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OPTIMIZING THE USE OF ORAL PRESENTATION TECHNIQUES TO TEACH CONVERSATION FOR SPECIFIC PURPOSES

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Abstract: The study reports the result of the implementation of the use of oral presentation technique to teach conversation for the English for Specific Purpose conversation class. The aim of the research is to know whether the oral presentation technique could bring about better result of the students' communicative competence for specific purpose. The research method applied was a qualitative case study research design. The participants of the research were 40 students of semester 5 academic year 2024/2025 of Bina Sarana Informatika University. The data collection was done using a semi-structured interview, documentation, and classroom observation. Next, the data was analyzed using line by line analysis. The research result shows that the use of oral presentation technique to teach conversation for Specific Purpose was quite good. Comparing to the test result of the previous semester, there is significant improvement in term of the speaking skill and final test result. Students enjoyed doing the oral presentation by taking part actively in the discussion as well as in the question-and-answer session. The researcher also found out that some teaching aspects need to be improved such as time management, language function and form, and pronunciation capability. Based on the result and discussion, it is concluded that there is a significant improvement in term of the speaking skill and final test result.

Keywords: communication, conversation, literature, presentation, teaching

INTRODUCTION

The role of English is as international language and as lingua franca among the non-English speaking countries becomes very important language in the world. Due to the important of the language, it triggers people all over the world to master it including university students in Indonesia. As it is recognized that English is as foreign language in Indonesia, therefore many students have difficulties to comprehend it, especially the speaking ability in English for Special Purpose which need certain words, phrases, and terms.

Obviously, for university under graduates majoring in English is not only learning about language aspect, but also being able to speak English which relates to specific purpose. To make the students be able to converse in English for Specific Purpose, teachers should apply the right method and technique. Some of the characteristics of English for Specific Purpose is the activities in syntax, lexis, discourse, semantics, and so on, focused on the language appropriate and analysis of the discourse, and there is a possibility of not being taught using any previous approach and method (Javid, 2013).

The characteristic introduced by Javid above is shown by the researcher's result of teaching conversation for specific purpose (ESP) for students in the fifth semester of the academic year 2023/2024. The result of learning showed that students of Bina Sarana Informatika University still under standard. Many students still cannot use the special phrases and vocabulary according to the field of ESP. Even, they cannot differentiate the meaning between some basic words and phrases such as interests, account, return of investment, in English for Banking with the common meaning. Other example is that students still confused the use of words in certain ESP field such as double bed, single bed, return ticket, complement drink, and compensate in English for Hotel and Tourism, and other ESP special terminologies.

After having evaluation on the process of teaching conversation for specific purpose, it is found that the teacher did not present the lesson in a right way. The teacher did not give opportunity to the students to explore vocabulary and terminologies occur in English for Specific Purpose. The teacher also did not apply proper approach, method and technique. The teaching and learning process were practicing the dialogue in a small group work like pairing and grouping, with some explanation from teacher. As a result, students did not make a good preparation and tend to study by the book.

In addition, the lecturing on the conversation for specific purpose was given without informing the language corpus of English for Specific Purpose (ESP). English for Specific Purposes is "an English language which contains special genres in a certain field of skills and aimed at giving to the professional or academic needs" (Anthony, 2018, p. 33). Based on the definition given by Anthony, it is clear that teaching ESP especially conversation for specific purpose requires special treatments. The teaching learning process should be directed to the need of ESP phrases and terminologies.

Due to the ESP specification, therefore, certain approach in the process of language teaching should focus on particular skills or genres to fulfill the needs by using particular or general teaching materials and methods. To make students have the conversation skill in specific purpose, however, the appropriate method and technique are to be applied. In addition, words, phrases, terminologies, and other vocabulary in the English Specific Purpose are to be discovered both by the teacher and students.

