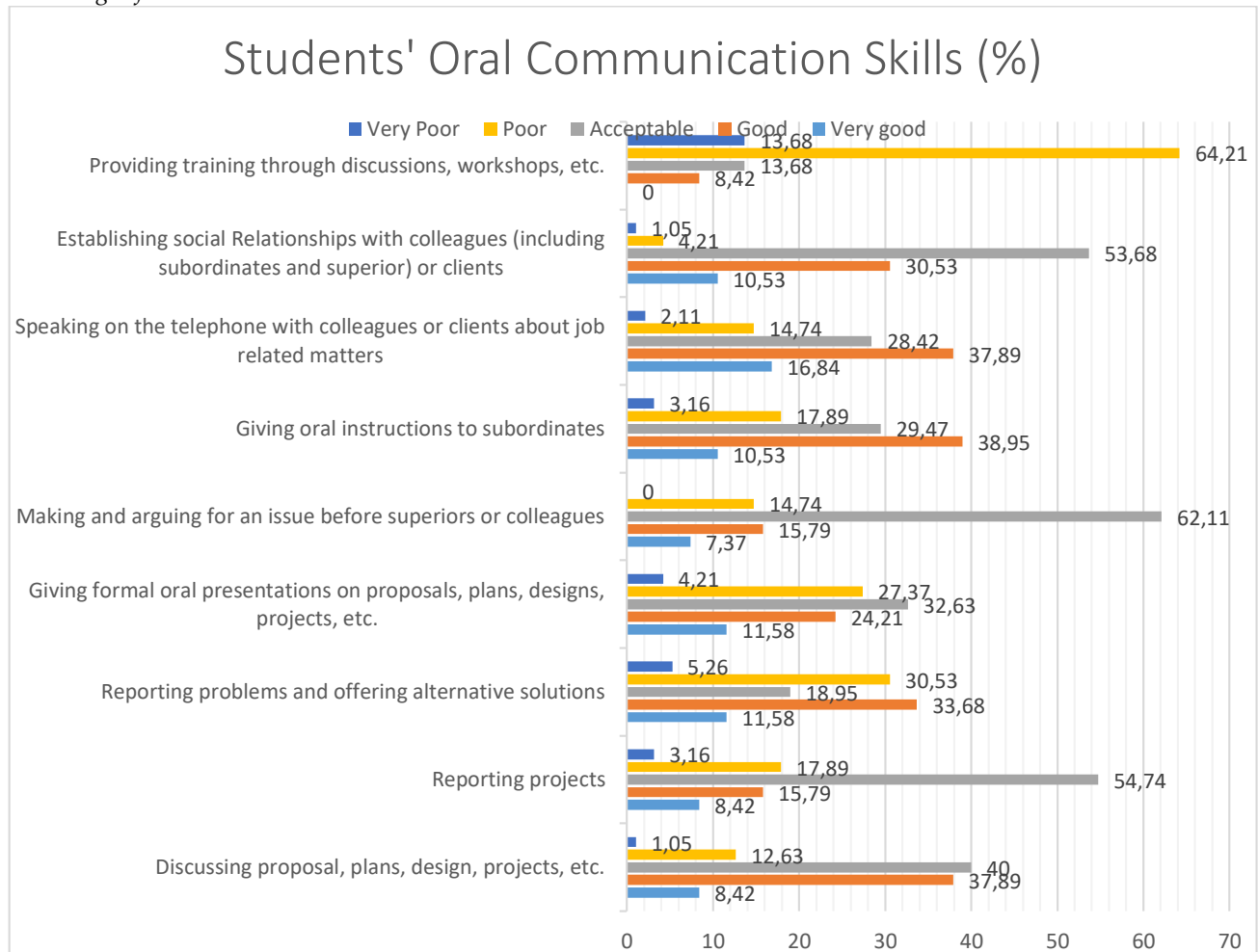
The graph presented in the study illustrates the percentage of business administration students' self-assessment of their oral communication skills across various activities. The overall evaluation indicates that students perceive their abilities to be at an "acceptable" level. It is important to note that students rarely categorize their skills as "very good" for any of the activities on the scale. This suggests that there is room for improvement and development in their oral communication competencies.

Among the activities assessed, the highest percentage of students evaluated their skills as "acceptable" was in discussing proposal/plans/design/projects, with 40% of students

falling into this category. This indicates that students feel reasonably confident in their ability to engage in discussions related to these topics.

In the activity of reporting projects, 54.74% of students rated their skills as "acceptable." This suggests that students perceive themselves as being capable of effectively presenting their project findings and outcomes. When it comes to making and arguing for an issue before superiors or colleagues, 62.11% of students considered their oral communication skills as "acceptable." This finding indicates that students have a relatively positive perception of their ability to articulate and defend their opinions or ideas in professional settings.

In terms of establishing social relationships with colleagues or clients, 53.68% of students assessed their skills as "acceptable." This suggests that students believe they possess the necessary oral communication skills to build rapport and interact effectively with others in a business context. However, it is noteworthy that the categories of "poor" and "very poor" were most frequently chosen by students for the activity of "providing training through discussions, workshops, etc." This suggests that students may perceive themselves as lacking proficiency in English language skills specifically in this area. This finding highlights the need for targeted training and development programs to improve students' oral communication skills in this particular activity. Overall, the study provides valuable insights into the self-assessment of business administration students' oral communication skills and highlights areas for improvement.

DISCUSSION

The findings of this study shed light on the perceived oral communication skills of students in the business administration department. One noteworthy observation is that a significant majority of the participants expressed a lack of confidence in their ability to effectively use English in specific business-related activities, especially when providing training through discussions, workshops, and similar contexts. This suggests that students may feel less

proficient in employing English language skills in instructional settings. Meanwhile the activity of providing training through discussions, workshops, is considered one of the most important communicative activities in English language (Moslehifar & Ibrahim, 2012).

On a more positive note, however, a considerable number of students demonstrated proficiency in other areas. For instance, most of them showed confidence in using English for reporting problems and offering alternative solutions, giving oral instructions to subordinates, and speaking on the telephone with colleagues or clients about job related matters. While some areas may need improvement, the students demonstrated proficiency in important workplace communication skills. These skills are valuable in any industry and can contribute to individual and organizational success (Alsaleem, 2018; Chan, 2021; Moslehifar & Ibrahim, 2012).

The role of the teacher is crucial in fostering the development of oral communication skills among learners. This is achieved through the deliberate organization of learning experiences that facilitate the growth of students' speaking abilities, both within the framework of the classroom and beyond. This objective is achieved through the development of engaging and pertinent educational materials (Goh & Burns, 2012). A fundamental impediment to effective teaching and evaluation of communication skills, as identified by Robles (2012), is the lack of a coherent framework for training and assessment. To address this issue, Robles advocated including communication skills into the business curriculum, along with teaching and evaluation methodologies that make use of case studies. This teaching technique would make it easier to engage students with different learning styles, allowing them to apply and develop their communication skills in a variety of unfamiliar situations. Teachers can improve their students' skill acquisition and communication proficiency by using this strategy (Robles, 2012).

In assessing oral communication skills, Hussain et al., (2021) highlight the importance of addressing factors and utilizing effective assessment methods to ensure accurate

evaluation of students' oral performance. This includes considering students' psychological factors such as addressing students' level of anxiety as high levels of anxiety, can negatively impact their oral performance (Hussain et al., 2021; Kheryadi & Hilmiyati, 2021; Purwati et al., 2023). In addition, the research highlights the role that students' prior knowledge and level of familiarity with specific subjects have in determining how well they do. Lack of familiarity or inadequate knowledge of particular topics can have an impact on how those topics are presented and how they are appraised. This shows that teachers need to take into consideration the background knowledge of their students and give suitable help to strengthen their students' oral communication skills. Effective assessment methods, as highlighted Hussain et al., (2021), can help identify areas where students may need improvement in their speaking abilities. Teachers are able to improve their students' overall performance by assisting them in overcoming obstacles to effective communication, such as nervousness, by addressing the variables that contribute to those barriers. Students can acquire the skills essential for effective communication in the workplace by engaging in activities such as these, as is evidenced by the students' level of competence in particular areas.

Finally, the results indicate that while students generally perceive their oral communication skills in business activities as acceptable, there is room for improvement. It highlights the varying levels of self-assessed competence among the participants, with distinct areas of strength and areas that require further development. The findings also emphasize the necessity of focusing on improving one's English language competence in order to engage in activities such as delivering training through talks and workshops. This information can be useful for educators and institutions in that it allows them to customize their instructional materials and training programs to meet the areas in which students feel less confident.

CONCLUSION

The findings of this study provide valuable insights for policymakers and English language educators, allowing them to prioritize areas for improvement that students identify as deficient in their language skills. The aforementioned findings demonstrate the potential to serve as a foundation for decision-making processes and the development of educational resources and curricula that effectively target and address identified areas of deficiency. Nevertheless, the research conducted has certain limitations in terms of its scope, as it predominantly relied on the collection of quantitative data through the administration of a questionnaire. In order to enhance comprehension of the students' oral communication abilities, the integration of qualitative methodologies, such as interviews or focus groups, may prove advantageous. It is imperative to acknowledge that this study exclusively concentrates on the domain of business administration and the development of oral communication abilities. Hence, additional investigation is warranted to delve into alternative domains and assess the proficiency of writing abilities. In conclusion, it is recommended that future studies be conducted to investigate instructional approaches that can be employed to augment students' proficiency in oral communication. This emphasizes the necessity for continuous research in this field to consistently enhance pedagogical methods and guarantee that students possess the essential competencies to thrive in their scholarly and vocational endeavors.

CONFLICT OF INTEREST

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ABOUT THE AUTHOR

ANI DYAH ASTUTY
Email: anidyahastuty@poliupg.ac.id
ORCID ID https://orcid.org/0000-0002-5534-8472
Scopus ID 57216615586
Sinta ID 6799375
Ani Dyah Astuty is a lecturer of English at the Business Administration department, Politeknik Negeri Ujung Pandang. Her research interest includes speaking, oral communication skills, language assessment, English for Specific Purposes (ESP), and applied linguistics.

From Inspiration to Fluency: Investigating the Effects of TED Talks on Speaking Competence in Language Instruction

Rafiqa Salwa Patty *iD [*rafiqasalwapatty@gmail.com*]
Universitas Negeri Makassar, Makassar, INDONESIA

Ahmad Talib iD [*ahmadtalib@unm.ac.id*]
Universitas Negeri Makassar, Makassar, INDONESIA

Syarifah Faradiba iD [*syarifafaradiba@unm.ac.id*]
Universitas Negeri Makassar, Makassar, INDONESIA

*Corresponding author: *rafiqasalwapatty@gmail.com*

Abstract:
This article presents the findings of a quantitative study investigating the impact of integrating TED Talks media in language instruction on students' speaking skills. The study focused on assessing the effectiveness of utilizing TED Talks videos as a resource to enhance students' verbal expression and communication abilities. The analysis of pre-test and post-test scores revealed a significant improvement in students' speaking skills following the integration of TED Talks. By incorporating authentic and engaging content from TED Talks, students were exposed to a variety of topics, expert speakers, and real-life language use, leading to enhanced fluency, vocabulary, and pronunciation. These results underscore the potential of integrating TED Talks as an effective pedagogical tool for promoting students' speaking skills in language instruction. Language educators are encouraged to incorporate TED Talks into their teaching practices to create dynamic and interactive learning experiences that foster linguistic development and effective communication. The study contributes to the existing body of research on the use of multimedia resources in language education and offers practical insights for educators seeking innovative approaches to enhance students' speaking abilities.

Keywords:
Speaking skill
TED Talks
Accuracy
Fluency
Comprehension

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INTRODUCTION

English as a worldwide academic language serves as the world lingua franca (Fang, 2017; Jenkins, 2006). The English language has been universally recognized as the standard language internationally. English learners consider it a personal skill. Everyone, especially students, desires to be fluent in English because fluency in it is crucial for students. English, has become a medium of instruction in several institutions, including high schools and higher education contexts (Khasbani, 2019). The ability to speak effectively is one of the important subjects for college students as it enables them to improve their personal and social interactions, academically and, most importantly, in their professional lives. By practicing public speaking, students can build confidence in persuading others more effectively with the ideas and opinions they want to share.

There are numerous organizations or online resources that can be used as references for learning public speaking. For example, teaching speaking online utilizing digital-mind mapping strategy (Anas et al., 2021), online video conference (Guinan, 2017), video-based resources (Shih, 2010), and online conversation (Sindoni, 2011). One of the online courses that can be used as a reference for learning public speaking is TED.com on YouTube. TED Talks can assist students in enhancing their public speaking skills (Karunakar, 2019). TED Talks are inspirational videos that involve public speaking to share experiences and inspire listeners. They not only teach public speaking but also provide insights into the speaker's life experiences.

In terms of implementation, this media is easy to use and has its own advantages. Some of the benefits include: it can serve as a source of media for students to improve their English-speaking skills (Tatyana et al., 2021), teachers can use this approach to create a forum that enhances students' speaking skills fluently and proficiently (Ahmad et al., 2022), and this method can help students understand and develop their interest in learning to speak in public. Previous studies have focused on how TED Talks videos can improve speaking skills, while this study will specifically focus on speaking skills in terms of fluency, comprehension, and accuracy (Sailun & Idayani, 2021).

