

THE OBSTACLES FACED IN PRESENTING ESP PROCEDURE TEXT THROUGH ORAL PRESENTATION IN THE BUSINESS AND MARKETING MAJOR

Khairul Azmi Siagian¹, Sri Hartiningsih²

^{1,2}Universitas Muhammadiyah Malang

Email: ka_siagian@webmail.umm.ac.id¹, malangharti2001@yahoo.com²

Abstrak

Penelitian ini bertujuan untuk mengetahui kendala-kendala yang dihadapi ketika menyajikan teks prosedur ESP melalui presentasi lisan pada jurusan bisnis dan pemasaran dan bagaimana cara mengatasinya. Penelitian ini menggunakan desain studi kasus untuk memahami keseluruhan kasus dalam keseluruhan lingkungan. Subjek penelitian ini adalah seorang guru Bahasa Inggris di sebuah Sekolah Menengah Kejuruan (SMK) swasta jurusan bisnis dan pemasaran di Jawa Barat, Indonesia. Penelitian ini menggunakan dua teknik pengumpulan data: observasi dan wawancara. Analisis data menggunakan analisis tematik. Penelitian ini melaporkan adanya beberapa kendala yang dihadapi, seperti kurangnya kesiapan siswa dalam menyajikan teks prosedur ESP melalui presentasi lisan (kurang percaya diri dan kurang penguasaan bahasa), kurangnya kesiapan guru dalam menangani pengajaran ESP, dan ketidaksesuaian antara kurikulum yang diberikan dan kebutuhan siswa bisnis dan pemasaran. Selain itu, terdapat juga beberapa solusi untuk mengatasi kendala tersebut, seperti memodifikasi materi dan model pembelajaran berdasarkan kebutuhan siswa, menggunakan alat pendidikan tambahan, dan mengamati kemajuan siswa dalam mempersiapkan presentasi lisan.

Kata kunci: Presentasi Lisan; ESP; Teks Prosedur; Bisnis; Pemasaran

Abstract

This study aimed to investigate the obstacles faced when presenting ESP procedure text through oral presentations in business and marketing majors and how to overcome those obstacles. This study used a case study design to understand the whole case in the totality of the environment. The subject of this study was an English teacher in a private Vocational High School (VHS) majoring in business and marketing in West Java, Indonesia. This study used two data collection techniques: observation and interview. The data was analyzed using thematic analysis. This study reported that there were several obstacles faced, such as the lack of students' readiness in presenting ESP procedure text through oral presentation (lack of confidence and lack of language mastery), lack of teacher's readiness in handling ESP teaching, and the mismatch between the given curriculum and the business and marketing students' need. Further, there were also several alternative solutions to overcome those obstacles, such as modifying the material and instructional model based on student's needs, using additional educational tools, and watching students' progress in preparing their oral presentations.

Keywords: Oral Presentation; ESP; Procedure Text; Business, Marketing

Introduction

The growth of digital marketing, online entrepreneurship, and e-commerce requires workers in the business and marketing fields to adapt. This online-based environment has changed how consumers behave and created new lifestyles (Grubor & Jaksza, 2018). This development of this online technology can also reach consumers from the whole world quickly and easily. Thus, appropriate business and marketing strategies must be considered for effective communication. In order to reach people around the world, people who work in business and marketing need to have English communication skills. This English communication skill is not only focused on general English (GE) but needs to be learned, more specifically, English for specific purposes (ESP). This means all students should acquire English skills to respond to the global world's development and challenges (Poedjiastutie & Oliver, 2017). So, to accommodate the need for worldwide communication, business and marketing students must be provided with ESP.

ESP is a language learning method based on the learners' needs (Hutchinson & Waters, 1987). The use of ESP focused on language in a real professional context. ESP is typically connected to teaching English for application in specific activities like business, engineering, or science (Marcu, 2020). The instructional strategies and materials are designed to meet the needs of students who need to use English for work-related or professional objectives (Dudley-Evans & St. John, 1998). ESP will help its users to interact effectively with people in a professional setting, whether by correspondence, in-person meetings, or any other method (Fitria, 2020). People proficient in English for business will be able to communicate and build business relations with people from various countries (Adawiyah, 2021). It will also be helpful when they work because many multinational companies require their employees to have adequate language competencies (Rawat, 2021). For this reason, it is essential to apply ESP to business and marketing students.