Referring to the outcome of the evaluation, the researcher conducted a class reassert on teaching conversation for specific purpose in the fifth semester students of Bina Sarana Informatika University academic year 2024/2025. Instead of applying practice session in a small group, lecturing, and learning through the handbook, the researcher applied oral presentation technique for rehearsing the conversation. The reason using oral presentation technique is that students will do various activities for example planning the presentation, outlining, presenting the topic using visual aid such as video, conducting discussion, and having questions and answer with the other students. By doing the presentation stages, students will explore the language genres of ESP. In such a way students will learn a lot.

The term of presentation was first introduced in an audio-lingual approach as a procedure of teaching namely Presentation, Practice and Production (PPP). Presentation is a stage where teachers present their lessons taught to the students, while practice is a stage where students do some exercises arise from the learning target, and production is the time for student to practice their English in a real situation (Harmer, 2012). So, the word of “presentation” is not a new in the teaching learning process. However, presentation in this research is a manipulation of a technique used by the teacher to be applied in the teaching conversation for specific purpose.

Presentation is one of activities among many other techniques applied in language teaching and learning. English as a foreign language needs a context in a conversation rehearsal. By having real context students will get benefit from the speaking practice. Presentation brings the students involve in the process during the teaching and learning activities. It is a kind of activity where the students present their work in front of the class, either individual or groups (Masmaliyeva, 2014). Therefore, the researcher considered that “presentation” in this research is a technique or a way how teacher facilitates students to have conversation skill for specific purpose.

In addition, oral presentation is a sort of activity of collaborating ideas and information into one presentation in front of other students. Conchie et al., (2016) explained that oral presentation is unlike a report; an oral presentation carries the speaker’s personality better and allows immediate interaction between all of participants or students. According to Woodrow (2018), oral presentation is an effective communicative activity that has been widely adopted by EFL conversation teachers to promote oral proficiency. It is concluded that oral presentation is an activity of sharing ideas and or information in front of audiences which has purpose to improve students’ conversation skill.

It is often found that in English Speaking class, many students are not fluent in expressing their thoughts. In conversation for specific purpose, the essential reason is that students do not understand some words and phrases used in conversation for specific purpose and the special terminologies. Without grammar people can speak a little, but without vocabulary people cannot speak at all (Harmer, 2012). This wise saying means that vocabulary is the most important aspect of a language including in a conversation for specific purpose. It is a good idea then, if teachers find a way on how to conduct conversation for specific purpose more effectively.

To address the handicaps of conducting conversation for specific purpose, the researcher held class room research by changing the method and technique of the previous teaching. The research focused on optimizing the use of oral presentation technique to teach conversation for specific purpose for students of fifth semester of Bina Sarana Informatika University academic year 2024/2025.

The objective of the class research is to know whether the oral presentation technique could bring about better result of the students’ communicative competence for specific purpose.

LITERATURE REVIEW

Why Oral Presentation Technique?

Oral Presentation Allow Students Use Oral Communication

The position of English as a foreign language in Indonesia means that Indonesian people use the language for international communication needs. Therefore, people

should be able to comprehend and to communicate in any field of English. For university teachers who facilitate their students to have communicative competence for specific purpose, they should think of using techniques that can enable students to explore the subject as detail and as much as possible in any circumstances such speaking.

Presentation technique is an activity in language learning especially in speaking skill. The activity involves students in the process of exploring the subject during the teaching and learning activities. In practice, students presenting their work in front of the class, either individual or groups (Masmaliyeva, 2014). Presentation technique is a means of communication that can be adapted to various speaking situations, such as talking to a group, addressing a meeting or briefing a team (Sujianto, 2018).

The word "oral" itself according to Richards & Schmidt (2010) is a term used to stress that a spoken form of language that is used as opposed to a written form. Meanwhile oral presentation is an activity in which the presenter demonstrates what they know toward particular subject in front of the listeners. According to Marsudi in Chivers and Shoolbred (2018), having presentation activity is very good learning experience. By doing oral presentation, students are expected to train their speaking skill in a conversation, and get more meaningful knowledge.