LITERATURE REVIEW

Definition of Speaking

Speaking is the skill of conveying messages through spoken language, with the purpose of expressing ideas that are organized and developed according to the needs of the listener (Torky, 2006). Also, speaking is the act of using or producing verbal communication in a language, in this case, English (Richards, 2008, p. 19). This information clarifies that speaking is not merely uttering words, but it emphasizes the delivery of ideas that can be organized and developed based on the needs of the listeners or recipients of information and ideas (Anas, 2021; Anas et al., 2021). According to the curriculum, oral expression is one of the four fundamental skills that students must master and it plays a vital role in communication. Therefore, Nazara (2011) argued that speaking involves unique spoken discourse that encompasses the elements of language while considering its functions and social norms. Based on these perspectives, it can be concluded that speaking skills are one of the essential components of language learning. Furthermore, students need to acquire effective communication skills in order to succeed in their respective fields.

In line with the application of competencies, oral expression is considered one of the fundamental skills that students must master, and it plays a crucial role in communication. Speaking is the ability of an individual to effectively communicate verbally with others. It involves using language skills in real-life situations and contexts (Liao, 2009). Therefore, Nazara (2011)argues that speaking entails specific spoken discourse that incorporates the elements of language while also considering its functions and adhering to social norms. By mastering oral expression, individuals can engage in meaningful and effective communication with others. This skill enables them to express their thoughts, ideas, and opinions clearly and coherently. It involves not only linguistic proficiency but also an understanding of appropriate language use in different social contexts.

The Importance of Learning Speaking Skill

Speaking is one of the most crucial skills to develop for effective communication. It is considered one of the most challenging aspects of language learning. Mei & Masoumeh,

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(2017) stated that many language learners find it difficult to effectively express their thoughts using a foreign language. In today's world of fast-paced media and communication, a strong command of spoken English is highly necessary. According to Louma (2004), speaking skills are an essential part of the language teaching curriculum, and they are also an important aspect of assessment. Brown (2001) states that speaking is a skill that can be directly and experimentally evaluated. This highlights the significance of speaking skills for English learners, as speaking fluently is not as simple as mastering other language skills. Students are required to master various elements that constitute speaking skills, including fluency, accuracy, and reading comprehension. However, speaking skills still remain challenging for students to master.

Characteristics of Speaking Skill

According to Mazouzi (2013), learner activities should be designed with a balance between fluency and accuracy, as both are essential components of effective communication strategies. In addition, In the classroom, various types of dialogue serve important purposes. Classroom management dialogue involves the practical aspects of running the classroom, such as organizing tasks, maintaining discipline, and acknowledging students' efforts. Informal conversation allows teachers and students to discuss personal topics beyond the school environment, fostering a comfortable and supportive atmosphere. Recalling previous lessons facilitates reflection and revision of previously covered material. Additionally, dialogue aimed at gathering learners' opinions and ideas empowers them to contribute to the decision-making process and potentially shape the course content. These principles highlight the significance of diverse dialogues in promoting effective teaching and learning environments (Nation & Newton, 2009).

Hughes (2002) emphasizes that fluency allows students to speak without being interrupted and helps to keep listeners engaged. The final characteristic of speaking competence is comprehension. The purpose of speaking is to ensure that the listener understands the speaker's intended meaning. Comprehension involves the speaker's

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ability to grasp the meaning of what is being said, retain that meaning, and convey it effectively to the listener.

Definition of TED Talks

TED Talks, a platform for sharing inspiring ideas and discoveries, was established by Chris Anderson (2016). Anderson, a British American businessman, currently serves as the head of TED, a renowned non-profit organization. TED hosts an annual conference in Vancouver, British Columbia, Canada, where thought leaders, experts, and innovators from various fields deliver captivating talks. These talks are designed to spark creativity, provoke thought, and disseminate knowledge. With a focus on technology, entertainment, and design, TED Talks have become a global phenomenon, attracting a wide audience and captivating millions of viewers worldwide. The platform continues to spread innovative ideas and exciting discoveries through these 18-minute talks delivered in front of live audiences at TED conferences.

In a study conducted by Takaesu (2013), titled "TED Talks as an Extensive Listening Resource for EAP Students," the impact of TED Talks on English for Academic Purposes (EAP) students' listening skills was examined. The study highlighted the use of TED Talks as an extensive listening material that positively influenced the listening abilities of the students. By exposing students to a variety of topics and speakers, TED Talks provided an engaging and immersive listening experience. The study also explored strategies to adapt the TED Talks activity for students with lower proficiency levels, emphasizing the importance of tailoring the content and tasks to meet the specific needs and interests of the students. Overall, the research recognized the potential of TED Talks as a valuable resource for enhancing listening skills and promoting language learning in academic contexts.

Procedures of Watching TED Talks on YouTube.

TED Talks have gained widespread popularity for their inspirational and informative content (Tatyana et al., 2021). If you want to access TED Talks and enjoy their videos, you can follow a few simple steps. First, download the YouTube app from the Play Store on your mobile phone. Once you have the app, open it and use the search button to find the

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official TED Talks YouTube channel. Click on the channel to explore the wide range of videos available.

Next, browse through the TED Talk videos and choose the one that piques your interest. TED Talks cover various topics, ranging from science and technology to personal development and storytelling. Once you've selected a video, you can start watching it and immerse yourself in the speaker's ideas and insights. If you prefer to watch with subtitles, you can access the subtitled menu on the video page. By clicking on the subtitle option, you can choose the type of subtitles to apply, ensuring that you can understand the content fully. TED Talks are known for their engaging and captivating performances. The speakers deliver their talks with passion and expertise, making the viewing experience enjoyable and thought-provoking. By watching TED Talks, you can gain valuable knowledge, broaden your horizons, and be inspired by the ideas shared by renowned experts and thought leaders.

While TED Talks offer numerous benefits (Anderson, 2016; Tatyana et al., 2021), it is important to consider the potential disadvantages as well. These may include the subjective nature of the content, where some talks may resonate more with certain individuals than others. Additionally, the brevity of the talks, typically limited to 18 minutes, means that topics are often presented in a condensed manner, leaving out some complexities and nuances. Overall, TED Talks provide a convenient and accessible platform to access a wealth of knowledge and inspiration. By following the steps outlined above, you can easily download the YouTube app, navigate to the TED Talks channel, choose videos of interest, and explore the advantages and potential drawbacks of this influential platform. The following are the instructions to watch TE Talks on YouTube:

1. Download a YouTube app via the play store on your cell phone.

2. Click TED Talks legitimate YouTube channel inside the search button of YouTube.

3. click on" TED speak" account to peer the videos.

4. Choose the video which you want and be exciting to watch.

5. In case you want to apply subtitles, get entry to subtitled menu at the video web page.

6. Click subtitle, choose the type of subtitles to apply.

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The Advantages

According to Brown (2015), TED Talks offer a unique opportunity to develop critical thinking skills, particularly when faced with new or challenging information. The talks provide an avenue for viewers to engage with thought-provoking ideas and concepts, encouraging them to analyze and evaluate the content critically. This skill is highly valuable and can be acquired almost immediately through exposure to TED Talks (Karunakar, 2019).

For both students and teachers, TED Talks serve as an exceptional resource. They provide inspiration, education, and even entertainment (Anderson, 2016). The videos and animations featured in TED Talks are not only informative but also visually appealing. The production quality rivals that of top-tier television content, ensuring an engaging and captivating viewing experience. The combination of engaging visuals and well-presented ideas makes TED Talks an excellent platform for both learning and enjoyment (Kozińska, 2021).

For students, TED Talks offer a wealth of knowledge and inspiration across a wide range of subjects (Fitria, 2022). They can delve into talks related to their areas of interest, supplementing their academic learning and broadening their horizons. Teachers, on the other hand, can utilize TED Talks as a valuable teaching tool, incorporating them into lesson plans to stimulate discussions, encourage critical thinking, and inspire students. The diverse range of topics covered in TED Talks ensures that there is something for everyone, making it a versatile resource for both students and educators. Moreover, TED Talks provide an exceptional opportunity for individuals to engage with thought-provoking ideas, expand their knowledge, and enhance critical thinking skills (Brown, 2015; Sailun & Idayani, 2021). With their visually appealing presentations and well-produced content, TED Talks stand out as an excellent resource that offers both educational value and entertainment.

The Disadvantages

According to Özmen & Yucel (2019), one of the downsides of TED Talks is their duration. Due to the limited time frame, the information presented may not be comprehensive. Some

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crucial points of arguments may be left unsaid or not fully justified, potentially affecting the credibility and ethos of the speaker. While TED Talks excel in delivering condensed and impactful content, the brevity of the talks can sometimes result in a lack of depth or nuance.

Speaking skills encompass various aspects that contribute to effective communication. Mazouzi (2013)emphasizes the importance of designing learner activities that strike a balance between fluency and accuracy. Fluency refers to the ability to communicate smoothly and effortlessly, while accuracy focuses on using language correctly. Achieving a balance between the two is crucial in developing effective speaking skills. Furthermore, comprehension plays a vital role in communication processes. Understanding and comprehending the message being conveyed is essential for both the speaker and the listener. It involves the speaker's ability to convey their intended meaning clearly and for the listener to grasp and interpret the message accurately.

Moreover, while TED Talks have their limitations in terms of duration and potential lack of comprehensive information, they still serve as a valuable resource for inspiring and thought-provoking content. When it comes to developing speaking skills, finding the right equilibrium between fluency and accuracy, and ensuring comprehension of the message are key factors to consider.

Media in Teaching

Incorporating TED Talks media into the teaching process can greatly facilitate educators in delivering learning materials to students (López-Carril et al., 2020; Tilwani et al., 2022). The use of media enhances the learning experience by providing visual and auditory stimulation, making the content more engaging and accessible. By incorporating TED Talks into the curriculum, educators can capture students' interest and attention, fostering a deeper understanding and appreciation of speaking skills (Fitria, 2022).

The utilization of media in the teaching and learning process offers several benefits. Firstly, it provides a rich and diverse range of resources that can cater to different learning styles and preferences. TED Talks, with their captivating presentations and thought-provoking ideas, can inspire students and stimulate their curiosity (Anderson, 2016). The

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use of media in the classroom can also make complex concepts and information more comprehensible and relatable, fostering a deeper understanding of the subject matter.

Furthermore, incorporating media like TED Talks can create a dynamic and interactive learning environment (López-Carril et al., 2020). Students are more likely to be actively engaged and motivated when exposed to visually appealing and intellectually stimulating content. This, in turn, can enhance their interest in listening to and understanding the intricacies of speaking skills. Therefore, the integration of TED Talks media into the teaching and learning process can simplify the delivery of learning materials while simultaneously increasing students' interest and engagement in the development of speaking skills. By leveraging the power of media, educators can create a vibrant learning environment that facilitates effective communication and a deeper understanding of the subject matter.

Media Types

TED Talks indeed serve as a valuable resource for improving students' public speaking skills. Being selected as a TED speaker is a testament to an individual's ability to effectively communicate ideas. By watching and studying TED Talks, students can learn from skilled public speakers and gain insights into effective techniques for delivering engaging presentations (Romanelli et al., 2014). TED Talks exemplify inspirational videos that go beyond mere public speaking and aim to share personal experiences and inspire listeners. In addition to learning about public speaking, students can delve into the speaker's life experiences and draw inspiration and motivation from their stories. TED Talks provide a platform for speakers to convey their ideas, share their expertise, and connect with the audience on a deeper level.

By analyzing TED Talks, students can observe various speaking styles, presentation techniques, and strategies for engaging an audience. They can gain insights into effective storytelling, the use of visuals, and other elements that contribute to successful public speaking (Ahmad et al., 2022). Furthermore, TED Talks often present unique and thought-provoking ideas that can spark students' own creativity and encourage them to develop their own speaking skills. Therefore, TED Talks offer students an opportunity to learn from

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experienced speakers and improve their public speaking abilities. Through these inspirational videos, students can not only enhance their understanding of effective communication but also find motivation and inspiration to develop their own voices as public speakers.

<center>**METHOD**</center>

Research Design

In this study, a quantitative research technique was employed (Creswell & Creswell, 2018). The researcher utilized a pre-experimental research design, specifically a one-group pretest-posttest design. This design involves measuring the participants' performance or characteristics before and after a specific treatment or intervention, with a single group of participants. In this case, the researcher likely administered a pretest to assess the participants' initial levels of public speaking skills. Following the intervention, which involved watching TED Talks, a post-test was conducted to measure any changes or improvements in the participants' public speaking abilities. This design allows for the evaluation of the effectiveness of the intervention by comparing the participants' performance before and after the treatment.

Research Instrument and data collection

In this research, the primary instrument used to assess the participants' speaking skills was a speaking test. The test aimed to measure three crucial aspects of speaking: fluency, accuracy, and comprehension. These components were chosen to provide a comprehensive evaluation of the participants' overall speaking proficiency. To conduct the test, the researcher utilized TED Talks videos that were broadcasted on YouTube. The videos served as the stimulus for the participants' speaking task. The researcher carefully selected TED Talks that were relevant to the participants' language proficiency level and aligned with the research objectives.

During the speaking test, the participants were given the opportunity to watch the designated TED Talks video. After watching the video, they were instructed to engage in a conversation and share their opinions, insights, and reflections on the content they had

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just viewed. The aim was to assess their ability to effectively communicate in English by actively expressing their thoughts and ideas related to the video. The researcher played a critical role as an assessor during the speaking test. They actively listened to the participants' spoken English, paying close attention to various aspects of their speaking skills. This included evaluating the participants' fluency, which assessed their ability to speak smoothly, confidently, and without significant pauses or hesitations. Accuracy was also assessed, focusing on the participants' correct and appropriate use of grammar, vocabulary, and pronunciation. Additionally, the researcher evaluated the participants' comprehension of the TED Talks content by assessing their understanding of the main ideas, supporting details, and overall message conveyed in the video.

