
Examining Learner Effectiveness in Performing Oral English Communication Interaction in BE Classroom

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Abstract. The objective of the study was to investigate the perception of learners regarding their effectiveness level in performing oral English Communication Interaction (OECI) in Indonesian vocational higher education business English classroom. For this purpose, this study used three variables to determine the frequency, willingness, and ability level of learners in performing OECI under various activities in Business English (BE) classroom. This study employed a mixed-method design. First, an initial classroom observation was conducted involving three classes of business English subject. Next, a set of questionnaires was administered to 100 students attending the subject. The observation data were analyzed using thematic analysis, and the quantitative data were analyzed with descriptive quantitative analysis. Findings showed five types of learning activities in which the learners performed OECI. Their perception of the effectiveness level in performing OECI was moderate (around 50% of the expected results). The findings also discovered that, of the three aspects evaluated, the ability aspect had the lowest level. Moreover, the study implied that providing sufficient and appropriate oral English communication skills in the prerequisite subject will enhance learners' effectiveness in performing OECI in the BE classroom. Further investigation into the factors impeding learners from performing the activities and the strategies to reduce these influencing factors is also suggested.

Keywords: Level of Effectiveness, Oral English Communication Interaction, Business English, Classroom Activities

INTRODUCTION

Nowadays regarding to economic development in the non-native speaking countries over the world, English is viewed as a global language for communication in Business, Trade, and Education. In Indonesia, many people use English as a tool for communication for performing international business activities such as exporting and importing commercial goods in the global market (Chan, 2021; Wright & Mei, 2022). The country engages in international trade when it purchases goods, sells goods services to other nations or for educational purpose such studying in the native speaking English countries such as Australia and America (Nurjihani & Aqila, 2024).

Despite the importance roles of the foreign language in the country, learning English is a challenging task because learners have limited or even less opportunity to use oral English communication (OEC) when interacting with other people in their daily routine (Göktürk, 2016; Gu & Hsieh, 2019; Pangket, 2019). The only place for them to practice performing oral English communication interaction (OECI) in English language classroom. Therefore, it is important for the teachers to encourage the learners to practice using Oral English communication maximally when interacting in the English classroom. Thus, learners should practice performing OECI with various classroom interactions such as interacting between one student to the other to enable

them to perform OECI effectively (Putri, 2021). Hence, the teacher also plays an important role to initiate the exchange of thoughts, feelings or ideas and the learners are required to respond the inputs and finally, the teachers provide feedbacks to output of language from the students and the process is called pattern of interaction (I-R-F) (Akhmad et al., 2024; Paramudia, 2015; Putri, 2021).

Based on the pattern, the researcher is able to analyze communication between teachers and students. The communication between teachers and students must happen when teaching English in the classroom. This kind of interaction in the classroom can provide opportunity for learners to practice speaking English optimally. Some previous studies Paramudia et al., (2024) indicated the learners did not optimally use OEC in English speaking subjects. The most current and relevant previous study Nurjihana & Aqila, (2024) revealed that the Indonesian learners only perform moderate level in performing OECI in the speaking English classroom. However, the study did not include the perceived ability and willingness of learner when responding questions and feedbacks from the teachers. The current study on the other hand, aimed at investigating OECI level in BE classroom including not only students' perceived level of frequency but also the other two aspects; willingness and ability, to fill in the gaps. This paper discusses the perception of learners in performing OECI in BE classroom in PNUP, Makassar, Indonesia.

The primary aim of this study was to assess the level of Oral English Communication Interactions (OECI) among learners in a Business English (BE) classroom. To achieve this objective, the study will address several research questions: 1) What types of oral English communication interactions do learners engage in during Business English classes? 2) What specific forms of interaction are observed among learners in this context? 3) What is the overall proficiency level of learners' oral English communication interactions in the Business English classroom?