Based on several definitions above, it can be concluded that presentation technique in teaching conversation that help students practice speaking a language through oral communication. This technique could include teacher presentations, student presentations, and pair taping. By doing this activity can elevate students' motivation, confidence, have sense of community, speech fluency and accuracy.

Forms of Presentation

Since the aim of the Conversation for Specific Purpose in Bina Sarana Informatika University is to make students to be able to comprehend and express the ESP in conversation or speaking skill, therefore, the activity is directed to mastering the content of each ESP to be discussed. The speaking skills which involve in the presentation activity will consist of monolog, dialogue and conversation.

A monolog according to Brown is oral activity where one speaker uses spoken language for any length of time, such as in speeches, lectures, readings, news broadcasts, and the like, then the listener has to process the information and the speech will go on whether or not the listeners comprehend what the speaker means. Though in monolog the speaker conveys their ideas and thoughts without interruptions, but he still has the spectators to listen to.

The definition of a dialogue is different from monolog. Dialogue is the speaking activity that involves two or more speakers. The interruption may happen in the speech when the interlocutor does not comprehend what the speakers say (Anthony, 2018). Many dialogues occur in the ESP context such as conversation in a bank teller for banking English, hotel receptionist for Hotel and Tourism English hospital for English for nurses and in a negotiation meeting for Business English.

On the other hand, conversation skill is usually referring to the longer exchanges that may follow on from small talk to more meaningful type of interaction. They are a more serious type of exchanges in which what is said and how it is expressed are both important. One of the most important aspects of conversation is managing discourse around topics. Whereas topics are only slightly touched on in small talk, conversation

involves a joint interaction around topics and the introduction of new topics that are linked through each speaker's contributions.

Presentation skills led by the students will include the three (3) types of speaking; monolog, dialogue, and conversation. A monolog occurs when the students deliver the material, dialogue occurs when the students have questions and answer, and conversation occurs in a discussion session. In such a way, presentation skill will promote ample speaking activities.

A presentation can also be used in a broad term that encompasses speaking engagement such as making a speech at meeting or an event, public speaking skill, or getting a point across in a video conference (Sujianto, 2018). To have an effective presentation, however, students should do step by step preparation, method, and means of presenting the information carefully. Therefore, teacher should explain how students design the oral presentation.

A presentation technique requires students to get a message across to the listeners. The presenter also often needs a 'persuasive' element to convince the listeners. For example, when the presenter explains the specific words and phrases for certain ESP, the presenter should be able to explain as clearly as possible so that the listener could comprehend the point. However, preparation is the success for the presentation. To do this, presenter should think the key elements of the presentation skill in order to have a well preparation.

Key Elements of a Presentation

Before students make some preparation, teachers should inform the key elements of a presentation. There are three important points that students should be familiar with when doing oral presentation of the ESP. First context, context is the process of the presentation such as; the activity of the presenter and the listener, function of the teacher, how, when and where as well as the equipment provided. Second is the content. The content refers to the topic assigned and how should be presented, Last but not least is the audiences' response. This is related the feedback given by audience which reflect whether the presentation is successful (Sujianto, 2018). Here is the summary of the three components suggested by Sujiantom, as follows:

a. Context

Presenter should have of full understanding the context. In this research the students' presentation will be done in front of their classmates. The teacher functions as the facilitator and motivator to all audiences (presenter and students). Due to the listeners are his/her classmates only, so the presenter should not be worry of making mistakes and should be able to present the assignment as freely as possible. Therefore, the teacher should emphasize this condition so that each presenter is willing to do the job well.

Other aspect that should be taken into account is also the class equipment, whether the class provides Over Head Projector, Computer, Speaker or whether the presenter should provide him/herself. If the presenter needs charts or posters, he/she should think where they are placed so that the other students can read and see clearly. In short, the presenter should consider the tools he/she needs to support the presentation successful.