By employing this speaking test instrument, the researcher aimed to determine the impact of watching TED Talks on the participants' speaking abilities. Through an in-depth evaluation of fluency, accuracy, and comprehension, the researcher sought to gain insights into how TED Talks influenced the participants' speaking proficiency and their overall development as English language speakers. The utilization of TED Talks videos as a stimulus for the speaking test provided a rich and engaging context for the participants to express their thoughts and opinions. The test not only assessed their ability to speak English but also encouraged critical thinking, analysis, and effective communication of ideas. Overall, this comprehensive assessment approach allowed the researcher to gauge the participants' speaking skills before and after exposure to TED Talks and to analyze any improvements or changes in their speaking abilities.

Data analysis

The data obtained from the speaking test in this research typically underwent a comprehensive data analysis process to draw meaningful conclusions. The specific data analysis techniques employed depended on the nature of the data collected and the research objectives. The quantitative analysis involved the use of scoring rubrics or criteria to assess the participants' speaking skills. This approach involves assigning scores or ratings to various aspects of speaking, such as fluency, accuracy, and comprehension. The scores obtained were then statistically analyzed to determine any significant changes or

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improvements in the participants' speaking proficiency after watching the TED Talks. Statistical techniques, such as descriptive statistics (frequency), t-tests, or t-table, were applied to examine any statistically significant differences in the participants' speaking performance.

FINDINGS

The findings of the study can be presented in this phase, focusing on the research question that served as the problem statement for this study: "Does the use of TED Talks media improve students' speaking skills?" The analysis of the data collected from the speaking test and subsequent data analysis techniques provides valuable insights into the impact of using TED Talks media on students' speaking skills. The findings can be presented in a clear and concise manner, highlighting the key results and their implications. For example, the findings may reveal that students who were exposed to TED Talks media demonstrated improvements in their fluency, accuracy, and comprehension of spoken English compared to their pre-intervention performance. These improvements could be supported by statistically significant differences in the quantitative data analysis, indicating the effectiveness of TED Talks in enhancing speaking skills.

Table 1
Frequency and Percentges of the students' scores in pre-test and post-test.

No	Category	Score	Pre-test		Post-test	
			Frequency	%	Frequency	%
1	Excellent	96-100		0%	5	29%
2	Good	80-89		0%	2	12%
3	Satisfactory	70-79	3	18%	5	29%
4	Fail	0-69	14	82%	5	29%
	Total		17	100	17	100

Table 1 displays the results of the pre-test and post-test scores for the students' speaking skills. In the pre-test, only 3 out of 17 students (18%) achieved satisfactory scores, while the majority of students, 14 (82%), and received fail scores. However, in the post-test, the distribution of scores improved significantly. In the post-test, 5 students (29%) obtained excellent scores, indicating a high level of proficiency in speaking skills. Additionally, 2 students (12%) received good scores, signifying a solid performance in

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their speaking abilities. Furthermore, 5 students (29%) achieved satisfactory scores, indicating a satisfactory level of competence. However, it should be noted that 5 students (29%) still received fail scores, implying that there is room for improvement in their speaking skills.

These findings demonstrate that the students' scores and percentages in the post-test indicate notable progress compared to the pre-test. The fact that half of the students achieved excellent or good scores suggests a significant improvement in their speaking abilities. This positive outcome reflects the effectiveness of incorporating TED Talks media as a teaching resource to enhance students' speaking skills.

It is important to acknowledge the progress made by the students who obtained excellent and good scores. Their achievements demonstrate the impact of the intervention and highlight the potential of using TED Talks media in language learning contexts. However, attention should also be given to the students who received satisfactory and fail scores, as further support and guidance may be required to enhance their speaking abilities. In other words, the post-test results indicate an overall improvement in students' speaking skills, with a notable increase in the number of students achieving excellent and good scores. These findings underscore the positive impact of utilizing TED Talks media as a resource for enhancing students' speaking proficiency.

Table 2
The Students' Scores of Fluency in Pre-test and Post-test

No	Indicator	Mean score	
		Pre-test	**Post-test**
1	Fluency	34.6	72.6

The table presented above clearly demonstrates that the students' scores improved significantly after the implementation of TED Talk media in the teaching and learning process. This improvement is evident when comparing the scores obtained in the pre-test and post-test. In the pre-test, the students' initial scores were comparatively lower, with a majority of students receiving unsatisfactory scores. However, in the post-test, there was

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a notable increase in the students' scores, indicating a significant improvement in their speaking abilities.

These findings provide strong evidence that the use of TED Talk media positively impacted the students' speaking skills. By incorporating TED Talk videos into the teaching and learning process, the students were exposed to authentic and engaging content, which facilitated their language development. The comparison between the pre-test and post-test scores clearly demonstrates the effectiveness of utilizing TED Talk media as a tool for improving students' speaking proficiency. It highlights the value of incorporating real-life, inspiring talks into language learning activities, as it enhances students' fluency, accuracy, and comprehension. In other words, the data presented in the table confirms that the implementation of TED Talk media in the teaching and learning process led to a significant improvement in the students' speaking skills. The results provide empirical evidence of the positive impact of utilizing TED Talk videos as a resource for enhancing students' speaking proficiency.

Table 3
Frequency and percentages of the students' scores in pre-test and post-test

No	Category	Score	Pre-test		Post-test	
			Frequency	%	Frequency	%
1	Excellent	96-100	0	0%	4	24%
2	Good	80-89	0	0%	3	18%
3	Satisfactory	70-79	7	41%	6	35%
4	Fail	0-69	10	59%	4	24%
	Total		17	100	17	100

Table 3 displays the results of the pre-test and post-test scores for the students. In the pre-test, 7 out of 17 students (41%) achieved satisfactory scores, while the majority of students, 10 (59%), and received fail scores. However, in the post-test, the distribution of scores improved significantly. In the post-test, 4 students (24%) obtained excellent scores, indicating a high level of proficiency in the assessed area. Additionally, 3 students (18%) received good scores, signifying a solid performance. Furthermore, 6 students (35%) achieved satisfactory scores, indicating an acceptable level of competence. However, it

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should be noted that 4 students (24%) still received fail scores, implying that there is room for improvement in their understanding of the subject matter.

These findings suggest that the students' scores and percentages in the post-test indicate progress compared to the pre-test. The fact that half of the students achieved excellent or good scores suggests a notable improvement in their performance. This positive outcome highlights the impact of the intervention or instructional approach used. It is important to acknowledge the progress made by the students who obtained excellent and good scores. Their achievements demonstrate the effectiveness of the teaching and learning process implemented. However, attention should also be given to the students who received satisfactory and fail scores, as additional support and guidance may be beneficial for further improvement.

Moreover, the post-test results indicate an overall improvement in the students' scores, with a significant increase in the number of students achieving excellent and good scores. These findings demonstrate the positive impact of the teaching and learning process on students' performance and suggest that the instructional approach utilized, along with the integration of TED Talk media, contributed to their progress.

Table 4
The Students' Score of Accuracy in Pre-test and Post-test

No	Indicator	Mean score	
		Pre-test	Post-test
1	Accuracy	39,4	75,4

Table 4 displays the mean scores of accuracy for the students in both the pre-test and post-test. In the pre-test, the students had a mean score of 39.4 in the accuracy indicator. This suggests that, on average, their performance in accurately using language elements such as grammar, vocabulary, and pronunciation was relatively low. However, after the implementation of the intervention or instructional approach, indicated by the post-test, there was a significant improvement in the students' accuracy scores. In the post-test, the mean score increased to 75.4, indicating a substantial enhancement in their ability to use language accurately. This improvement in accuracy scores suggests that the use of

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TED Talks media in the teaching and learning process effectively contributed to the students' development of accurate language usage. By being exposed to authentic spoken English in the TED Talks videos, the students were able to improve their understanding and application of grammar rules, vocabulary usage, and pronunciation.

The substantial increase in the mean score between the pre-test and post-test demonstrates the effectiveness of incorporating TED Talks media in fostering accuracy in language use among the students. It indicates that the instructional approach, supported by the integration of TED Talks, successfully facilitated the students' improvement in this particular aspect of their speaking skills. In other words, the data presented in Table 4 reveals a significant improvement in the students' accuracy scores from the pre-test to the post-test. This improvement signifies the positive impact of utilizing TED Talks media in enhancing the students' accuracy in language use.

Table 5
Frequency and percentage of comprehension in Pre-test and Post-test

No	Category	Score	Pre-test		Post-test	
			Frequency	**%**	**Frequency**	**%**
1	Excellent	96-100	0	0%	7	41%
2	Good	80-89	0	0%	1	6%
3	Satisfactory	70-79	5	29%	5	29%
4	Fail	0-69	12	71%	4	24%
	Total		17	100	17	100

Table 5 presents the frequency and percentage of comprehension scores in both the pre-test and post-test. In the pre-test, there were no students who achieved excellent or good scores in comprehension. This means that none of the students scored within the range of 96-100 or 80-89. However, 5 students (29%) obtained satisfactory scores, falling within the range of 70-79. The majority of students, 12 (71%), received fail scores, indicating that their comprehension skills needed improvement.

After the intervention or instructional approach, as demonstrated in the post-test, there was a noticeable improvement in the students' comprehension scores. Seven students (41%) achieved excellent scores, indicating a significant enhancement in their understanding and comprehension of the material. Additionally, one student (6%)

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obtained a good score, reflecting an improved level of comprehension. Five students (29%) received satisfactory scores, indicating a maintained level of understanding. However, it is important to note that four students (24%) still received fail scores, suggesting a need for further improvement in their comprehension skills.

In other words, the data in Table 5 indicates that the intervention, accompanied by the use of TED Talks media, positively impacted the students' comprehension abilities. The increase in the number of students achieving excellent, good, and satisfactory scores in the post-test demonstrates the effectiveness of the instructional approach in fostering comprehension skills. Moreover, the frequency and percentage data presented in Table 5 highlight the improvement in students' comprehension scores from the pre-test to the post-test. The results signify the positive influence of integrating TED Talks media in enhancing students' comprehension abilities, with a significant number of students demonstrating notable progress in their understanding of the material.

Table 6
The Students' Scores of Comprehensions in Pre-test and Post-test

No	Indicator	Mean score	
		Pre-test	**Post-test**
1	Comprehension	38.6	80.4

Table 6 presents the mean scores of comprehension for the students in both the pre-test and post-test. In the pre-test, the students had a mean score of 38.6 in the comprehension indicator. This suggests that, on average, their performance in understanding and comprehending the material was relatively low. However, after the implementation of the intervention or instructional approach, indicated by the post-test, there was a significant improvement in the students' comprehension scores. In the post-test, the mean score increased to 80.4, indicating a substantial enhancement in their ability to comprehend the material.

This improvement in comprehension scores suggests that the use of TED Talks media in the teaching and learning process effectively contributed to the students'

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development of comprehension skills. By being exposed to authentic spoken English in the TED Talks videos, the students were able to improve their understanding of the content, main ideas, supporting details, and overall message conveyed. The substantial increase in the mean score between the pre-test and post-test demonstrates the effectiveness of incorporating TED Talks media in fostering comprehension skills among the students. It indicates that the instructional approach, supported by the integration of TED Talks, successfully facilitated the students' improvement in this particular aspect of their speaking abilities.

The data presented in Table 6 reveals a significant improvement in the students' comprehension scores from the pre-test to the post-test. This improvement signifies the positive impact of utilizing TED Talks media in enhancing the students' comprehension skills and their overall understanding of the material.

Table 7
The Comparison oh T-test Value and T-table Value of The Students Speaking Skill

Variable	t-test value	t-table value
Using TED talks Media	**3.702**	**1.755**

Table 7 presents the t-test value and t-table value for the variable "Using TED Talks Media" in relation to the students' speaking skill. The t-test value, in this case, is 3.702, which represents the calculated t-value obtained from the statistical analysis conducted. This value indicates the magnitude of the difference observed between the pre-test and post-test scores of the students' speaking skills.

The t-table value refers to the critical t-value from the t-distribution table, which is determined based on the degrees of freedom and desired level of significance (e.g., 0.05 or 0.01). However, the specific t-table value for the given data is not provided in the table. To assess the significance of the difference between the pre-test and post-test scores, the t-test value can be compared to the t-table value. If the t-test value is greater than the t-table value, it suggests that the difference observed is statistically significant.

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In this case, without the specific t-table value, it is difficult to determine whether the difference between the pre-test and post-test scores of the students' speaking skills is statistically significant or not. The t-table value is typically chosen based on the desired level of significance and degrees of freedom specific to the study. It is important to consult the t-distribution table or statistical software to find the appropriate critical t-value for the specific degrees of freedom and desired level of significance in order to determine the significance of the findings. Overall, Table 7 presents the t-test value and suggests a comparison with the t-table value, although the specific t-table value is not provided. This comparison is necessary to determine the statistical significance of the difference observed in the students' speaking skills before and after the implementation of TED Talks media.

DISCUSSION

Table 1 highlights a significant improvement in students' accuracy scores following the integration of TED Talks media in the teaching and learning process. The data clearly demonstrates that the use of TED Talks positively influenced students' accuracy in language use. In the pre-test, students had a moderate level of proficiency with a mean score of 39.4. However, after the intervention, their accuracy scores substantially increased, with a post-test mean score of 75.4. This improvement suggests that TED Talks provided authentic language examples, exposure to various topics, and access to expert speakers, all contributing to enhanced accuracy in grammar, vocabulary, and pronunciation (Tatyana et al., 2021). Overall, the findings confirm that the integration of TED Talks media effectively facilitated the development of students' accuracy in language use, enhancing their overall language proficiency (Karunakar, 2019).