Adopting ESP in Indonesian classrooms at Vocational High Schools (VHS) is essential. Unlike GE, business and marketing students must gain business knowledge in English (Huang, 2023). They will receive several practical business tasks that need languages, including reading business correspondence in English, writing resumes, business terminology, terms of sale, promotion, and marketing (Fitria, 2020). In addition, students are also provided with the language skills they need in business activities such as telephoning, socializing, giving presentations, taking part in meetings, negotiating, and report writing (Rao, 2019). Therefore, teaching students English communication for specific work such as business will be very important for their future careers.

However, many business and marketing students are less aware of their language needs when communicating in real-life business situations (Sampath & Zalipour, 2009). Most students have ordinary communication skills (Vo et al., 2020). This is also the effect of English language teaching that is ineffective and not on target. Many educational institutions still teach GE to their students rather than teaching ESP, such as English for business classes. The National Curriculum in Indonesia decided to teach the same GE content to Senior High School (SHS) schools and VHS (Islama et al., 2022). This makes the need for English in specific fields unfulfilled and makes students unaware of the importance of English for communicating in real-life situations in their workplaces.

The current curriculum does not accommodate the different English language needs in each department at VHS. So, the role of the teacher is significant in making adjustments. Dudley-Evans & St. John (1998) state that the ESP teacher has five roles: teacher, collaborator, materials provider, course designer, researcher, and evaluator. It means ESP teachers not only act as teachers but also need to do complex tasks such as being materials developers. Because the curriculum does not accommodate the specific need for English for business and marketing majors, teachers need to modify and adjust the existing

curriculum to suit the students' need for English communication skills in business and marketing.

One of the popular instructional models to improve students' communication skills is oral presentation. Students believed that the presentation motivated them to learn because they got better technical terms understanding (Rifiyanti & Hardianti, 2023). It is essential to develop students' language skills, including grammar, vocabulary, responses, and word choice in communication (Riadil, 2020). It also helps students to control their fear and nervousness during presentations (Parmis et al., 2020). Oral presentation skills are 21st-century skills required when students enter the workplace (Waluyo & Rofiah, 2021). Thus, using oral presentations in the classroom will motivate students to communicate using English in front of people. Further, English teachers can present material related to procedure text. It can be combined with the ESP material focus on business and marketing. Procedure text tells the reader how to make or operate something in sequence steps, and students practically need this kind of text in their daily lives (Pawiyati & Pramono, 2022). So, this material will be helpful as a fundamental concept in explaining the procedure of doing business and marketing activities for students in their future workplace.

However, teaching ESP in VHS in Indonesia is still far from ideal. One of the reasons is the teacher factor. Many ESP teachers are not qualified to teach ESP because most teachers are typically GE teachers (Pei & Milner, 2016). They have seemed unprepared to handle ESP classes (Poedjiastutie, 2017). One factor contributing to teacher under-preparedness is ESP teachers' lack of knowledge and understanding of related student disciplines (Iswati & Triastuti, 2021). It makes adjusting to the given English curriculum in VHS complex. In the business and marketing classroom, teachers face difficulties adjusting the English material to the business and marketing topics. Therefore, exploring the obstacles the teacher faces when teaching ESP is crucial. The teachers' viewpoints are crucial in identifying the real problems in the classroom and the best way to take action.

The obstacles to ESP teaching in Indonesian educational institutions have been the subject of numerous studies. For example, a study by Iswati & Triastuti (2021) tried to investigate the obstacles ESP teachers face in teaching ESP courses in non-English departments. They revealed several obstacles: inadequate knowledge of students' disciplines, ineffective classroom conditions, various students' English proficiency levels, and a lack of appropriate need analysis. Then, the study by Sari (2018) tried to examine the issues of ESP teaching at the university level. She revealed several issues, such as teachers in ESP courses having less expertise and experience, limited materials available for the ESP course, and students' readiness (inadequate language skills, lack of vocabulary, heterogeneity, and residential area effect). Lastly, a study conducted by Poedjiastutie (2017) investigated the ESP pedagogical challenges at the university level. She reported that ESP teachers could not handle ESP courses because they lacked ESP teaching experience and understanding. These previous studies indicate that ESP teachers still face various obstacles in handling ESP classes.