Since the activity is a kind of peer learning, however, each presenter should be able to fulfill his/her classmates' expectation. Most students are certainly expecting to learn

something from the presenter. However, in preparing the content it is important for the presenters ask their classmates what information and clues they need.

b. Content to be presented

The content or message to be delivered is not just by the spoken word, but it is also good idea if the presenters use techniques such as gesture, voice projection, body language, eye contact, and visual aids to support the connotation and denotation presented. To do this, however, presenter should learn and master the content.

c. Audiences' response

The success of the presentation will largely depend upon whether the presenter delivers the content effectively communicated the content and whether it is met the listeners' expectation. Since the presenter cannot control the audience, what the presenter can do is to find out what the audiences' feedback. The presenter should be aware of the responses, so that the presenter could adjust the presentation. However, audience's response is a criterion whether or not the presentation is successful.

d. Conversation for Specific Purpose

According to Dudley-Evans & John (1998) English for Specific Purpose first appeared in around 1960s when an advance development of economic so that lots of international students came to US, UK, and Australia to study there. Nowadays the need of English for Specific Purposes (ESP) increases rapidly due to the globalization era. People run the business among the countries. Besides, people around the world often travel from one country to another country and become more either for business, vacation, or other duties. To be able to communicate well, therefore, interaction in English occurs both general conversation or specific purpose such as English for Government, Legal English, English for Medicine, English for Engineering, English for Science, English for Banking, English for Business, English for Hotel Reception, English for the Travel and Tourism Industry, and English for Nurses, etc.

English for Specific Purpose (ESP)

Paltridge and Starfield (2013) stated that English for Specific Purposes is a process of teaching and learning English as a second language that intended to learn English for specific circumstances. The aim of teaching and learning process of ESP is oriented to the students' needs. According to Bhatia & Bremner (2014), ESP is likely standing as an approach rather than as a product in the position of teaching and learning process. Hutchinson and Waters (2010) stated that the actual question of teaching ESP is about *how* people learn which take the teaching and learning process of ESP into a language-centered approach.

Aziz (2011) stated that the definition of ESP focuses on these points: the nature of language, the learners' needs, and the language setting that relates with their majority study or targeted career such as medical college business and other fields. To have a clear concept on the ESP, Anthony (2018) described the distinction between English for Specific Purpose and General English is that the focus of the teaching and learning process in the ESP is on the specific profession. The word specific represents the need of the learners' aim of the learning. While in general English, the language skills learnt by students could occur in any field of knowledge and context and situation.

Basturkmen (2006) explained that mainly the function of English for Specific Purposes is to manage the language features of the learners or to improve their needs of language skill that is used for a discipline, occupation, and working circumstances. It means that people could improve their career dealing with a certain job or occupation

that need English competence. Sokolik et al., (2017) described that ESP is one of the branches under Applied Linguistics in the teaching and learning of English as a Foreign Language (EFL) which is intended to make use of English in the learners' needs of their studies, occupational, and vocational. Being fluent in specific purpose conversation is a compulsory subject.

Referring to some definitions described by experts, it can be concluded that ESP discuss the teaching and learning of second or foreign language which emphasize on the need and goal of the students. As it is recognized that the goal of learning is to have English competence in their professional circumstances, therefore, special treatment of acquiring the language competence especially the conversation skill should be done.

Types of English for Specific Purpose (ESP)

To determine the type of ESP it depends on the needs of the learners. For professionals, for example the ESP course is depended on the needs analysis. According to Rahman (2015), ESP could be constructed based on the purpose of the learners. There are three types of ESP. The first type of ESP is called tailor made ESP which the syllabus is based on the needs analysis. This type of ESP is usually used for in-service training. The second is academic purposes such as English for Academic Reading, English for Academic Writing, Academic Speaking, etc. This ESP is intended for under graduates or graduates' students. The last type is ESP which relates to their majority study or targeted career like medical, lawyers, banker, business, and so on.