Moreover, the incorporation of TED Talks media in the teaching and learning process resulted in a noteworthy enhancement of students' accuracy scores. The use of TED Talks provided students with exposure to authentic language usage, diverse subject matter, and expert speakers. This exposure contributed to improved accuracy in grammar, vocabulary, and pronunciation (Lhamo & Chalermnirundorn, 2021). The findings underline the effectiveness of integrating TED Talks media as a valuable resource for

fostering accuracy in language use and promoting students' overall language proficiency (Puspita & Amelia, 2020). These findings, as shown in Table 3, indicate progress in the students' scores and percentages from the pre-test to the post-test. The fact that half of the students achieved excellent or good scores suggests a notable improvement in their performance. This positive outcome highlights the effectiveness of the intervention or instructional approach utilized, including the integration of TED Talk media (Choirunnisa, 2021). It is important to acknowledge the achievements of the students who obtained excellent and good scores, as their performance demonstrates the positive impact on their speaking fluency (Fitria, 2022; Tilwani et al., 2022). However, teacher must also have the ability to utilize technology in teaching (Anas, 2019; Anas & Musdariah, 2018), as they may require additional support and guidance to further improve their teaching performance with TED. In other words, using TED-talk videos in the classroom requires instructional strategy to engage students in the learning activities (Ahmad et al., 2022).

In future research and development, it is recommended to focus on several areas to enhance our understanding of integrating TED Talk media in language instruction. Firstly, investigating the long-term effects of using TED Talks is crucial to determine whether the improvements in speaking skills, accuracy, and comprehension are sustained over time. This will provide insights into the durability of the intervention's impact. Additionally, exploring alternative instructional approaches and comparing the effectiveness of various resources and activities can help identify the most beneficial strategies for utilizing TED Talk media in language learning. Examining the impact of TED Talks on different learner groups, such as various age ranges and proficiency levels, will allow for a more comprehensive understanding of how to tailor the approach to specific educational contexts. Furthermore, extending the research beyond speaking and comprehension skills to other language domains, such as extensive listening (Gavenila et al., 2021), TED comments as reading materials (Allagui, 2020), and writing (Harb, 2020), will provide a holistic evaluation of the overall language proficiency development facilitated by TED Talks. Integrating technology and providing adequate teacher training and professional development are also crucial aspects to consider in order to enhance engagement,

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interactivity, and effective implementation of TED Talk media in language instruction (Anas, 2018; Anas et al., 2022). These efforts will contribute to continuous improvement in language teaching and learning practices and optimize learner outcomes in diverse educational settings.

CONCLUSION

The findings of this study provide valuable insights into the impact of using TED Talks media on students' speaking skills. The analysis of the collected from the test reveals that intervention, accompanied by the use of TED Talks media, positively influenced students speaking abilities. The results demonstrate improvements in fluency, accuracy, and comprehension of spoken English compared to their-intervention. The distribution in the post-test a significant enhancement in students' proficiency in speaking skills, with a notable increase in the number of students achieving excellent, good, and satisfactory scores. Furthermore, the implementation of the instructional approach led to a substantial improvement students' comprehension scores, as demonstrated by the increase in mean score from 38.6 in pre to 80.4. The-test findings highlight the effectiveness of integrating TED Talks media in enhancing both speaking and comprehension abilities among students. It is recommended that educators incorporate this instructional approach into their language teaching practices to facilitate the development of students' speaking skills and comprehension abilities. Further research can explore the long-term effects and sustainability of this intervention in improving language proficiency.

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CONFLICT OF INTEREST

No conflict of interested reported by the author(s)

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ABOUT THE AUTHORS

Rafiqa Salwa Patty
Email: *rafiqasalwapatty@gmail.com*
She is a student at the English department, Universitas Negeri Makassar and currently doing research in the area of TED talk videos as learning media to improve the students' speaking skill. Her research interest falls within the area of speaking, authentic learning, video-based materials for ELT, and English conversation and communication analysis.

Ahmad Talib
Email: *ahmadtalib@unm.ac.id*
He is a senior lecturer at the English department, Universitas Negeri Makassar. His research interest falls within the area of vocabulary, ELT methodologies, and intercultural communication.

Syarifah Faradiba
Email: *syarifafaradiba@unm.ac.id*
She is a senior lecturer at the English department, Universitas Negeri Makassar and actively participates in research on ELT and community service programs. Her research interest falls within the area of vocabulary learning, second language acquisition, ELT methodology, and language assessment.

Hybrid Learning Implementation in English for Business Communication in Indonesian Vocational Higher Education

Andi MUSDARIAH* ⓘD [_andimusdariah.am@gmail.com_]
Politeknik Negeri Ujung Pandang, Makassar, INDONESIA

*Corresponding author: _andimusdariah.am@gmail.com_

Abstract:

This article investigates the implementation of hybrid learning in Business Communication at the vocational education level. The study adopts a virtual case study approach utilizing digital narrative inquiry to collect data on teachers' strategies for hybrid learning aimed at enhancing students' business communication performance. Findings reveal that one teacher successfully developed a self-initiated hybrid learning model during explorations in this field. The teacher integrated traditional instruction with diverse online platforms like Moodle, web-cloud video conferencing, Google Classroom, and social media platforms such as Facebook and WhatsApp to teach English for business communication. In contrast, other teachers demonstrated limited implementation of hybrid learning. Notably, the level of hybrid learning implementation was significantly linked to students' business English performance outcomes. Greater utilization of hybrid learning strategies correlated with improved student performance in business communication. The research carries implications for pedagogy, underscoring the significance of employing diverse hybrid learning strategies in English teaching.

INTRODUCTION

Implementation is frequently interpreted as a sequence of purposeful and well-planned activities intended to incorporate evidence-based approaches into practical contexts (Albers & Pattuwage, 2017). In order to accomplish the primary objectives of the learning process, hybrid learning combines two or more methodologies and approaches. These

instructional design systems employ a variety of teaching and learning techniques, and their implementation varies depending on the instructors, programs, and institutions involved (Purnomo et al., 2022).

A hybrid learning system can be implemented by mixing face-to-face class and online learning in the form of asynchronous, synchronous, or a mixture of both. The adoption of hybrid learning is based on two distinct approaches, the first of which is a simple set of teaching materials that are uploaded to a web server that incorporate an email discussion forum. The second method involves integrating diverse learning materials richen in multimedia and information systems with other educational resources such as academic, assessment, communication, and discussion platforms (Lestari, 2016). Incorporating face-to-face instruction with online instruction in the format of synchronous, asynchronous, or a combination of both is known as a hybrid learning system.

The hybrid learning approach combines online and classroom instruction. While online instruction is more flexible since students may access self-learning materials through multiple platforms online at any time they choose, classroom learning requires students to attend class during the scheduled class time period (Sanpanich, 2021). Due to the fact that hybrid learning transcends several sectors and disciplines and that there are gaps in previous research regarding its implementation, there are several studies on the subject matter (Futch et al., 2016). According to (Correia, 2016), there is little research on the pedagogical approach to hybrid learning. This study attempted to fill this gap by examining the teaching strategies employed by the English instructors in higher-level vocational education.

LITERATURE REVIEW

Hybrid Learning

Around 2000 marked the emergence of hybrid learning in the classroom, and it is currently very prevalent, particularly in both commercial and academic settings. The current studies interchangeably utilizes the phrases "blended," "hybrid," "technology-mediated learning,"

"web-enhanced learning," and "mixed-mode instructional (Sharma, 2014). There are many different ways to define hybrid learning, but it is generally thought of as simply integrating conventional teaching methods with virtual educational activities. Hybrid learning has been described by (Graham, 2006) as systems that incorporate in-person education with digital classroom instruction.

Hybrid learning is the purposeful combination of in-person learning opportunities in the classroom with online learning activities. integrating the features of both asynchronous and synchronous instructional approaches is of considerable interest (Garrison & Kanuka, 2004) . Hybrid learning is described as an approach to integrating information and communication technologies with instructional planning that improve the educational experience for both students and educators. Blending allows for improved learning outcomes and experiences for the students. More effective teaching will result from the integration of delivery methods and instructional strategies (Bath & Bourke, 2010).

In order to effectively meet learning objectives, hybrid learning is a systematic design approach that openly accesses and aligns the features of face-to-face and online learning. According to (Garrison & D.Norman, 2008) hybrid learning is the knowledgeable merging of in-person and online learning experiences, bringing up several opportunities to redesign traditional activities in the classroom.

In a comparable manner, Innes & Wilton (2018) define hybrid learning as the provision of teaching and learning experiences through the blending of both online and face-to-face Through virtual communities, students may digitally interact during this technologically driven learning experience. The majority of people acknowledge that hybrid learning incorporates features of both asynchronous and synchronous online instructional alternatives and blends methods of instruction and learning from in person, mobile, and internet-based learning (Angadi, 2016). The blend of conventional classroom or online classroom experiences is, thus, the most widely accepted definition of hybrid learning.

Technology in Implementation of Hybrid Learning Based Instruction

Technological innovation, material, and pedagogical must all be combined in order to effectively use hybrid learning, and these components must be represented in both the teaching and learning processes (Embi et al., 2014). With the introduction of contemporary technology or cutting-edge media for education, the conventional teaching style that concentrated on topic knowledge has changed. According to Ghavifekr & Rosdy (2015), ICT integration will assist instructors in meeting the worldwide need to substitute conventional teaching techniques with resources and infrastructure that are based on technology.

The technology used in hybrid learning offers a number of engaging methods to enhance learning, such as instructional videos, stimulation, storage of data, database use, mind-mapping, guided inquiry, discussion, audio recordings, and the internet (Finger & Trinidad, 2002). Without adequate implementation and management in terms of distribution, instructor role, infrastructure circumstance, etc., the adoption of technological devices in the hybrid classroom can be extremely overwhelming (Alakarash & Razak, 2020).

METHOD

Material and Method

Due to the Covid19 which requires people to do the social distance, the data of the research were collected through online narrative inquiry using online video conferencing Zoom. The virtual interview questions were developed with the research study's objective in consideration. The interview protocols are divided into three parts as follows:

1. Part One questioned for historical data about lecturers, such as gender, ages, the number of years of teaching expertise, and backgrounds in education.

2. Part Two is to gather data about the used of online technology platform and online material in supporting hybrid learning environment.

3. Part Three is designed to gather data on instructors' strategies for integrating hybrid learning into their classroom practices. The interview protocol, which comprises the

interview guidelines, was the other tool employed in this study. The open-ended inquiries used in the study's interview section are connected to those used in the online questionnaire session. For this study, both quantitative and qualitative methods were utilized to collect data.

Participants

Three foreign language teachers who are currently teaching English for Business Communication in the Business Administration Department at the State Polytechnic of Ujung Pandang Indonesia participated in the study on a modest scale.

Data analysis

The qualitative element of the data was assessed thematically, while the quantitative data were descriptively constructed. This indicates that the qualitative form's data was arranged in accordance with the general trends found in the quantitative data.

FINDINGS

Participants' demographic information

Three English teachers, two of whom are men and one of whom is a woman, are the research's participants. The age range of the participants is from 36 to 50 years old. 10 to 25 years are the average duration of teaching experience. Two of the participants are MA graduates, and one is a Ph.D. graduate. These show that the majority of research participants are knowledgeable lecturers who are engaged in their teaching activities.

Hybrid learning-based instruction incorporating ICT integration

Below, we'll go into further detail about how technology is used to implement hybrid learning in the teaching of English for business communication courses. Based on the data interview, it was discovered that the implementation of Blended Learning appears at the course and activity levels in Polytechnic Negeri Ujung Pandang. During the epidemic Covid19, however, lecturers used a Fully Online Blended Learning Model that included

several online platforms such as learning management systems, Zoom, Google Meet, Google Classroom, and other social media platforms such as YouTube, Facebook, and WhatsApp.

Moodle (Modular Object-Oriented Dynamic Learning Environment)

The result from data interview showed that in the early implementation of Hybrid Learning in 2012, one of the the teacher-participant used Moodle version 2.0, one platform for Learning Management System. This can be seen from the extract of the interview with the teacher.

> "I utilized Moodle in the initial stages of my experiment with the online platform. I utilized a prior model of Moodle from 2012 to 2014. It is an open-source platform developed primarily for e-learning."(R1).

Other surprising result from the interview, that the teachers never attended any professional development trainings in using technology for pedagogical uses. He learned about the utilizing of the technology autodidact, he learned it from the internet as can be seen below:

> 'I learned about technology several years ago, however, now I feel I don't have a lot of time to learn a new technology (R3)

> 'I do not additionally attend such Moodle training. I just learnt from the internet through the YouTube channel and various internet resources'.(R1)

> 'I did not participate to any formal training; I discovered things on myself, yep, learning by doing.' (R2)

Others comment on teacher technology competency.

> 'I learnt about technology a decade ago, but today I don't think I have enough time to fully comprehend an emerging technology (R3).

Moodle is used to build personal websites with online instruction for lecturers and learners to accomplish learning objectives because of customized administration capabilities. Using plugins created by the community, Moodle enables further development and personalization of the educational settings. The result showed that the teacher did research in developing and implementing Hybrid Learning, hosted Moodle online platform on his website, he also spend his own money to support this application.

> "I managed the Moodle platform on my personal website, so I purchased a hosting site and then hosted the Moodle platform on my website." Then I began researching how to

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create an e-learning system, which I then implemented in my classroom. There was no institutional e-learning at the time. So it was entirely my decision to use the platform on my own."