Framework for the issues to be examined in this study. The theory of oral English communication activities provides insight into the common types of interactions that learners typically engage in during Business English classes. Based on this theory, OECI is defined as tasks assigned by the lecturer that facilitate spoken interactions among students in the BE classroom. Additionally, the I-R-F model (Initiation-Response-Feedback) model explains that OECI occurs through structured exchanges where a teacher initiates a prompt (Initiation), learners respond to the prompt (Response), and the teacher provides feedback. Regarding to this model, this study defines that oral English communication interactions are the interactions occur when the lecturer initiates questions or give feed backs.

Then, the learners are expected to engage in spoken exchanges, requiring them to articulate their thoughts, opinions, or knowledge related to responding to the questions and the feedback with short or long answers. Next, the OECI level is evaluated by examining learners' perceptions of their frequency, ability, and willingness to engage in OECI (Liu et al., 2011; Peng, 2019; Turner et al., 2021; Zarrinabadi et al., 2021). The study defines the perceived OECI effectiveness level as learners' self-assessment concerning their perceived ability, willingness, and frequency in responding to teacher prompts or feedback. Responses can vary in length, and effectiveness

assessment encompasses several dimensions, including the level of willingness, ability, and frequency in performing OECI. In terms of the three dimensions of the perceived OECI level of learners, the theories explain that the level of willingness can be evaluated from learners' self-reported motivation and readiness to perform OECI. This study used 5 Likert scale to measure the perceived willingness level of learners (1 – low willing, 5, - Very willing).

The second dimension is perceived ability aspect in which the theory suggests gaining learners' self-assessment report to provide evidence of the perceived level ability of learners in using their linguistic and pragmatic skills in performing oral communication tasks. The study employed 5 Likert scales to measure the perceived level of ability of learners (1 - very low ability, 5, very high ability). The last dimension is perceived frequency level aspect in which the theory suggests gaining learners' self-assessment report to provide evidence of the perceived frequency level of learners to engage in oral English communication activity to perform OECI [7,8,9, 10]. The study employed 5 Likert scale to measure the perceived level of frequency of learners (1 – very low frequency, 5, very high frequency).

RESEARCH METHOD

This study employed a mixed-methods design, integrating both qualitative and quantitative approaches. In alignment with the qualitative-quantitative model, the present study utilized classroom observations as the initial phase, examining five business English classes to identify learning activities and OECI of learners within the business English classroom (Bryman, 2010). The second phase involved a quantitative survey distributed to 100 students, aiming to measure the learners' OECI levels more systematically. The collected observation data were analyzed employing thematic analysis and the quantitative data using SPSS, adopting descriptive statistics.

RESULTS AND DISCUSSION

Table.1 shows that there were four types OECI found in BE classroom. One of them was that the lecturer asked a question and the learner was required to give a long answer. Next, the lecturer asked a question and the learner was expected to give a short reply. Third, the lecturer provided feedbacks and the learners was required to respond the feedbacks with long answers. The last type of interaction was the lecturer gave feedbacks and the learner was asked to respond with a short answer

Table 1. Types of OECI

Themes/ Categories	Observation Filed Notes	Source Code
Type of interactions performed by the learners	It was noted that all classes perform OECI in the lecturing presentation. The lecturers asked them to questions and gave them feedbacks. The students were asked to respond the questions and the feedbacks either in the form long or short answers or explanations.	OB1- C2ABCDE

Based on the data presented in Table 1, It can be seen in the table that there are four types of

interactions performed by the learners. They are giving long answer and short answer to the lecturer’s questions. Next, giving short long and short answers or comments on the lecturer’s feedbacks.

Table 2. Types of OECI activities

Themes/ Categories	Observation Filed Notes	Source Code
The types activities in BE classroom	It was noted that all the lecturers assigned the learners to perform lecturing presentation, group discussion, role play, pair-work, individual classroom presentation	OB1-C2ABCDE

The table 2 displays types of OECI learning activities in which the teachers assigned to the students to be performed. They were lecturing presentation, group discussion, role play, pair-work, individual classroom presentation. One of the most important parts for the foreign language learners is whether the subjects can provide sufficient opportunities to practice performing OEC. For example, learners should be encouraged to perform various communicative oral English communication. They further provided more examples of communicative activities such as brainstorming, information gap, interviews, problem-solving tasks, jigsaws, games, competitions (Ho, 2020; Larsen-Freeman & Anderson, 2011).