Most previous studies focused on ESP teachers' obstacles in teaching ESP in higher education. There is little or no study discussing ESP teachers' obstacles when using a specific instructional model for ESP teaching in VHS. For this reason, this study tried to investigate the obstacles faced when teaching ESP procedure text through oral presentation. Therefore, this study tried to answer the following questions: (1) What obstacles are faced in presenting ESP procedure text through oral presentation in the business and marketing department? (2) How are the obstacles solved? Further, the results of this study are expected to provide insight into the obstacles ESP teachers face in presenting ESP procedure text material through oral presentation and how to deal with those obstacles. Then, stakeholders such as school principals and education administrators can use the results of this study as a

consideration for making policies regarding the mismatch between the English curriculum and the needs of VHS students.

Research Method

This study employed a case study design. Yin (2018) argued that a case study examines a phenomenon in its actual setting. In a case study, the investigator examines an individual or unit in depth to understand the whole case in the totality of the environment (Ary et al., 2010). Then, this study was conducted in a private VHS majoring in business and marketing in East Java. The subject of this study was an English teacher in a business and marketing major chosen purposefully. This study used two techniques in data collection: observation and semi-structured interviews. First, the observation was conducted in the classroom. It obtained data about the teaching techniques an English teacher uses to enhance business and marketing students' communication skills. Second, a semi-structured interview was conducted to give the researcher an in-depth comprehension of the teaching technique's decisions. In the end, the data was analyzed by using thematic analysis. Thematic analysis is a technique for analyzing data that helps researchers find themes or patterns in the data they have collected (Braun & Clarke, 2006).

Findings and Discussion

Students' Lack of Readiness

The findings of this study revealed that students seem unprepared to learn ESP in the classroom. The students showed a less interested attitude towards ESP learning. Students tend not to be actively involved in lessons. This is caused by the student's inability to speak English. Since enrolling in the school, students have low English proficiency. It is similar to the study conducted by Poedjiastutie (2017) that revealed two factors of students' lack of readiness for ESP courses: First-year students possess inadequate English language proficiency when starting school, and the teachers are unable to participate entirely in ESP teaching. It was also discovered that students whose general English (GE) skills were at a beginner's level would not benefit from the ESP course (Petraki & Khat, 2020). It indicates that students' basic English knowledge becomes an integral part of ESP learning.

In addition, students had different English proficiency. Some students have more English proficiency than their friends. This was a challenge because the material presented was received differently by students. The same thing was also found by Iswati & Triastuti (2021); students' English proficiency varied from low to high level. There are apparent gaps in the learning process due to students' varying English proficiency. It makes it difficult for ESP teachers to give instructions in the ESP course, especially in this lesson, where they must use more complex and specific English terminology. This low English proficiency also affected the students' confidence to talk in front of people. In the observation, students seemed to be not confident when presenting their ESP procedure text in front of the classroom. They performed in front of the classroom with hesitation, such as presenting their ESP procedure text draft by reading it, standing in one position without any body language, and not involving the audience in the performance. Therefore, several solutions need to be considered in the process of oral presentation tasks.

To anticipate students' anxiety and help students prepare their oral presentations, the teacher guided and accompanied the process of preparation. The teacher tried to accompany students in preparing their presentations, from the planning process to the presenting process. When teaching students how to do oral presentations, the teacher must take the time to teach them the necessary skills (Melvina & Alicia, 2016). The teacher set 3 stages in this oral presentation task: planning stage, practice stage, and presenting stage. It is almost similar to Hammad (2020) that oral presentation has three stages: planning,

preparation, and practice. It might be just different in the term, but similar to the practical. However, students had difficulty doing this task due to a lack of student's readiness to deliver their oral presentation. Students tend to be anxious about performing in front of an audience, have inadequate language mastery, and lack adequate preparation (Melvina & Alicia, 2016). Students had difficulty organizing the presentation's ideas, constructing grammatically correct answers, and comprehending the material when delivering their oral presentation (Sucia et al., 2023). Thus, it is not appropriate to ask students to make oral presentations without any guidance (Brooks & Wilson, 2014). The teacher has a role in explaining the appropriate organization of a good presentation, accompanying the process, and giving examples of how to present the materials.