After two years of early Hybrid Learning adoption, the educator chose to discontinue using the Moodle application due to concerns about the platform's efficacy and user-friendliness

"In 2015, I decided to discontinue using this platform due to its ineffectiveness." In terms of what I call "user friendliness." It was not accessible for beginners, particularly students with poor digital competence. So it was tough for me to maintain employing this platform since, as you know, we require further preparation to work with it. It was quite demanding, so I decided to quit it completely in 2015."

Apart from the platform's effectiveness, additional reasons for teachers to give up Moodle include its user-friendly design and the platform's lack of interactivity.

"I discontinued it in 2015 for several reasons, including: 1) the platform was not practical, 2) the user interface was unattractive to me, so I was required to perform plenty of settings for its improved application, 3) it was neither engaging nor live interaction with the students and 4) we needed a website developing competence for hosting the platform within a web cloud or on a campus server."

The teacher discovered that integrating technology was difficult not only for teachers owing to a lack of technological competence, but also for students due to their comprehension of the platform employed.

"My experience actually included the students, and my problem at the time was that it was quite challenging to me to navigate that platform because it was not exclusively about my expertise with the platform, but it also related to the student's acceptability of Moodle." It appeared to be unfamiliar to them, therefore the students were unable to determine how to utilize the platform. It was challenging for students, and they were incapable to navigate the platform. (R1)

In respond to this challenge, the lecturer (R1) periodically briefed the students about how to use the LMS.

"So it took me quite a while to train students in order to engage securely via a learning management system."

Respondent 2 (R2) saw the situation from another perspective.

"I believe the platform is simple for students to use because they are millennial who are acquainted with technology." The students' issues are limited to the internet connection" (R2).

Institutional Online Platform Using Moodle Version 3.7

The pandemic Covid19 compelled all institutions worldwide, including Politeknik Negeri Ujung Pandang (PNUP), to switch from conventional instruction to only distance learning. As a result, PNUP mandates instructors to utilize the institutional digital platform, which can be accessible at https://elearning.an.poliupg.ac.id. Nevertheless, just a small number of the lecturers were acquainted with this kind of platform. To prepare for this circumstance, PNUP e-learning administrators conducted a brief online course in each department, which had been attended by all professors. In addition, PNUP has developed a tutorial to demonstrate how to utilize this platform. The excerpt below demonstrates the various reactions of lecturers to this regulation.

> "We had training in ways to utilize Moodle just recently or a few weeks ago." I only want to point out that it is not a straightforward procedure since, as you know, Moodle is not easy to navigate, and it takes time to grasp all of its features. You will need time to comprehend the functionality of this Moodle, in addition to how to interface it with different platforms and become acquainted with the Moodle's instructions. But I don't think it's an issue for me because I'm already acquainted with that platform (R1).

> I've taken the brief training to use the institutional LMS offered by campus and I think it's vigorously but complicated, therefore I've opted not to employ it very often (R3).

> Other teachers stipulated, that "Some people claim it's convenient for us to navigate this platform because it's accessible for free because the institution has provided tutorials to assist educators who intend on employing this platform." It's not that straightforward; e-learning might be challenging for individuals who are inexperienced with the platform. This is accessible to certain people. Not all lecturers can." That is why I avoid using the institutional learning management system." (R2)*Google Classroom*

The data collected from virtual interviews with the research respondents revealed that when an issue emerged concerning the high usage of web-cloud videoconferencing services such as Zoom, Google Meet, or Jitsi during The global epidemic Covid19, the teacher was compelled to examine a different distance learning platform, Google Classroom. He

transitioned from a synchronous platform, Zoom, to an asynchronous mode platform, Google Classroom, after investigating and discovering it. The interview excerpt is provided below.

> "Google Classroom has grown in prominence in recent years. Let us say, after the global pandemic I've currently used this platform likewise. I haven't gained much experience with this platform yet because it's unfamiliar to me, and I'm simply searching for potential ways to use it. I also do research to further comprehend the platform." (R1)

A Web-Cloud Video Conferencing Platform

According to the findings of the virtual interviews, all instructors employed web-cloud video conferencing platforms such as Zoom and Google Classroom to deliver the curriculum. A year after deciding to discontinue using Moodle version 2, the instructor (R1) kept on searching for any other platform that may be utilized in teaching English for Business Communication. He began utilizing Zoom, a web-cloud video conferencing software, in 2016.

> "I continue to investigate any potential platform for my teaching, and I have finally discovered a newly developed platform, the video conferencing platform." This refers to the platform we are currently using. Zoom was the reason." (R1)The data gained from virtual interview that in delivering the material all teachers used web-cloud video conferencing platform; Zoom and Google Classroom

Zoom

Based on the data obtained from the virtual interview, a year after deciding to discontinue using Moodle version 2, the instructor (R1) continued to look for alternative platforms that may be utilized in teaching English for Business Communication. He began utilizing Zoom, a web-cloud video conferencing software, in 2016.

> "I continue to investigate any prospective platform for my teaching, and I have finally discovered an emerging platform, the video conferencing platform." This is the platform we are currently using. Zoom was the reason." (R1)

The instructor worked tirelessly to learn about the potential of utilizing Zoom in his teaching, and he recognized that the platform was appropriate for teaching considering Zoom was originally designed for commercial reasons.

> "Then. I investigated and implemented the platform, then looked into the various options for delivering the material via the internet. The platform was actually fairly user-friendly at that moment. So, I'm convinced that are several issues we must address,

and we demand a lot of investigation within this field to figure out the most effective methods of improving the usage of this platform. I believe that there is nevertheless a long way to go towards rendering online learning efficient and adaptable. We must seek out everything, considering this educational, and utilize Zoom or any additional sort of platform as a teaching instrument. So we need to investigate if this can be utilized for teaching because it was originally developed for business purposes. Yes, the customers of Zoom are primarily employees or individuals who work in a company, but it wasn't intended primarily for instruction." (R1)

After long exploration the teachers found that Zoom was good application for teaching social sciences like language teaching. All respondents have good responses about the use of Zoom in teaching English for Business Communication. As a result, the teachers discovered that Zoom was an excellent tool for teaching social sciences such as language. "All participant responded positively to the use of Zoom in teaching English for Business Communication

“So I would like to look at the potential of implementing this platform for instruction. As progressed, I discovered that this platform actually proves beneficial for teaching topics, particularly for social science and language classes that are conceptual rather than experiential. (R1)

"One of the benefits of using Zoom for instruction is the fact the platform offers multiple features that can be readily used, such as online presentations, file and document sharing, and online chat (R2)."

"With Zoom, we may conduct presentations online, share documents and files, participate in a chat (ask questions), organize the participants, practice speaking, listening, as well as video sharing, and so on" (R3).

In terms of adaptability, one participant stated "Zoom is an adaptable and excellent platform.

“The website is an outstanding real-time platform where we may communicate digitally with the kids via live-streaming video. As a result, I believe this is a representative platform." (R2)

According to the aforementioned comment, the instructor regarded Zoom was an excellent tool since it allows English teachers to interact with their students together in a frictionless atmosphere to get more accomplished. Zoom's capabilities enable English teachers to investigate and evaluate the four competencies through dynamic student interactions. Zoom may make classes more engaging along with to screen sharing.

"There are a lot of things we need to discover and enhance behind this, but we also need a lot of encouragement and other things." Maybe I'm going to have to modify or enhance the effectiveness of this platform later." (R1)

Social Media

In accordance with the findings from the interviews, two of the respondents employed social media sites such as WhatsApp, Facebook, and YouTube, while another research participant rejected the opportunity to utilize the platform.

"I simply utilize it for interactions, instead of using it for instruction with students, real-time interaction I'm considering I had been searching for a platform whereby I could employ for real-time communication with a student." I started to accomplish this via platforms for social media such as Facebook and WhatsApp as a mechanism for mediated interaction. "I name it Facebook-mediated interactions or a social media platform for communicating with students" (R1).

Since 2014, I used FB as a teaching tool. I organized a private group and then distributed the content to it. I further utilized the group to facilitate interaction between instructors and learners and to promote communication among students. Furthermore, students may exchange and upload their coursework using the app's interface. (R2)

I never employ social media for instruction, but I regularly employ WhatsApp for communicating with students, such as sharing the link to the participant list and introducing class activities (R3).

It is evident that the participants exclusively employed WhatsApp to communicate with the students. The findings obtained from the virtual interview with the instructor reveal that the restricted real-time interactional characteristics of both Facebook and WhatsApp are the primary cause for the instructor's refusal to utilize these prominent social media platforms as a method of instruction.

"Because platform like WhatsApp and Facebook has limited features for building real time interactions with a students. FB and WA are designed for communications. They are not designed for teaching. (R1)

"As platforms like WhatsApp and Facebook have restricted functionalities for creating real-time interactions with students." FB and WA are intended for interaction. Those are not meant at instructional." (R1)

Nevertheless are several alternatives for merging social media with other online teaching platforms in his Hybrid Learning development program.

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"That is correct, but we continue to explore several of the opportunities for integrating this platform with other platforms in order to develop a comprehensive Hybrid Learning." Everything is conceivable. In my professional life, I just use it to develop communication for specific subjects, to ensure that students can view and command. It wasn't designed for real-time interaction" (R2).

The Level of Hybrid Learning Adoption

Hybrid Learning was implemented among lecturers in this study in a variety of methods, namely Rich Implemented Hybrid Learning (RIHL), Moderate Implemented Hybrid Learning (MIHL), and Poor Implemented Hybrid Learning (PIHL). Rich Implemented Hybrid Learning (RIHL) is characterized by the most frequent use of Hybrid Learning in teaching Business English at all different stages of instruction: preparation, implementation, and assessment. It is particularly notable for the diversity of technologies used in the classroom instructional approach (R1).

The participant designated as Moderately Implemented Hybrid Learning (MIHL) is the instructor who implemented Hybrid Learning for fifty percent of the course and used fewer technological devices (R2). Poorly Implemented Hybrid Learning (PIHL) refers to teachers who use Hybrid Learning at least frequently in their classrooms (R3).

Based on the research, participants with the most advanced and intermediate degrees use Hybrid Learning at all levels of teaching, including planning, instructional practice, assignment, task, and assessment or evaluation. Discovering relevant references and supplementary resources, searching for trustworthy internet information, generating syllabi and assignment varieties, and designing models and approaches for teaching Business English are all instances of teaching readiness.

The tasks part may include uploading homework mostly through Google Drive or YouTube, inquiring about the sorts of tasks, and reading and comprehending the instructions for each assignment. Finally, tasks for evaluation include assessing students' assignments, providing feedback, and reflecting on their advancement. The examination or evaluation of learners' business presentations utilizing a rubric in the form of formative tests such as quizzes, midterms, and finals.

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Two participants use a variety of apps to perform Hybrid Learning, involving Edmodo, Google Classroom, Web-based learning, Macromedia Flash, , Zoom video-conferencing, the institutional learning management system, and Google Meet.

The participants also use social media platforms such as Facebook and the WhatsApp application. Furthermore, the instructor employed the web-based tool for sharing "YouTube" in the Hybrid Learning class since those applications are more appealing and versatile. One participant utilized email to distribute materials and tasks to learners, then Zoom to provide feedback on the assignments.

DISCUSSION

To have excellent teaching in the teaching and learning process, the adoption of Blended Learning involves the combination of three components: technology, content, and pedagogy. Initially, one of the participants (R1) used Moodle, an open source e-learning software platform which was created by Martin Dougiamas. Teachers can leverage Moodle to develop captivating online courses that encourage interaction among their students. Moodle allows instructors to create material and blend activities into stages that guide learners via pre-structured learning paths (Dvorak, 2011). Moodle is a free educational platform that enables instructors to develop their own personalized website with innovative courses allowing them to expand their learning whenever and wherever they selected. The learning management system Moodle's open source platform features may be customized to match the needs of the user (Sulisworo et al., 2016).

Moodle is used for hybrid learning, distance education, flipped classrooms, and other e-learning attempts in schools, universities, enterprises, and other sectors (Josemary & Dechsubha, 2018). Moodle is built on constructivist principles and pedagogical practices, according to (Şahin Kızıl, 2014). As stated in Dvorak (2011) there are no upfront costs arising from obtaining the program, and there are neither license nor registration charges. Moodle is open-source software, which implies that all updates, consents, facilities and tutorials are freely.

After coping with Moodle's shortcomings, the teacher turned to Google Classroom, which was added to Google Apps for Education in 2014. Through the free web-based service Google Classroom, Google Account Apps for Education are connected with all Google Apps, including Google Docs, Google Mail, and Google Calendar. These characteristics can be integrated for support with a school activity. The features include several collaboration components such as peers adapting validating, and assessing. Furthermore, Google Classroom enables users to connect with one another and collaborate on projects (Subandoro & Sulindra, 2019).

The use of a platform including Google Classroom, which enables teachers to quickly develop and organize tasks, provide feedback effectively, and interact with their classes online or through blending learning, has many benefits over the conventional classroom teaching method (Sukmawati & Nensia, 2019). The tool can make it simple for lecturers to administer the classroom, including assigning work, interacting, and monitoring materials. With all these tools for collaborative classroom activities, Google Classroom might be considered to facilitate collaborative learning in some extent. All that is required to use Google Classroom is digital competence, particularly for the elderly cohort of lecturers and for the students who haven't had a lot of exposure to digital technologies.

The data gathered throughout the virtual interview revealed that the teacher continued to search for a platform appropriate for teaching English for Business Communication one year after opting to discontinue the use of Moodle version 2 and eventually discovered Zoom. It is the market pioneer in modern corporate live communications, according to (Guzacheva N, 2020) with an easy, trustworthy cloud-based solution for audio and video meetings, interaction, chat, and conferences across mobile devices, cellphones, and room configurations. Zoom is an online service that provides Conferencing and Webinars, as well as document sharing and video conferencing.