The table also presents types of OECI communication skills the learners have to perform. They are responding questions and feedbacks using short and long questions in the five types of learning activities. The OECI skills are important to master to enable the learners to perform OECI effectively in the foreign speaking classroom. In sum, the study revealed that the lecturer has assigned the learners various communicative activities. However, there are many other communicative activities can be implemented to facilitate the learners in performing OECI in BE classroom.

Table 3. Data Analysis of Effectiveness Level in Performing OECI in BE Classroom

Activity & Q Item	Level of Frequency	Level of Willingness	Level of Ability
Lecturing Presentation	Mean	Mean	Mean
Responding question with long answer.	2.13	2.74	2.2300
Responding question with short answers.	2.7	3.24	2.8200
Responding the feedbacks with long answers.	2.33	2.84	2.3400
Responding the feedbacks with long answers	2.89	3.44	2.9900
Over all Means	2.52	2.74	2.595
B. Discussion Presentation	Mean	Mean	Mean
Responding question with long answer.	2.44	3.17	2.4100
Responding question with short answers.	3.33	2.72	3.2600

Responding the feedbacks with long answers.	2.41	3.54	2.4300
Responding the feedbacks with long answers	3.17	2.73	3.1300
Over All Means	2.83	3.15	2.808
C. Role Play	Mean	Mean	Mean
Responding question with long answer.	3.36	3.92	3.3900
Responding question with short answers.	3.63	3.92	3.4400
Responding the feedbacks with long answers.	3.78	4.15	2.9900
Responding the feedbacks with long answers	3.33	3.44	3.3900
Over All Means	3.50	3.86	3.719
D. Pair Work	Mean	Mean	Mean
Responding question with long answer.	3.09	3.73	3.7300
Responding question with short answers.	3.02	4.01	4.0100
Responding the feedbacks with long answers.	3.02	4.04	4.0400
Responding the feedbacks with long answers	2.99	3.95	3.9500
Over All Means	2.520	3.93	3.317
E. Individual Classroom Presentation	Mean	Mean	Mean
Responding question with long answer.	3.0900	3.5900	3.1100
Responding question with short answers.	3.2900	3.6300	3.3300
Responding the feedbacks with long answers.	3.1200	3.5200	3.1600
Responding the feedbacks with long answers	3.3400	3.6700	3.3300
Over all	3.210	3.603	3.233

Note: 1.00-2.49 (low), 2.50-3.49 (Medium/ Moderate), 3.50-5.00 (high)

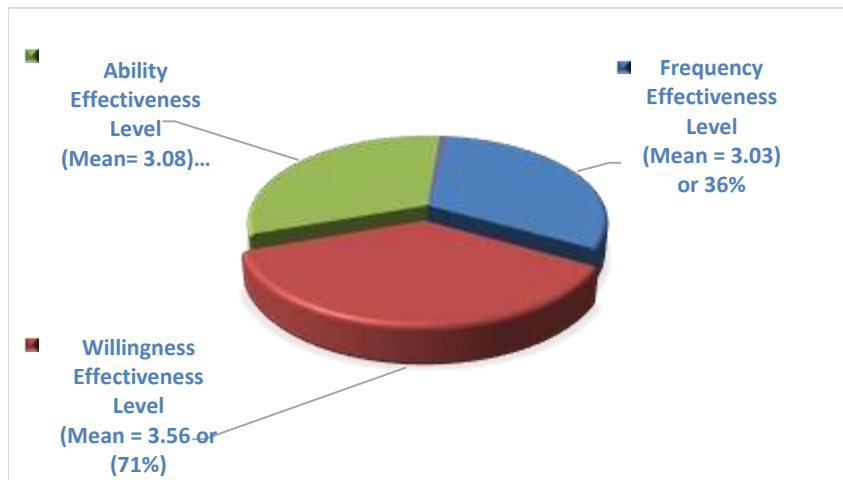
Table 3 above shows the summary of data analysis regarding to level of effectiveness of performing OECI in BE classroom. Base on the summary, there are several findings can be presented in the form pai-charts and sub-tables will be presented and discussed.