Anthony (2018) stated that in ESP class, the learners will focus on particular skills or genres to fulfill the needs by using particular or general teaching materials and methods. This statement indicates that the teacher can apply general teaching method as already applied in most classes. However, when the teaching learning process does not bring about good result, a teacher should find a way which much more effective. Anthony (2018) also said that the distinction between ESP and the general English is because the awareness of the needs and the use of lexis.

Hutchinson and Waters (2010) explained that the treatment of ESP somehow lead people to perceive that there are significant differences between learning ESP and general English, but the truth is the process of teaching and learning ESP combine the specific language and the general ones. The purpose of using both general and/or specific materials is intended to fulfill the learners' needs. It is concluded that some general English material is also sometimes related to the ESP content.

Characteristics of English for Specific Purposes (ESP)

As already discussed in the definition of English for Specific Purpose, there is clear distinction between General English and English for Specific Purposes. Therefore, ESP has some characteristics described by experts which could help the teacher decide how the ESP to be taught in a course. Stoller & Robinson (2018) described that there are two characteristics of ESP as follows.

- a. Usually, the time limit restricts the course which lead the goals need to be achieved;
- b. The classes are homogeneous and the learners are adults who have the same goals of learning ESP.

Based on the characteristics introduced by Stoller & Robinson (2018), it is clear that ESP is a class which consists of participants that has the same needs and usually given to

adults such professionals or personnel who want to improve their speaking ability in a certain field of ESP. It is some time called short course, since the materials are limited.

More comprehensively ESP characteristics according to Strevens (1977) are as follows

- 1) Developed to fulfill the particular needs of the learner;
- 2) The content (in terms of themes or topics) connected to the discipline, professional, and activities;
- 3) The activities in syntax, lexis, discourse, semantics, and so on, focused on the language appropriate and analysis of the discourse;
- 4) Having a contrast with English in general;
- 5) The skills that need to be acquired is limited, e.g speaking only;
- 6) There is a possibility of not being taught using any previous approach.

Other perspective on the characteristic of ESP is sated.

The similar characteristics with Stoller & Robinson (2018) include no. 1), no, 2, no. 4), no. and 5). Therefore, Strevens' (1977) ESP characteristics emphasize on the language substance such syntax, lexis, discourse, semantics, and so on which stresses on special usage in ESP. The characteristic which should be given particular attention is that the way of teaching ESP.

Speaking of method and technique to be applied in teaching conversation for specific purpose thus, teacher of university students should apply the proper and effective way. The researcher, however, uses oral presentation technique which apparently could make the students to have speaking skill in English Specific Purpose.

Stages of Oral Presentation Technique

Designing how to make students practice conversation for specific purpose is the most important part of making a successful teaching. This is the crucial foundation and teacher should dedicate as much time to it as possible. There are several points to be completed before students doing oral presentation before class.

a. Informing the goal and the students' activity

Explain that at the end of the semester students are able to explain various ESP in oral communication. To do this, students are going to have an oral presentation about English for Specific Purpose in front of the class. Inform that the teacher will explain anything related to the presentation technique.

b. Informing the goal and the students' activity

It is necessary for the teacher to explain presentation skill. The most important part to know by the students is **what**, **when**, and **how** to present. To do this, teacher asked students to choose one of the ESP topics and learn the content and the specification of the words, phrases, and other language aspects. The teacher also tells students that they have to emphasize the oral language in the presentation.

Sujianto (2018) suggested that a teacher should make the schedule so that students are ready when the "D-day" comes. It is wise if the schedule is set when they are ready with the content, so no one or group will reject their turn. Hence, the teacher must check the students' preparation.