The participants additionally utilized social media platforms as the beneficial findings of previous research conducted in several countries such as India, India, Turkey, Saudi

Arabia, and Nigeria on the efficacy of mobile learning and the application of social media platforms to explore the effectiveness of mobile technology in promoting Hybrid Learning courses (Barhoumi, 2015) and fulfill mobile learning objectives (Boyinbode et al., 2017) to increase students' communication competencies, self-assurance, and English engagement (Maulina et al., 2022).

The delivery of materials, discussions and question and answer, assignments, and feedback on student performance are all part of the instructional work. The instructor used online video conferencing platforms such as Google Meet, Zoom, and Jitzi to provide the lessons in the hybrid learning system. The teachers used both authentic and non-authentic resources to teach English for Business Communication. Written material, motion pictures, ads, and pictures are examples of authentic materials, whereas non-authentic materials are those that have been developed specifically for teaching, which include ESP printed sheets, business podcasts, electronic books, audio, and corporate vocabulary examination (Anas et al., 2020). For adopting hybrid learning, all participants selected the Flipped Approach. The flipped hybrid learning technique was effective in establishing an optimal balance between information delivery and student autonomy. It highlighted the cultivation of critical thinking abilities and individual learning for students (Uluçınar et al., 2017)

CONCLUSION

Lecturers in this study employed Hybrid Learning in various ways, including Rich Implemented Hybrid Learning (RIHL), Moderate Implemented Hybrid Learning (MIHL), and Poor Implemented Hybrid Learning (PIHL). It may be inferred that the more diverse the application of Hybrid Learning in teaching English for Business Communication, more favorable the outcome of students' business English performances. This study aimed to broaden scholarly understanding of Hybrid Learning instruction in teaching English for Business in Indonesian Vocational Higher Education. This study has pedagogic consequences regarding how vital it is to use different types of hybrid learning in English instruction. For

the successful application of hybrid learning, teachers must demonstrate their technology understanding, subject knowledge, and pedagogical expertise.

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CONFLICT OF INTEREST

No conflict of interest reported by the author

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ABOUT THE AUTHOR

Andi Musdariah
Email: andimusdariah.am@gmail.com
ORCID ID 0000000290292777
Scopus ID 57219143813
Sinta ID 6041319
Andi Musdariah is a lecturer at Business Administration Department, State Polytechnic of Ujung Pandang, Indonesia. She obtained her master's degree in English Language Study from Hasanuddin University. She received her doctoral's degree from Makassar State University. Her interests are Hybrid Learning, ICT in Education, Classroom Management and Project Based Learning.

How to Prepare a Project-Based Business English Presentation in the Vocational Higher Education Context

Farida AMANSYAH* [*faridaamansyah710@gmail.com*]
Politeknik Negeri Ujung Pandang, Makassar, INDONESIA

Chenee M. DINO * [*cheneedino@gmail.com*]
Far Eastern University, Manila, PHILIPPINES

*Corresponding author: faridaamansyah710@gmail.com

Abstract:
This article presents the process of preparing project-based business English presentations in the vocational higher education context. It emphasizes the relevance of these presentations in preparing students for the workforce by developing practical skills. The article provides a comprehensive guide, covering topic selection, research, presentation organization, and the development of language and communication skills. Likewise, it offers strategies for delivering engaging presentations, managing anxiety, and handling questions. The importance of evaluation, self-reflection, and ongoing improvement is highlighted. By following the guidelines offered in this article, students can enhance their communication abilities, gain confidence, and effectively showcase their business English skills in a vocational higher education setting.

INTRODUCTION

Within the realm of vocational higher education, the ability to deliver impactful business English presentations holds tremendous significance for students aspiring to thrive in the professional world (Anas et al., 2022). These presentations serve as a pivotal tool for honing practical skills and equipping individuals with the essential competencies demanded by contemporary workplaces (Musdariah et al., 2016). This article delves into the intricacies of preparing project-based business English presentations specifically tailored for the vocational higher education context, providing

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valuable insights and guidance. Despite the increasing recognition of project-based learning in vocational higher education and the importance of business English presentations for preparing students to thrive in their professional endeavors, there is a notable absence of comprehensive guidance on effectively preparing and delivering project-based business English presentations tailored to the vocational higher education context. Existing literature predominantly focuses on general presentation skills or business English language proficiency, without providing specific strategies and approaches that address the distinct requirements and challenges faced by vocational higher education students. As a result, there is a clear need for research that explores optimal practices, methodologies, and tools specifically designed to assist vocational higher education students in successfully preparing and delivering project-based business English presentations, while considering the industry-specific knowledge and skills crucial for their future careers.

The journey commences with the crucial task of selecting an appropriate topic, urging students to opt for projects that seamlessly blend relevance and alignment with their course objectives. By thoughtfully choosing practical business subjects, students can forge a direct connection between classroom learning and real-world applications, fostering their confidence in delivering a presentation (Marcel, 2015). To establish a strong foundation, comprehensive research efforts are advised, enabling students to gather reliable information and data pertinent to their chosen topic (Hanifa & Yusra, 2018). This entails sourcing material from reputable sources and implementing proper citation techniques. A well-informed presentation not only showcases expertise but also instills confidence in both the presenter and the audience (Medina & Avant, 2015). A paramount aspect of successful presentations lies in the organization and structure employed. Students are guided in crafting a cohesive framework that flows smoothly, encompassing an engaging introduction and a compelling conclusion. By emphasizing the significance of these pivotal elements, students can leave a lasting impact and effectively convey their intended message.

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Developing language proficiency and effective communication skills form the bedrock of delivering a compelling business English presentation (Bhatia & Bremner, 2012; Sweeney, 2003). In doing so, students are encouraged to expand their vocabulary and familiarize themselves with industry-specific terminology relevant to their chosen project. They are also introduced to effective communication strategies, such as clear pronunciation, appropriate intonation, and the skillful utilization of visual aids, body language, and eye contact (Jothi et al., 2015; Lee & Oh, 2013). Moreover, ample opportunities for practice and constructive feedback are provided, enabling students to refine their presentation skills and continually enhance their performance. Such opportunities include the actual delivery of the presentation which necessitates the adept management of nerves and anxiety to ensure a confident and engaging performance. Alongside this, strategies encompassing relaxation techniques and positive self-talk are recommended to help students overcome stage fright and deliver their presentations with poise and assurance.

Engaging the audience throughout the presentation is another crucial aspect that should not be underestimated (Stuart, 2013). Students are introduced to various techniques and approaches to captivate and maintain the attention of their listeners. By incorporating interactive elements, compelling narratives, and thought-provoking visuals, students can create a captivating and memorable experience for their audience. Part of audience engagement necessitates effectively handling of questions and feedback which is yet another vital skill that students must master. They are encouraged to actively listen to questions, provide thoughtful responses, and engage in constructive dialogues with their audience. This skill not only demonstrates a deep understanding of the topic but also showcases their ability to think critically and communicate persuasively. Evaluation and assessment serve as integral components of the students' learning process. Clear criteria are delineated to assess the content, language proficiency, and delivery of the presentation. By establishing individual and group goals, students are motivated to strive for excellence and consistently push themselves to achieve improvement.

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UNDERSTANDING THE CONTEXT

Vocational higher education in Indonesia pertains to specialized educational programs that focus on equipping students with practical skills and knowledge essential for specific professions or industries. It aims to prepare students for the workforce by emphasizing the application of the theory in real-world settings (Fairman et al., 2020). In the context of business administration students, vocational higher education programs aim to enhance their competencies in various business-related areas, including management, marketing, finance, and entrepreneurship (Musdariah et al., 2021). In this setting, business English is a mandatory subject that highlights the significance of language proficiency and effective communication skills in the business realm (Wen, 2022). It focuses on the use of English for professional purposes such as presentations, negotiations, and business correspondence. By developing their business English skills, students are equipped to communicate effectively in a business environment where English is widely used as a global language of commerce. Such is anchored on the notion that business communication skill is needed to become at par with the global standards. In fact, effective communication in dealing with customers and peers was identified as one of the skill trends of 2023, alongside digital skills, data visualization and management skills (The Job Skills, 2023).

The unique requirements of vocational higher education in Indonesia for business administration students revolve around practical applications and industry relevance (Mahirda & Wahyuni, 2016). The curriculum is designed to provide hands-on experience and foster a profound understanding of business principles and practices. Students engage in real-world scenarios, case studies, and industry-specific challenges to enhance their critical thinking and problem-solving abilities. Moreover, vocational higher education in Indonesia aims to prepare students for the local job market by aligning the curriculum with industrial needs and trends. Such exhibits continuous change in the educational landscape of Indonesia, placing graduates of vocational schools to be competitive and responsive to

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the challenges of the industry (Putro et. al, 2022). This ensures that graduates possess the sought-after skills and knowledge required by employers in the business sector. Ultimately, the goal is to enhance students' employability and career prospects by equipping them with the necessary competencies to succeed in their chosen professions within a dynamic business landscape. Given this, academicians and scholars continuously reflect on how students can be competent, attempting to build a framework of reference in Business Communication while underscoring a graduate's ability to contribute in the job market (Wahyuni et al., 2018).

PREPARING FOR THE PRESENTATION

Conducting Research

Conducting research is essential in the preparation of a presentation as it allows presenters to acquire in-depth knowledge, ensure accuracy and credibility, identify relevant and up-to-date information, enhance the quality of content, and add value and depth to their presentation.

In addition to these benefits, conducting research also enables presenters to anticipate and address potential questions or counterarguments that may arise during the presentation. By thoroughly researching their topic, presenters can anticipate different perspectives and viewpoints, allowing them to prepare well-thought-out responses and engage in meaningful discussions with their audience. Gathering information about the audience and the context of the presentation are essential during the preparation stage. To become a good presenter, Mauludin (2019) suggests being prepared in aspects such as materials, the setting and equipment available during the presentation, and these can be part of any speaker's initial step in gathering information. Understanding one's audience and context of delivery can enable the speaker to establish good connection (Mauludin, 2019). With the audience carefully considered as part of the preparation, the speaker increases the credibility of their presentation (DeCaro, Adams & Jefferis, 2022).

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Moreover, research provides presenters with the opportunity to discover and incorporate compelling examples, case studies, and real-world applications, making their presentation more relatable and impactful. By showcasing the practical relevance of their topic through well-researched evidence, presenters can capture the interest and attention of their audience, creating a memorable and persuasive presentation experience. Thus, conducting research is a fundamental step that can contribute to the overall success and effectiveness of the presentation.

Organizing the Presentation

Organizing a successful business presentation involves eight steps. It begins with careful planning which involve understanding of the audience and having a well-defined objective (Pinson, 2008). The next step is structuring the content by dividing it into sections with seamless transitions, and utilize visual aids to enhance the presentation's impact. Following this step is engaging the audience through interactive elements and encourage participation for active learning. Equally important is having practice and refining the delivery, paying attention to tone, body language, and pace, while seeking feedback for improvement. Completing this step is preparing for the question-and-answer session and managing time effectively. By following these steps, a business presentation can captivate the audience, convey the message clearly, and achieve the desired objectives. These steps are elaborated in Table 1.

Table 1
Organizing a business presentation

Steps	Descriptions
Understand your audience	Prior to arranging your presentation, it is important to obtain a comprehensive comprehension of your intended audience, encompassing their level of knowledge and areas of interest. Tailor your content and manner of delivery to cater to their particular requirements.
Define the objective	It is crucial to clearly define the purpose of your presentation and the specific outcome you intend to accomplish, whether it is to inform, persuade, or inspire your audience. This clarity will keep you focused and enable you to deliver a well-structured and cohesive message.

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Structure the content	Structure your presentation by dividing it into coherent sections that seamlessly transition from one to the next. Start with a captivating opening that grabs the audience's attention and provides context for your topic. Organize the main body of your presentation into key points or topics, supported by appropriate data, examples, and visuals. Finally, wrap up with a concise summary that highlights the main takeaways and ends with a compelling call to action, encouraging the audience to take the desired next steps.
Utilize visual aids	Elevate the quality of your presentation by incorporating visual aids, such as slides or graphics that effectively reinforce your key messages. These visual elements serve to enhance audience engagement and comprehension. It is important to maintain a consistent visual framework throughout your presentation to ensure a polished and cohesive appearance that aligns with your content. By doing so, you create a professional and visually appealing presentation that effectively supports and complements your overall message.
Engage your audience	To maintain a high level of audience engagement, integrate interactive elements into your presentation, such as thought-provoking questions, interactive activities, or relevant case studies. These elements encourage active participation and foster a deeper connection between the audience and the material being presented. By creating opportunities for interaction and involvement, you promote active learning and increase the audience's understanding and retention of the information. Encouraging participation also helps to make the presentation more memorable and impactful, as it allows individuals to actively apply the concepts being discussed, fostering a more immersive and engaging learning experience.
Practice and refine	To ensure a polished and effective presentation, it is crucial to dedicate time to rehearse and become familiar with the content. During rehearsal, pay close attention to your tone of voice, body language, and pacing. Practice delivering the presentation in a confident and engaging manner, aiming for a natural flow. Seeking feedback from trusted colleagues or recording yourself can provide valuable insights and help you refine your presentation skills. By actively reviewing and incorporating feedback, you can make necessary adjustments to improve your delivery, enhance clarity, and increase overall impact. Rehearsing and seeking feedback are essential steps in becoming a more effective and persuasive presenter.
Prepare for Q&A	In preparation for your presentation, it is important to anticipate potential questions that may arise from the audience. Take time to consider different perspectives and potential areas of interest or concern. By anticipating these questions, you can be better prepared to provide thoughtful and well-informed responses. When addressing questions during the presentation, demonstrate confidence in your knowledge and expertise on the subject matter. Respond in a professional and respectful manner, ensuring that your answers are clear, concise, and relevant to the inquiry. Engage in active listening, acknowledging the questioner and maintaining a positive and respectful tone throughout your response. By addressing questions effectively, you enhance your credibility as a presenter and create a favorable impression among your audience.