Table 4. Effectiveness level in Performing OECI in BE Classroom

Item Means	Mean / percent	N of Items	N of Participants
Item 1 to 60 regarding to the level, willingness and ability in performing OECI	3.22 (64 %)	60	100

Note: 1.00-2.49 (low), 2.50-3.49 (Medium/ Moderate), 3.50-5.00 (high)

As far as the level of effectiveness are concerned, the results are shown in Table 4. Overall, learners indicated that their OECEI were medium level of effectiveness (Mean = 3.22) or 54% from the expected results to perform OECEI activities in BE classroom. This indicated that the learners did not optimally perform OECEI in BE classroom. This shows an early indication that the learners were not satisfied with their current level of ability to perform the learning to perform in the situation (Nguyen & Habók, 2021). They also did not have sufficient motivation to perform the learning activities (Fletcher & Tan, 2021). Furthermore, they perceived that they did not have sufficient opportunity to practice the learning activities.



Note: 1.00-2.49 (low), 2.50-3.49 (Medium/ Moderate), 3.50-5.00 (high)

Figure 2. Aspects of Effectiveness of Using Oral English Communication

Of the three effectiveness variables evaluated, figure 2 presents the learners' belief about their level of each aspect of the effectiveness level in performing OECEI. Overall, learners rated their willingness to performing OECEI was the highest (Mean = 3.56 or 71%). The results indicated that learners have positive beliefs about their willingness to perform OECEI. Furthermore, it can be interpreted that even though their willingness has achieved more than average score, however, it has not achieved maximum result. The implication of this is there is still room for improvement. In contrast, learners showed the lower level of effectiveness on the other two aspects. They rated moderate level their frequency (Mean = 3.03 or 36%), level of ability (Mean = 3.08 or 32%) to perform OECEI. The results indicated that they learners more positive belief on their level of willingness than their frequency and ability to perform OECEI in BE classroom.

In sum, the finding of the current study showed that all aspects of performing OECEI level evaluated did not achieve maximum results. This can be interpreted that the learners were not satisfied with their OECEI level. Therefore, it is important to satisfy both the target (20) and the learning needs (21) to increase the effectiveness aspects (level of willingness, ability and frequency) of learners.

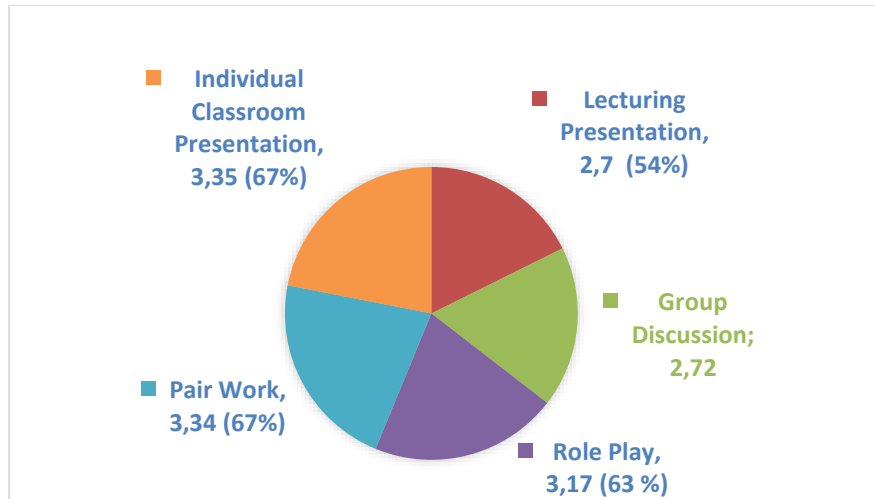
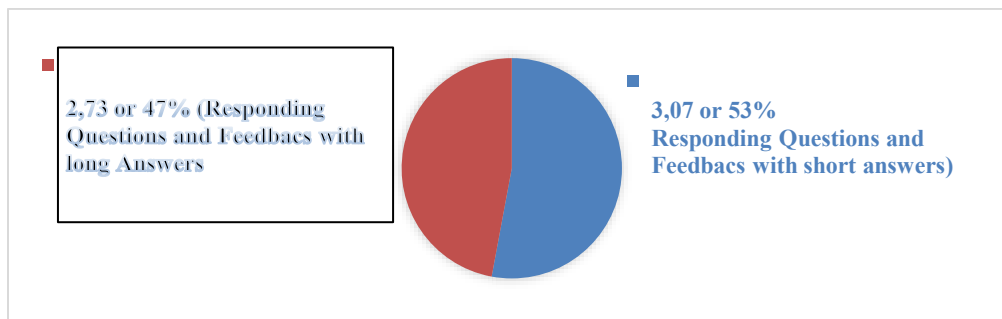