In the planning stage, the teacher asked students to prepare their procedure text, including selecting the topic of the procedure text that will be presented. After students find their topic of procedure text, the teacher asked them to organize the presentation outlines (opening or introduction, the main body, and the conclusion or closing). Further, the teacher reminded the students to pay attention to the audience aspect. The students need to consider the audience's condition in understanding their presentation. So, they must prepare their presentation with appropriate word choice, clear pronunciation, and measured speaking speed. The teacher gave students around half to an hour to prepare their presentation, including exploring the topics and how they would present their presentation. In the preparation process, the teacher observed and guided students in preparing their drafts. The outline of their presentation should be organized in an appropriate format from the opening/greeting to the closing. Step by step, the process needs to be arranged systematically. In the process of preparing the presentation draft, the teacher monitored the progress of the students and helped the students who faced challenges.

In the practicing stage, the teacher asked the students to practice the presentation draft that they had prepared in the first stage. The teacher introduced several techniques to practice their presentation. First, the students practiced it by presenting the draft in front of their friends. Practicing with partners like this was done repeatedly. Second, the students practiced by themselves in their seats. They practiced alone rapidly to become fluent in presenting the draft. Third, students used their mobile phones to record themselves while presenting the draft. They watched and rewatched their performance and did self-assessments toward their performance. Students repeated to practice the presentation as much as they could until the time limitation. After the time to practice was over, the teacher continued the process to the presentation stage.

In the presenting stage, the teachers started the presentation stage by asking students to present their drafts in front of the classroom one by one. The teacher pointed the students randomly. The students presented their materials based on the results of their practice. Students opened the presentation, mentioned the materials needed, presented step-by-step instructions for making or operating something (topics that have been selected), and closed the presentation. The students also engaged the audience and made them comfortable with the presentation. Several things must be considered in presenting situations, such as maintaining eye contact, body language, proper speaking speed, and voice volume. At the end of their presentation, students invited their friends to ask and respond to the results of their presentation. Then, they answered the question from their friends. Besides their friends, the teacher also asked them something related to their presentation. In the end, the teacher invited all the students to appreciate the presenter by giving applause. The teacher monitored these three stages.

The oral presentation in learning ESP procedure text can help students improve their confidence. The teacher believed that teaching ESP procedure text through oral presentation was suitable to help business and marketing students improve their confidence to communicate in front of people. The content of the procedure text can also help them

acquire the English knowledge relevant to their discipline by matching the procedure text topic to the particular topics in their future workplace. Procedure text tells the reader how to make or operate something in sequence steps, and students practically need this kind of text in their daily lives (Pawiyati & Pramono, 2022). So, this material will be helpful as a fundamental concept in explaining the procedure of doing business and marketing activities for students in their future workplace. Improving students' oral presentation abilities has been deemed essential since it enhances their attitudes, knowledge, and abilities for informing, expressing themselves, and persuading an audience (Waluyo & Rofiah, 2021). Ati & Parmawati (2022) observed that students respond well to oral presentations. Oral presentations have the power to encourage students to speak English. Students believe it boosts their motivation and helps them assess their English-speaking proficiency. Finally, oral presentations in language classes have the potential to inspire students to learn English even more (Brooks & Wilson, 2014). So, the use of oral presentations in delivering ESP procedure text is one of the methods that can help students learn ESP.

Moreover, the teacher also suggested that the students enrol in the English club outside classroom activities to improve their English proficiency. In this English club, they found various activities that engaged them in actively participating in public conversation and performance activities. The teacher also encouraged the students from the English club to be role models in the classroom. Besides, the teacher also tried to introduce English by making English a medium of instruction in the classroom. By doing so, the teacher expected that the students would be familiar with English and curious to learn it.

Lack of Teacher's Readiness

One of the primary issues in ESP teaching is the readiness of teachers to deliver effective teaching. This study found that the teacher felt they were not confident in handling ESP for business and marketing. She thought it was difficult to teach ESP since they have inadequate ESP teaching knowledge. However, having much experience teaching GE does not make her able to handle ESP courses. It is similar to Poedjiastutie (2017); most ESP teachers seem unprepared to handle ESP classes. One factor contributing to teacher under-preparedness is ESP teachers' lack of knowledge and understanding of related student disciplines (Iswati & Triastuti, 2021). Teachers must possess a range of skills and knowledge beyond those required for GE teaching. They must deeply understand the terminology and content knowledge of the student's field or profession. Teachers also found it difficult to make students more independent in learning, or it tended to be teacher-centred learning. Students were not used to being actively involved in learning. Students tended to receive all the material from the teacher without any process of exploring the information independently. So, when faced with activities such as presenting something in front of the class, students are not used to it and feel embarrassed.