Weeks (2016) described that the presenter should consider the message or content to be delivered. Presenter needs to prepare the idea in relation to the topic. Both the presenter and the listener need to know what the main idea is in order to be understood well. Based on Weeks' suggestion, it is clear that to have effective presentation; students should prepare the materials as clearly and completely as possible, try to articulate and

the controlling idea or aim at the beginning of the presentation. To give more information on “what” students should prepare, the researcher elaborated the management of assignment that follow.

c. Managing the assignment

Teacher asked students or group of students to choose one of the English for Specific Purpose based on their interests. It is a good idea when students choose the ESP themselves so that they are motivated to learn and explore anything related to the chosen ESP. Assignment must be given to students by providing several ESP topics to be chosen, for example English for Banking, English for Business, English for Hotel Reception, English for the Travel and Tourism Industry, English for Nurses, etc. The assignment will consist of three subjects as follow:

d. Stating the objective of the ESP

Presenter should highlight the objective of the ESP chosen. Objective should be stated clearly containing “who is the ESP for, (example; this program is designed to those dealing with hotel staff and tourism), skill that learners will get, and the English competence to be acquired.

e. The main materials

1) *Preparing language corpus*

Presenter should highlight the objective of the ESP chosen. Objective should be stated clearly containing “who is the ESP for, (example; this program is designed to those dealing with hotel staff and tourism), skill that learners will get, and the English competence to be acquired.

2) *Language functions and forms*

The second material should be prepared is language function and form occur in the ESP. According to Richards (2010) language function is the purpose of which an utterance or unit of language is used. In language teaching, language functions are often described as categories of behavior; e.g making requests, apologizing, giving compliments offering, etc. The functional uses of language cannot be determined simply by studying the grammatical structure of sentences. Language form is the means by which an element of language is expressed in speech or writing. Examples of language form; modal “would”, “near future”, “present tense” etc.

3) *Conversation*

The third material is the conversation occurs in the ESP; presenter should also simulate at least three (3) conversation containing functions and language form exposed in the contents. The words, phrases and expression used in the conversation should be related to point 1) above.

METHOD

The research was implemented in semester 5 of academic year 2024/2025 and lasted for one (1) semester that consisted of 16 sessions. Since the number of the class was forty (40) students, therefore the researcher divided the oral presentation into two (2) badges which be made of twenty (20) students for each badge. The first badge was done from session 1 to 7, while the 8th session was used to give the midterm test. After having the first badge students were given a midterm test. The test was limited to measure achievement functions proficiency about the ESP which related to speaking skill.

Each badge comprised of 4 groups, so each group contained 5 students. Each group was asked to choose an ESP, then all students in the groups were assigned to prepare a presentation script containing three (3) subjects consists of “language corpus”, “language function and form”, and the format of the “conversation”. To do this, students were encouraged to get the materials through e-book or book or other resources.

To make students are able to prepare the presentation script, the teacher gave 2 weeks’ time to learn and discover the subjects, therefore, the teacher should always check the group whether they had already done the preparation. Before the first presentation, the teacher explained the presentation skill as described in point key elements of a presentation. In addition, the teacher also gave some examples on preparing the language corpus, language function and form, as well as the conversation.

To give a clear description, the researcher provided a summary of the research implementation is shown in the following table.

Table 1. Research implementation summary

| Session | Teacher | Students | Remarks |
|---------|--|--|--|
| 1. | 1. Explained the goal of the Conversation for specific purpose class and the activities students should do. | Responded | Plenary Session |
| | 2. Divided the class into two badges, each badge formed 4 groups of 5. | Formed badges & groups | Group session |
| | 3. Each group of badge 1 & 2 was asked to choose an ESP and asked each student in the groups to learn and discovered the language corpus, language functions and forms, and the conversation related. | Respond | Plenary Session |
| | 4. Gave some examples on the language corpus, language functions and forms, and the conversation related. In weeks, students must finish then assignment. | Asked questions clarification, & Confirmation | Plenary Session |
| 2. | 1. Checked whether each group had finished the assignment, by inviting the leader to present the materials. | Responded | Plenary Session |
| | 2. Gave correction and asked the group to revise as needed. | Responded Asked questions | Plenary Session |
| | 3. Asked them to finish in a week to those who hadn’t finished | clarification, & Confirmation | |
| 3. | 1. Explained the oral presentation skill. | Asked questions | Plenary Session |
| | 2. Made a draw to determine the presentation group’s number. Told each student in the group to take in the presentation, e.g student 1 will present language corpus, student 2 language functions and form, student 3 the conversation and student 4 & 5 perform the conversation. | clarification, & Confirmation Responded | Plenary Session Plenary Session |
| 4-7 | 1. Led the presentation 2. Conducted question and answer 3. Gave feedback and correction | Did presentation Asked questions clarification, & Confirmation | Plenary session |