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Manage time effectively	To demonstrate respect for your audience's time, it is essential to deliver your presentation within the designated timeframe. Practice your presentation with a timer to ensure that you can effectively cover all the essential points while allowing ample room for interaction and discussion. Time management is key to maintaining engagement and preventing the presentation from feeling rushed or incomplete. By rehearsing and timing your presentation, you can adjust your pace and make necessary adjustments to ensure a smooth flow within the allotted time. This enables you to strike a balance between delivering the core content and allowing for valuable audience participation, fostering a more interactive and meaningful experience

Developing Language and Communication Skills

Developing language and communication skills is essential for successful business presentations (Hargie, 2006). Effective communication allows presenters to convey their message clearly and engage their audience. It involves using strong language skills to articulate ideas concisely and employing persuasive techniques to captivate listeners. By adapting language and communication style to the audience, presenters can establish rapport and build trust (Barker, 2019).

Proficient language and communication skills are particularly crucial in a business context. They enable presenters to deliver complex information in a clear and understandable manner, showcasing professionalism and expertise (Kumar & Lata, 2015). Strong communication skills also enhance the presenter's credibility, instilling confidence in the audience. Continuously honing these skills empowers presenters to deliver impactful presentations that resonate with their audience, leading to successful outcomes.

Effective communication strategies

Effective communication strategies are crucial for presenters as they enable the clear delivery of their message, ensure audience understanding, and achieve the desired impact. These strategies help presenters engage and connect with their audience, convey ideas persuasively, and deliver information in a memorable and meaningful way.

Key strategies for effective communication during presentations include using clear and concise language, organizing content in a structured manner, incorporating visual aids

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to enhance understanding (Kernbach et al., 2014), actively listening to the audience, employing engaging delivery techniques, and adapting to the audience's needs. By implementing these strategies, presenters can effectively communicate their message, hold the audience's attention, and create a presentation experience that is both engaging and impactful.

Practice and feedback

Practice and feedback play a vital role in preparing for a business presentation as they contribute to the improvement and refinement of both content and delivery. Practicing allows presenters to become familiar with the presentation's flow, internalize key points, and deliver the content confidently (Asnur, 2013). Through practice, presenters can identify areas that require further development, adjust timing, and ensure a cohesive and smooth presentation. Moreover, practice helps presenters enhance their delivery skills, including voice projection, body language, and eye contact. By rehearsing, presenters become more comfortable with their presentation style, enabling them to effectively engage the audience and maintain their attention (Asnur, 2013).

Additionally, seeking feedback from others is invaluable in improving the presentation's quality. External feedback provides fresh perspectives and insights, highlighting strengths and areas for improvement. It allows presenters to make necessary adjustments, refine their content and delivery, and tailor the presentation to better resonate with the audience. Feedback also helps presenters gauge the audience's understanding and perception, enabling them to make targeted improvements. Therefore, incorporating practice and feedback into the preparation process is crucial for a successful business presentation. It allows presenters to enhance their confidence, refine their delivery skills, and receive valuable insights to improve the overall quality and impact of their presentation.

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In the classroom setting, feedback also plays an important role in improving student's overall performance. In a study conducted by Santos (2021) among technical-vocational livelihood students (TVL), the researcher recommends that teachers use varied tools in teaching and assessing students' communication skills. Part of which is using analytic rubric in assessing the latter. With the use of such tool, the learners can be provided feedback about their performance.

DELIVERING THE PRESENTATION

Managing nerves and anxiety

One of the indicators of successful presentation is the ability to manage nervousness and anxiety, requiring a presenter to have a high motivation (Tanaka, 2022). To overcome the feeling of anxiety during a presentation, the implementation of strategies suggested in relevant literature can prove highly beneficial for students, ultimately leading to improved performance. According to Asnur (2013), these strategies encompass five aspects: Firstly, maintaining a positive mindset towards the audience, the content of the speech, and oneself as the speaker is crucial. Secondly, thorough preparation is essential, encompassing the organization of presentation materials, creation of effective PowerPoint slides, and attention to personal appearance, speech delivery, and overall physical well-being. Thirdly, engaging in rehearsal and practice with the guidance of supervisors and colleagues plays a significant role. This includes receiving feedback on grammar, pronunciation, and overall performance. Fourthly, cultivating self-confidence is emphasized, which can be achieved through comprehensive preparation, positive thinking, a polished appearance, physical well-being, and a genuine smile. Lastly, incorporating relaxation techniques both prior to and during the presentation can help manage anxiety levels.

Engaging the audience

Engaging the audience can be done through creating effective slide presentations (Medina & Avant, 2015). Well-designed slides serve as visual aids that support the presenter's

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message, promote comprehension, and encourage active participation. To ensure audience engagement, it is important to consider key aspects of slide creation. This includes selecting visually appealing designs and layouts that align with the presentation's theme. By employing suitable colors, fonts, and graphics, the slides can convey the intended atmosphere and enhance visual appeal (Kernbach et al., 2014). In addition, the slide content should be concise, relevant, and logically organized. Avoiding information overload and opting for bullet points, images, or diagrams that effectively convey key points can optimize audience comprehension. High-quality visuals, such as charts or infographics, can also enhance engagement and facilitate understanding.

Integrating subtle visual effects, such as animations or transitions, can further captivate the audience's attention and sustain their interest (Zelazny, 2006). However, it is important to use these effects judiciously, ensuring they enhance rather than distract from the core message. Furthermore, incorporating interactive elements into slide presentations can foster audience participation. Embedded quizzes, clickable links, or interactive prompts encourage the audience to respond, ask questions, or provide feedback. This interactive approach creates a more immersive experience, fostering a stronger connection and facilitating better understanding. Therefore, developing impactful slide presentations is a valuable strategy for engaging the audience. By focusing on design, content organization, visual effects, and interactivity, presenters can create a captivating presentation experience that effectively communicates their message and promotes audience engagement.

Handling questions and feedback

Efficiently managing questions and feedback is of utmost importance in a business presentation as it enables presenters to actively engage with the audience, address any uncertainties or concerns, and enhance the overall effectiveness and value of their presentation (Anderson, 2013). Firstly, skillfully handling questions and feedback showcases the presenter's expertise and credibility, thus providing thoughtful and well-

informed responses to establish themselves as knowledgeable professionals in their field, earning the audience's trust and confidence in the information being presented.

Secondly, questions and feedback offer valuable opportunities for clarification and further exploration, thus opening an opportunity for a dialogue and discussion (Carless, 2016). They allow presenters to delve deeper into specific topics, elaborate on key points, and provide additional examples or evidence to support their arguments. This interactive dialogue ensures that the audience comprehends the content thoroughly and helps rectify any potential misunderstandings or misconceptions. Moreover, engaging with questions and feedback encourages active participation from the audience, creating an atmosphere of inclusivity and involvement. Such interaction not only enhances the audience's learning experience but also enables presenters to assess the audience's level of understanding and adapt their delivery accordingly.

Furthermore, embracing questions and feedback demonstrates the presenter's willingness to listen, learn, and grow. Constructive feedback provides valuable insights and suggestions for improvement, enabling presenters to refine their content, delivery style, and overall presentation skills (Rosa et al., 2016). This iterative process fosters continuous growth and development in delivering impactful presentations. Therefore, effectively managing questions and feedback is essential in a business presentation as it allows presenters to engage with the audience, establish credibility, clarify information, and cultivate an interactive environment. By skillfully addressing questions and feedback, presenters can elevate the quality and impact of their presentations, enhance audience comprehension, and continuously refine their presentation skills.

EVALUATION AND REFLECTION

Self-reflection

Self-reflection is a crucial aspect of delivering a business presentation as it empowers presenters to evaluate their performance and identify areas for improvement. Through self-

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reflection, presenters can gain a deeper understanding of their strengths and weaknesses (Grez et al., 2009). This can allow the presenter to (1) evaluate and refine their content; (2) assess deliver style and techniques; (3) gauge impact to audience; and (4) make necessary adjustments.

They can critically analyze their delivery style, content organization, and audience engagement strategies. By identifying areas that require enhancement, presenters can focus on honing their skills and refining their presentation approach. In addition to assessing personal strengths and weaknesses, self-reflection allows presenters to evaluate the effectiveness of their content and messaging. Presenters can reflect on whether their message was clear, concise, and tailored to the audience's needs. By analyzing the content, presenters can identify gaps or areas that need further elaboration or supporting evidence. This evaluation enables them to refine their content and ensure future presentations are more focused and compelling, resonating with the audience more effectively.

Furthermore, self-reflection helps presenters assess their delivery style and techniques. They can reflect on their tone of voice, body language, and overall stage presence. By examining these aspects, presenters can gauge how they influenced audience engagement and perception. For example, using a video-assisted self-reflection (VASR) can help presenters evaluate their oral English presentations (Li, 2018). Self-reflection enables presenters to make necessary adjustments, such as improving vocal modulation, utilizing effective gestures, or enhancing their overall stage presence. This process allows presenters to elevate their delivery and create a more impactful and confident presentation experience for the audience. Therefore, self-reflection is a fundamental practice for presenters preparing for a business presentation. It enables them to evaluate their performance, identify areas for improvement, and refine their approach. By assessing personal strengths and weaknesses, evaluating content effectiveness, and reflecting on delivery techniques, presenters can enhance their presentation skills and deliver more engaging and impactful presentations.

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Peer-reflection

Peer-reflection is an essential component of delivering a business presentation as it offers valuable insights and perspectives from colleagues or peers. It positions the presenter to (1) external viewpoints on the presentation; (2) opportunities for collaboration and knowledge sharing; (3) the culture of continuous improvement; (4) supportive environment; (5) growth and improvement.

Seeking feedback from others provides an external viewpoint on various aspects of the presentation, including content, delivery style, visuals, and audience engagement (Hattie & Timperley, 2007). This external perspective allows presenters to gain a more comprehensive understanding of how their presentation is perceived by others, helping them identify strengths and areas for improvement. In addition to the external viewpoint, peer-reflection promotes collaboration and knowledge-sharing. Engaging in constructive discussions with colleagues or peers allows presenters to tap into their collective expertise and experiences. Colleagues may have encountered similar presentation scenarios or possess unique insights to offer. By seeking feedback, presenters can learn from their colleagues, gather fresh ideas, and refine their presentation approach based on the collective wisdom of their peers. This collaborative approach not only enhances the quality of the presentation but also fosters a culture of continuous improvement.

Moreover, peer-reflection creates a supportive and encouraging environment. By establishing a safe space for open and honest feedback, presenters can receive constructive criticism from their colleagues. This environment nurtures personal and professional growth, enabling presenters to discuss their strengths and weaknesses openly, exchange ideas, and receive guidance on how to improve their presentation skills. The supportive nature of peer-reflection allows presenters to build confidence, refine their delivery, and explore new strategies to engage and connect with their audience. Therefore, peer-reflection plays a pivotal role in delivering a business presentation by providing an external

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viewpoint, promoting collaboration and knowledge-sharing, and fostering a supportive environment. For example, Capp et al. (2018) assert that learning together through peer tutoring can grow learners' socio-emotional need. By seeking feedback from colleagues or peers, presenters can gain valuable insights, refine their presentation approach, and ultimately deliver more effective and impactful presentations. The collaborative nature of peer-reflection facilitates growth and improvement, helping presenters enhance their skills and create meaningful connections with their audience.

CONCLUSION

In the context of vocational higher education, the proficiency to deliver influential business English presentations carries immense importance for students aiming to excel in their future professional endeavors (Anas et al., 2022). Mastering the art of conducting project-based business English presentations in the vocational higher education context is crucial for students aiming to thrive in the professional world. Through comprehensive research, effective communication strategies, meticulous organization, and continuous practice, students can develop the necessary skills to deliver impactful presentations. Engaging the audience, handling questions and feedback, and seeking self-reflection and peer-reflection further contribute to their growth and improvement. By honing these essential presentation skills, students can confidently navigate the demands of the business world, effectively communicate their ideas, and make a lasting impression in their chosen field. Moreover, recognizing the significance of teamwork is crucial within this framework, as it allows for the integration of various viewpoints, stimulates innovation, and guarantees a comprehensive presentation. By cultivating a collaborative environment and leveraging the collective abilities and proficiencies of team members, students can craft compelling presentations that resonate with the audience. In doing so, the student does not only have to establish connection with their peer but also with their teacher, who can provide meaningful feedback and support as they journey with the project. Ultimately, the mastery

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of project-based business English presentations alongside an appreciation for teamwork empowers students to thrive in their vocational higher education pursuits and equips them for triumph in their future professional endeavors.

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ABOUT THE AUTHORS

Farida Amansyah
Email: faridaamansyah710@gmail.com
ORCID ID: https://orcid.org/0000-0003-0516-2765
Scopus ID: 57219911549
Farida Amansyah is a senior lecturer at the business administration department, Politeknik Negeri Ujung Pandang. She is also a member of the Center for Business English and Computer Assisted Language Learning (CBE-CALL) research group. Her research interest falls within the area of English for Specific Purposes (ESP), business English, business English correspondence, business English communication skills, and ELT methodology.