Figure 3. OEC Learning Activities

Over all, Figure 3 presents learners’ belief about the level of effectiveness in performing OECI in each classroom activity. Learners rated higher level of effectiveness in performing OECI in the two three types of classroom activities than the other two activities. They rated higher on in individual class room presentation (Mean = 3.35 or 67%), followed by pair-work (Mean = 3.34 or 64%) and role pay (M=3.17 or 63%). Learners, on the other hand, rated lower effectiveness level on the other two activities: Performing OECI in lecturing presentation (Mean = 2.7 or 54 %), and followed by in the group discussion (Mean 2.72 or 54%). The results indicated that they have more positive belief in performing individual presentation, role play and pair-work than in the lecturing and group discussion.

In sum, the current study revealed that asking the learners to perform individual classroom presentation, role play and pair work are more effective that assigning them to perform learning activities in the lecturing presentation and group discussion. This indicated that some learning activities are preferred by the learners, some others are not. Therefore, the learners should search and employ the learning activities the learners prefer (want) (Liu et al., 2011).



Note: 1.00-2.49 (Low), 2.50-3.49 (Medium/ Moderate), 3 .50-5.00 (High / Positive Perception)

FIGURE 4. Level of Effectiveness in Responding Questions and Feedbacks.

Figure 4 shows that the mean scores of levels of effectiveness in responding questions and feedbacks when performing the learning activities in BE classroom. Overall, learners perceived more effective in responding questions and feedbacks with short answers (Mean 3.07) than responding short answers (Mean 2.73 or 47%). The results indicated that learners have more positive beliefs on responding questions or feedbacks with short answers than the long ones. It can be interpreted that learners did have sufficient self- efficacy to perform OECI in the learning activities. Therefore, learners have to be prepared with necessary skills or vocabularies to enable them to perform OECI activities in the target situation effectively including in BE classroom (Salamonson et al., 2019).

CONCLUSION

This study aimed to examine learners' effectiveness in performing oral English communication interaction (OECI) in Business English (BE) classrooms, identifying five key communicative activities: lecturing presentations, group discussions, role plays, pair work, and individual presentations. Findings revealed a moderate level of effectiveness across three dimensions—ability, willingness, and frequency—with learners showing a more negative perception of their ability and frequency than their willingness to engage in OECI. Additionally, learners were less effective in responding to feedback with long answers compared to short answers, highlighting the need to develop skills and motivation for more extended responses. A notable limitation was the absence of participant interviews and in-depth contextual analysis, which restricted deeper understanding of impeding factors and strategies for improvement. Future research should triangulate data through qualitative methods such as interviews and detailed classroom context analysis to identify barriers and effective strategies that enhance learners' OECI performance in BE classrooms.

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