| Session | Teacher | Students | Remarks |
|---------|--|---|-----------------|
| | | Responded | |
| 8. | Midterm Test | | |
| 9. | <ol style="list-style-type: none"> 1. Checked whether all groups in badge 2 were ready with the materials by inviting the leader to present the materials. 2. Gave correction and asked the group to revise as needed. 3. Asked them to finish in a week to those who hadn't finished | Responded | Plenary session |
| 10 | <ol style="list-style-type: none"> 1. Reviewed the presentation skill by telling the weakness and strength of badge 1 2. Conducted questions and answer on the presentation skill 3. Informed that badge 2 should have better result compared to badge 1 | Responded Asked questions clarification, & Confirmation | Plenary session |
| 11-14 | Led the presentation the same as in session 4-7 | | |
| 15 | <ol style="list-style-type: none"> 1. Commented the performance of the students by giving clarification, correction, and the students' participation in the whole class activities. 2. Asked all students to review all the ESP already presented for the final test for the final test | Listened and responded | Plenary session |
| 16 | Final Test | | |

FINDINGS AND DISCUSSION

There are five ESP topics, had been presented by Group 1 - 4 respectively containing; 1). English for Banking, 2). English for Hotel Reception 3). English for Nurses, and 4). English for Business in badge 1, while in badge 2 group 4 presented English for the Travel and Tourism Industry. The research result is shared into two badges as follows :

Based on the observation, the oral presentation in two badges ran quite good in term of the oral presentation, content presented, and the speaking ability. Here is the summary of each matter.

The Oral Presentation Skill

The way students did the oral presentation had already followed the key elements of presentation such as applying slides, posters, audio and video recording. In term of the delivery, the non-verbal communication is slightly used like body language, gestures, eye contact, and voice tone. Although most of the presentation use monolog, however some presenters also make dialogue and provide questions session. Consequently, the presentation was quite communicative. Students could work together and it was shown that each student in the group took participation in the presentation. Result of the observation on the presentation skill was summarized in table 2.

Table 2. Summary presentation skill score summary

| Badge Group | Aids | Delivery | Speaking Skill | Teamwork | Decision |
|--------------|-----------|-----------|----------------|-----------|------------------|
| Badge 1.G. 1 | Good | Good | Good | Very good | successful |
| Badge 1.G. 2 | Good | Very Good | Very good | Very good | Successful |
| Badge 1.G. 3 | Fair | Fair | Good | Good | Quite Successful |
| Badg1 1.G 4 | Very good | Very good | Good | Excellent | Very successful |
| Badge 2.G. 1 | Excellent | Excellent | Very good | Very good | Very Successful |
| Badge 2.G. 2 | Good | Good | Good | Good | Successful |
| Badge 2.G. 3 | Fair | Very Good | Very Good | Good | Successful |
| Badg1 2.G 4 | good | Very good | Very Good | Excellent | Very successful |

Presentation Content

A presentation script was available for each group so that the Language special words, phrases, expression, language functions and form, and conversation for the ESP field, were delivered well. Here is the result of the learning and discovering to be presented based on the presentation scripts.

The summary above shows that the oral presentation used slides, pictures, posters, and even audio and video. Most groups had good content delivery with good speaking skill, and they did the assignment in a good team work. Therefore, the researcher concluded the oral presentation were successful.

Here are the kind of ESP presented by the groups.