Chenee M. Dino
Email: cheneedino@gmail.com
ORCID ID: https://orcid.org/0000-0002-3802-0272
Scopus ID: 57193682762
Chenee M. Dino is a faculty of the Department of Graduate Studies and Transnational Education of Institute of Education, Far Eastern University-Philippines. Her research interest includes computer-mediated communication and English language teaching.

Mastering Workplace English: A Book Review of 'English for Business Communication' by Mable Chan

Reviewed by

Piangchan MOFFATT [madammoffatt@kru.ac.th]
Kanchanaburi Rajabhat University, Nong Bua, THAILAND

Waode Ade Sarasmita UKE ⓘD [wd.ade_sarasmitauke@uho.ac.id]
Universitas Halu Oleo, Kendari, INDONESIA

*Corresponding author: *wd.ade_sarasmitauke@uho.ac.id*

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INTRODUCTION

Although business English books have been extensively published during the last two decades (Bhatia & Bremner, 2012; Emmerson, 2010; Sweeney, 2003; Talbot, 2009), this book, "English for Business Communication" by Mable Chan (2020), is a comprehensive textbook designed for business professionals learning business English or workplace communication. This encompasses both verbal and written forms of English

while integrating the latest research in business communication. The book centers on contemporary business communication realities, encompassing English usage in social media and the notion of communicative competence. It thoroughly examines email communication, informal English, and English for social interaction. Moreover, the book delves into persuasive messaging and offers an accompanying e-resources website with genuine workplace genres and pertinent research studies.

CONTENTS

Chapter 1: This chapter focuses on the dynamics of communication within the workplace, encompassing both written and spoken aspects. It sheds light on the transformative effects of social media tools and technology on communication culture. The chapter provides an overview of recent developments in written and spoken workplace communication, outlining the themes covered in subsequent chapters of the book. One of the main topics discussed is the prominence of email as the primary written communication method in the workplace. The chapter underscores its significance and ease of use in modern business interactions. Furthermore, it delves into the increasing relevance of oral communication in specific fields like engineering, banking, and healthcare. The ultimate goal of this chapter is to impart a comprehensive understanding of the principles that govern effective workplace communication, emphasizing their critical role in different professional contexts. Effective communication in the workplace is valued and can help in career advancement. The chapter emphasizes the need for business English to be concise and simple, following the concept of plain language. This approach saves time, effort, and money, and is widely recognized and appreciated in various sectors and professions. The chapter also highlights the differences between spoken and written communication and explains the significance of adapting messages to different formats. In other words, this chapter aims to equip the reader with the knowledge and skills necessary for successful communication in the workplace. The chapter concludes with post-reading activities.

Chapter 2: This chapter emphasizes the importance of understanding not only the language accuracy but also the appropriateness of using and responding to language in different contexts. The chapter covers distinct differences in business English and provides practical advice for effective workplace communication. It advises using simple and common words, avoiding the passive voice when the active voice is suitable, and eliminating unnecessary words. The chapter also highlights the importance of discourse competence for producing and comprehending different types of oral and written texts. Additionally, it explores strategies for overcoming communication problems such as rephrasing, gestures, and clarification requests. The chapter concludes by discussing the purpose and nature of business English and offers insights into business reports, presentations, informal English, socialization, meetings and negotiations, interviews, and appraisal interviews. It presents research findings and provides practical tips for success in each area.

Chapter 3: In the chapter "Email and Emerging Social Media," the book discusses the significance of email as a communication tool in the workplace and highlights its various communicative purposes, such as general communication, sharing information, customer service, and personal business. It also briefly mentions the emergence of social media platforms in the workplace. The chapter provides insights into the features and format of email, emphasizing its flexibility and efficiency. Also, it aims to equip readers with knowledge and skills for effective communication in the digital age. From this chapter, readers should understand the importance of effective workplace communication and the principles that govern it. They should learn the significance of using concise and simple language, as demonstrated by the plain English campaign. By applying these principles, readers can become valued and advance in their careers. The chapter also highlights various aspects of business communication, such as presentations, informal English, small talk, negotiations, and interviews, providing practical tips and insights for success in these areas

Chapter 4: In the chapter on conveying negative and goodwill messages, readers are provided with valuable insights on effectively delivering bad news or negative messages in the workplace while maintaining goodwill. The chapter covers various aspects such as the challenges faced by managers, principles and strategies for de-emphasizing negative messages, occasions that require negative or goodwill messages, channels to use for conveying negative messages, and guidance on preparing effective negative and goodwill messages. It also emphasizes the importance of establishing and nurturing goodwill in business communication. This chapter equips readers with the necessary knowledge and skills to navigate the delicate task of conveying negative messages while fostering positive relationships in a professional setting.

Chapter 5: In this chapter, readers are introduced to essential communication strategies aimed at influencing, engaging, and empowering others. It provides a comprehensive overview of various persuasive tasks that individuals may encounter in their workplace or daily life, ranging from persuading subordinates, colleagues, or customers to even addressing the public or peers. The chapter delves into persuasive techniques employed by professionals and celebrities across different sectors. A key focus of the chapter is on the significance of language features, encompassing both content words and grammatical words, in attaining successful persuasion. Understanding the power of language and its nuances is crucial in effectively influencing others. Moreover, the chapter delves into the necessary skills for achieving persuasive communication, which includes grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. These skills collectively contribute to mastering effective communication and strategic persuasion in various professional scenarios. In other words, this chapter provides valuable insights into the strategies and techniques essential for successful persuasion in professional situations, emphasizing the role of language and diverse competencies in achieving persuasive communication.

Chapter 6: The chapter covers the effective use of persuasion in enquiry and invitation messages. It explains the purpose and structure of these messages and provides examples and strategies for persuasive communication. For enquiry messages, the chapter focuses on the importance of requesting actions and presents research on the main moves in these messages. It also discusses workplace requests and responses to requests. Regarding invitation messages, the chapter emphasizes the use of persuasion through directing and politeness behavior to commit the reader to future action. It also highlights cultural differences in persuasive appeals. Overall, the chapter provides valuable insights into using persuasion in both enquiry and invitation messages to enhance workplace communication.

Chapter 7: In this chapter, the focus is on formal analytical business reports and proposals. Business reports are organized and objective presentations of facts needed to make decisions and solve problems, while proposals seek permission to undertake further studies or investigations. The chapter begins by discussing the reasons for the increase in report writing, such as business expansion, globalization, and government requirements. It then explores the structure of business reports, comparing the commonly depicted structure in textbooks with authentic business reports. The essential sections of a business report include the introduction, methodology, findings/discussion, conclusions, and recommendations. The chapter also covers the purpose of each section and provides examples. It concludes by discussing the methodology section, the importance of data interpretation in the findings/discussion section, and the purpose of the conclusions and recommendations sections. Overall, the chapter provides guidance on writing formal business reports and proposals, highlighting the key differences between the two and emphasizing the skills required for effective communication in the workplace.

Chapter 8: The chapter on making oral presentations provides valuable guidance on delivering effective speeches. It highlights the importance of a strong closing, summarizing the main points in three key messages, and presenting information concisely. The chapter

also emphasizes the need to plan the presentation carefully by understanding the purpose and audience, managing time effectively, and creating visually appealing slides. It advises against overwhelming the audience with excessive information and suggests ending with a positive note and assigning a task to engage the listeners. Also, the chapter aims to enhance presentation skills by providing practical strategies for engaging the audience and conveying messages effectively.

Chapter 9: This chapter offers readers practical and effective techniques for engaging in small talk with colleagues in the workplace. It integrates valuable research findings specifically geared towards second language learners of English for business communication. Moreover, the chapter delves into the significance of informal English and English used for socialization, aspects that are often overlooked in conventional business communication courses or textbooks. The chapter also provides insights into conducting engaging conversations in professional settings. It emphasizes the importance of understanding social judgment and using this knowledge to foster meaningful interactions. The ultimate aim of the chapter is to equip readers with the necessary skills and confidence to effectively socialize and participate in small talk, thereby enhancing their interpersonal communication in the workplace. Therefore, readers will be better prepared to engage in successful and meaningful conversations with their colleagues.

Chapter 10: This chapter discusses the importance of meetings in the workplace and their various purposes, such as problem-solving, decision-making, and consensus-building. It highlights that meetings are the most dominant form of spoken communication and explores different types of meetings, including information meetings and decision-making meetings. The chapter also delves into the challenges and difficulties associated with meetings, such as understanding different accents and interrupting effectively. Furthermore, the chapter emphasizes the significance of negotiation skills in effective workplace communication. It provides guidance on how to be an effective leader or participant in a meeting, prepare well, and take effective minutes. It also introduces the

concept of negotiation, defining it and outlining the keys to success in negotiations. In other words, the chapter equips readers with the necessary knowledge and skills to engage in successful business meetings and negotiations.

Chapter 11: This chapter explores two main types of interviews commonly found in the workplace. Employment interviews are personally interactive processes where individuals ask questions to determine the qualifications of a person for employment decisions. On the other hand, appraisal interviews provide the basis for decisions regarding promotions, salary raises, and set developmental goals and performance targets. The chapter also discusses the importance of effective questioning skills and interview structure for interviewers. It also highlights the critical preparation and assessment criteria for interviewees. By reading this chapter, readers will be able to understand what makes interviews effective and how to be a successful interviewer. Furthermore, the book covers communication skills, critical listening models, and provides examples of interactions between appraisers and appraisees, where the appraiser helps the appraisee understand their weaknesses in a certain area and develop career goals. It provides valuable insights and guidance on employment and appraisal interviews for both interviewers and interviewees.

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AUTHOR'S ARGUMENTATION

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Some potential academic arguments about the book are as follow:

1. Practical and relevant content: One argument could be that the book provides practical and relevant content for students and professionals in the field of business communication. It covers both written and spoken English, incorporating current trends such as social media and email communication. This can be seen as valuable for individuals seeking to enhance their English language skills in a business context.

2. Research-based approach: Another argument could focus on the book's research-based approach. By incorporating up-to-date research in business communication, the book

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ensures that learners are exposed to the latest theories and practices in the field. This can be seen as a strength, as it provides learners with a solid foundation and helps them stay current in an evolving business environment.

3. Comprehensive coverage: The book's comprehensive coverage of various aspects of business communication could be seen as advantageous. From analyzing persuasive messages to exploring informal English and socialization, the book addresses a wide range of topics relevant to effective workplace communication. This comprehensive approach can be beneficial for learners looking to develop a well-rounded skill set.

4. Application of theory: Additionally, an argument could be made about the book's emphasis on applying theoretical concepts to real-world scenarios. By providing examples and explaining findings, the book helps learners understand how to apply these theories in practical situations. This approach can enhance the relevance and effectiveness of the learning experience.

5. Persuasive techniques: Lastly, an argument could be made about the book's incorporation of persuasive techniques. In discussing Aristotle's three modes of persuasion or Professor Robert Cialdini's six weapons of influence, the book assists learners in developing persuasive communication skills. This can be valuable for professionals who need to persuade others and make compelling proposals in a business setting.

CONCLUSION

By reading the book ,readers can expect to gain a comprehensive understanding of effective communication in a business or workplace setting. They will learn both spoken and written English skills specific to business communication, including email writing, social media usage, conveying negative and goodwill messages, persuasive messaging, formal business reports/proposals, making oral presentations, and socialization skills. The book provides practical strategies, tips, and analysis of various workplace communication scenarios, allowing readers to improve their English communication skills and succeed in their

professional endeavors. Additionally, the book offers post-reading activities and questions for reflection to further enhance learning and engagement with the material.

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ABOUT THE REVIEWER

Piangchan Moffatt
Email: madammoffatt@kru.ac.th
Piangchan Moffatt is an experienced educator from Thailand. She has a background in teaching English and has been involved in various educational contexts, including vocational colleges and universities. With a passion for engaging students in autonomous, collaborative, and authentic learning, Moffatt has implemented innovative teaching methods in her classes.

Waode Ade Sarasmita Uke
Email: wd.ade_sarasmitauke@uho.ac.id
ORCID ID: https://orcid.org/0000-0002-9375-034X
Waode Ade Sarasmita Uke is an English lecturer at English Education Department of Halu Oleo University, Indonesia. Her research interest includes Teachnology-Enhanced Language Learning, and TEFL, digital literacy, and teacher professional development.

RIAL-EJ
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About the journal

Research and Innovation in Applied Linguistics-Electronic Journal (RIAL-EJ) is a scholarly publication that follows a rigorous double-blind review process and offers mentoring to authors. It serves as a platform for disseminating cutting-edge research and innovative practices in the field of Applied Linguistics. The journal specifically focuses on publishing high-quality articles, including research papers, reviews, book reviews, and perspective pieces, with a particular emphasis on English for Specific Purposes (ESP) and vocational English education.

RIAL-EJ aims to showcase studies that contribute significantly to the advancement of English language teaching and learning within vocational contexts. By exploring topics related to ESP and vocational English education, the journal provides valuable insights into the effective use of English in professional settings. Authors are encouraged to align their submissions with these areas of focus to ensure their work is relevant and impactful.

The journal publishes new issues twice a year, in February and August, providing a regular and timely platform for scholars and practitioners to share their findings and perspectives. Before submitting a manuscript, it is advisable to consult the journal's guidelines and ensure that the proposed topic aligns with the journal's scope and objectives. RIAL-EJ strives to maintain the highest standards of scholarly publication, fostering the exchange of knowledge and promoting advancements in the field of Applied Linguistics.

Sincerely,

Ismail Anas
Editor In-Chief