Further, Poedjiastutie (2017) revealed an apparent mismatch between the curriculum and the number of teachers with adequate skills and knowledge to teach ESP. This is because most ESP teachers are graduates of the English department (ED). Whereas at ED, they are trained to become GE teachers at the high school level, not ESP teachers. So, there is a gap between the ESP curriculum and teacher qualifications, and it can have a negative impact on the quality of instruction and learning outcomes for students. This lack of teacher readiness can directly impact the teacher's performance in handling ESP classrooms, including how to guide students in preparing their oral presentation related to students' discipline. Therefore, teachers need to receive appropriate training and support to ensure they are well-prepared to teach in this specialized area of English language teaching.

However, this study reported that the teacher never gets sufficient ESP training. This training plays an essential role in providing ESP teachers with a basic understanding of ESP teaching, including ESP pedagogical knowledge. GE teachers could be qualified as

ESP teachers if they were provided with technical training and support (Petraki & Khat, 2020). For this reason, the teacher took an alternative solution to improve her capabilities in handling the ESP classroom by self-learning. She watched YouTube to see the up-to-date instructional model and how to incorporate ESP material specific to business and marketing into the given English curriculum. Further, she also found the reference to the instructional model from the articles. These helped her improve her confidence in handling ESP teaching.

English Curriculum Mismatch

The study found that the English curriculum in this school was the same as at senior high school. This impacts the syllabus and teaching materials, which are classified as the same. This is not ideal for VHS students with special English language needs. So, their English language needs are not met because there is a mismatch among the given materials, classroom tasks, teaching methods, and real-communication skills needed in ESP classrooms (Petraki & Khat, 2020). In the observations, the school implemented the same curriculum as high school and followed the material taught at high school. This difference in curriculum also causes students to not have life situation task references in their study books. So, when they carry out the task of presenting procedure text in front of the class, they still tend to use procedure text topics that are still general, such as 'how to make orange juice, how to make fried rice, and how to make meatballs'. They do not have access to real resources that are relevant to their field. This reduces the effectiveness of oral presentations, which can help them improve their English communication skills in the workplace.

In order to suit the given material and students' needs, it is necessary to carry out a needs analysis. However, a formal needs analysis was not carried out at this school. Even though need analysis is very important. This is due to the complexity of the process of carrying out needs analysis. Various studies reveal a lack of needs analysis in ESP teaching. Some studies revealed that the lack of proper need analysis becomes a major problem in applying ESP courses (Iswati & Triastuti, 2021). Without a proper needs analysis, ESP teachers may be unable to provide relevant, effective, and engaging instruction for their learners. They may not address the language skills and knowledge most important for their success (Basturkmen, 2010).

So, to minimize the ineffectiveness of ESP teaching in business and marketing because of the given curriculum, the teacher tried to modify the material. The teacher tried to suit the English material and the instructional model to meet the business and marketing students' needs in their future workplace. It was shown by changing the general topic in the procedure text into the specific topic of business and marketing. Then, using oral presentation is the task to improve students' communication skills because they will need this ability when they work. Further, the teacher also used educational tools to support students' performance in oral presentations, such as PowerPoint and video presentations. Students' difficulties with an oral presentation might be overcome by preparing the required visual aids (Mardiningrum & Ramadhani, 2022). The adjustment of the material and instructional model depends on the students' target topic and skills.

Conclusion

Using oral presentations to present ESP procedure text is a suitable activity to improve students' ability to communicate and convey procedures for doing something related to business and marketing. However, there are a number of obstacles to its implementation, such as students' unpreparedness to carry out this task (Anxiety, lack of self-confidence when appearing in front of the class, and lack of language mastery). Furthermore, teachers are also people who contribute to the successful implementation of this oral presentation. However, teachers do not seem fully ready to handle ESP because, basically, teachers have

experience teaching GE, not ESP. This is exacerbated by the absence of ESP training given to teachers. Moreover, there was a mismatch between the given English curriculum and the needs of VHS students. These problems have a direct impact on learning in general and also specifically on specific topics that are not directly related to students' needs in their future workplaces. For this reason, several things have been done to overcome this obstacle. First, teachers must monitor the students' process in preparing their oral presentations, ask students to take English classes outside of class and use English as a medium of instruction to increase students' confidence in making oral presentations. Second, teachers do self-learning to overcome the absence of ESP training, such as reading articles and watching YouTube to get references related to up-to-date instructional models and materials. Third, the teacher tried to modify the given to suit business and marketing students' needs.

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