Badge 1 Group 1: English for Banking,

Badge 1 Group 2: English for Hotel Reception

Badge 1 Group 3. English for Nurses, and

Badge 1 Group 4. English for Business

Badge 2 Group 1: English for Banking,

Badge 2 Group 2: English for Hotel Reception

Badge 2 Group 3. English for Nurses, and

Badge 2 Group 4. English for the Travel Tourism Industry.

The Language Corpus, Phrases and Expression

Most groups could create presentation scripts with the language corpus that be made of 200 - 300 words including phrases and expression. The vocabularies were clarified in sentences form using slides. Therefore, the listeners could recognize the meaning, context, and the distinction compared to general English. Though, students still mispronounced in several words and phrases, but they communicated well in term of speaking clearly and naturally. However, the researcher assumed that students got the idea and gist of the ESP presented. The oral skill improved, since they spoke English most compare to Indonesian.

Language Functions and Forms

The language functions and forms were delivered based on their book reference, but they could explain and elaborate the purpose of the functions related the form used. Based on script presented each group could gather in average of 40 the language functions and forms. Though, the researcher did not satisfy with the result, however, they had worked to do their assignment in time, and deserved an appreciation. For this matter, the researcher concluded that each group need more understanding on language

function and form, and therefore will be used for the researcher evaluation in making students to be familiar with these language aspects.

Performance of the Conversation

Each group was able to demonstrate three (3) conversation of their respective ESP chosen. Most of the group conducted conversation by themselves, but some conversations done in a way of using audio recording, and video showing. Most of the conversations were interesting especially to those demonstrated by the students. Some students could create funny performance so that created relax and conducive atmosphere.

The conversation demonstration resulted a lot of comments both from the students and teacher, so that the students were active using their English. Presenter and students were trying to improve their performance which made them improved their oral skill as well. Based on the performance of the conversation, the researcher concluded that this activity was effective in term of improving the students' speaking skill.

Midterm and Final Test

The midterm test was under taken to measure whether the students could comprehend the ESP presented by all the groups.

The Midterm Test

The test items were created based on the ESP presented in badge 1 which consisted of 1). English for Banking, 2). English for Hotel Reception 3). English for Nurses, and 4). English for Business. The test result was in average of "B+" With the following details 5 students (12,5%) got "B-", 20 students (50%) got "B+", and 15 students (37.5%) got "A-".

The Final Test

The test items were created based on the ESP presented in badge 1 and 2 which consisted of 1). English for Banking, 2). English for Hotel Reception 3). English for Nurses, 4). English for Business, and English the Travel and Tourism Industry. The Final test result was in average of "A-" With the following details 10 students (25%) got "B+", 25 students (62,5%) got "A-", and 5 students (12,5%) got "A".

Conversation Score

Since, the researcher did not make special test for the conversation achievement, therefore, the conversation score was given based on the oral presentation performance with the average score is B.

CONCLUSION

Based on the result and findings, the researcher draws several conclusions. First, the implementation of the oral presentation technique in teaching conversation for specific purposes proved to be quite effective. Compared to the test results from the previous semester, there was a significant improvement in students' speaking skills and final test scores. Second, students showed enthusiasm for the oral presentation activities, participating actively in both the discussion and the question-and-answer sessions. However, despite these positive outcomes, several teaching aspects still need improvement, particularly in terms of time management, providing sufficient

knowledge about language functions and forms, and enhancing students' pronunciation skills.

In light of these findings, the researcher recommends several considerations for future implementation. It would be more effective to assign oral presentation tasks to students who have already taken the Public Speaking course, as this would allow teachers to concentrate more on the content of the presentations, such as deepening students' understanding of language functions and forms. Given the demonstrated effectiveness of the oral presentation technique in enhancing speaking skills, it is also suggested that other teachers adopt this approach in their own classrooms. Furthermore, to maximize the benefits of this technique, efforts should be made to improve the overall teaching and learning process so that classroom activities can be conducted more smoothly and efficiently.

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