Integrating Presentation and Roleplay Activities in Teaching Business English Class in Boosting Students' English-Speaking Fluency at a Private University in Pontianak, Indonesia

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ARTICLE INFO	ABSTRACT
	This study aims to describe the effectiveness of integrating presentation and roleplay activities in boosting undergraduate students' English-speaking fluency in Business English class at tertiary level. The study is grounded in the problem that the awareness of English language instructors is often narrowly defined as declarative knowledge, without having sufficient attention to how such knowledge is enacted as procedural knowledge pedagogically. The study employs a qualitative case study design using observation and interview as the data collection method to assess data on the practice of declarative knowledge and procedural knowledge applied systematically. The findings reveal that presentation and roleplay activities significantly enhance students' communication skills, particularly in terms of fluency, improved comprehension, contextual understanding, and interactive skills. Additionally, presentation and roleplay activities increase students' confidence in speaking in English and encourage more frequent use of English in the classroom. Hence, the study results would benefit academicians in incorporating presentation and roleplay activities as effective tools in enhancing students' communication skills in classroom activities. This study further elaborates on how presentation and roleplay activities, when used in a systematic and well-organized way, could optimize students' participation in a Business English class, exploring more on their effectiveness in English communication skills, particularly English-speaking skills.

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1. INTRODUCTION

Language plays a fundamental role in communication, and without it, ideal communication among people is impossible (Rao & Zakaria, 2025). This means that individuals would not be easy to achieve their ambitions or goals successfully without having effective communication skills. Aebissa

(2023) states that effective communication becomes a cornerstone of human interaction and a critical skill for individuals in both personal and professional contexts especially in this era of rapid technological advancement and increasingly-interconnected world, where the ability to convey ideas or thoughts accurately and effectively is more vital than ever. Besides, Demiralay (2024) claims that effective communication is undeniably a powerful tool that shapes human interactions, relationships, and personal journeys. Moreover, Renanda, Yunus, & Rachmawati (2025) emphasize that throughout industrial revolution 4.0, communication and foreign language skills, especially English, have become essential for everyone. Furthermore, as English has become a language used within the global community, the necessity to use it in almost every aspect of human's life is definitely vital (Indrianti et al., 2021). In addition, Simões & Sangiamchit (2023) clarify that English is not only the most widely-used language in the fields of science, technology, and business, but it also holds a significant importance in education and daily life interactions in many parts of the world. In other words, being able to have accurate, clear, effective, and fluent English communication skills, individuals can build stronger connections, enhance collaboration, solve problems more effectively, and boost their confidence. Regarding this, recent studies continue to emphasize the significance of effective communication skills for personal and professional success in education field, especially English-speaking skills. To support this, Winantaka (2024) argues that English, as the primary language of international business, necessitates proficiency in speaking and understanding English business-specific terminologies. Then, Smith & Johnson (2022) emphasize that having good English competency is critical for success in multinational corporations, global markets, and diverse work environments, where English is often used as the common language of communication. In short, it is undeniable that this digital era has emphasized global connectivity, digital communication, and cross-border collaboration, all of which demand a high level of English proficiency (Lifintsev & Wellbrock, 2019).

In Indonesia, almost all universities provide English course as a compulsory subject for students of non-English study programs (Mandasari, 2017). This is in line with the demand of English language as a means of communication at international or global level. In connection with this, Sari et al. (2023) argue that English language has increasingly become significant in today's global era as it has influenced all aspects of human life such as science, education, trade, technology, etc. Thus, university students, including students of non-English study programs, are needed to improve their English proficiency in order that they can use English for communication and absorb abundant information from reading various English texts, attain more knowledge to support their academic performance, and develop self-potential to achieve success in future career or job opportunities. Regarding this, university students are supposed to be familiar with English language skills in their own fields, including students of Business English classes.

However, English language instruction in the worldwide context presents a number of obstacles especially for non-native English speakers, including Indonesian university students, who do not grasp the intricacies of this language can pose numerous challenges and problems (Mondal, 2024). This kind of situation is supported by Winantaka (2024) claiming that many students in non-native English-speaking countries, including Indonesia, face significant challenges in mastering English language skills, and this situation has been shown by the fact that most of non-English department students, including in Business English classes, often face many challenges that hinder them to speak in English effectively when giving Business English presentations in classroom. This situation is in relation to the researcher's experience in teaching Business English subject for Accounting Major students at Universitas Widya Dharma Pontianak in Indonesia, where most students were reluctant to speak in English during the teaching-learning processes in the classroom. The types of challenges that hindered the students to speak in English in Business English classroom included: (1) Language anxiety, i.e., a common barrier that can prevent students from engaging in speaking activities and discussions, (2) Limited business-specific vocabularies and expressions, i.e., students often lack of vocabularies and expressions necessary to articulate complex ideas in formal or professional contexts, (3) Lack of confidence, i.e., many students struggle with self-confidence, which can affect their ability to speak in English fluently and confidently, (4) Lack of real-world speaking opportunities, i.e., educational

settings could not provide more opportunities with students to practice speaking in English, which limits them to develop their practical language skills, and (5) Lack of support, i.e., students may not receive adequate support from their environment, which can exacerbate their speaking difficulties. In addition, Wilson (2023) states that speaking anxiety, as one of students' speaking difficulties, often stems from a fear of making mistakes, which can significantly hinder students' willingness to engage in speaking activities and discussions. Besides, Ahmed (2020) claims that speaking anxiety can be exacerbated by a lack of confidence and the absence of real-world speaking opportunities in educational settings, which are essential for developing practical language skills.

In relation to the situation mentioned above, Mandasari (2017) states that teaching English to students of non-English study program in higher education gave certain challenges for English lecturers, proven by the fact that students often felt hard and reluctant to speak in English in classroom, caused by the lack of necessary English vocabularies and difficulties in pronouncing English words. In correlation with the statement by Mandasari (2017), Indrianti et al. (2021) clarify that most students in Business Administration Department Study Program at State Polytechnic of Malang often find Business English presentation quite problematic, as most of the students feel hesitant to speak when doing Business English presentation, leading to having poor presentation performances. In addition, Rajindra (2022) claims that teaching Business English class, as a non-English study program, cannot be done successfully without motivating students to speak as well as creating a platform for them to practice speaking in English in the classroom.

To overcome the kinds of barriers or challenges described above, the researcher decided to integrate presentation and roleplay activities in teaching students of non-English study program enrolled in a Business English class to improve the students' English-speaking skills, particularly speaking fluency, in the classroom by adopting some strategies, such as asking students to make better preparations and practice with friend(s) before giving presentations and performing roleplay activities, training them to be active listeners, and asking them to seek supports from peers and instructor that can provide the necessary encouragement and guidance to improve students' English-speaking skills, especially speaking fluency. In other words, adopting proactive measures and embracing a growth mindset, students of Business English classes can effectively improve their English communication skills and overcome speaking difficulties, English-speaking fluency to be more specifically. To support this idea, Wahab and Aisyah (2024) claim that the facilitatory role of the teacher is crucial in selecting and applying effective techniques that can motivate students to speak actively in classroom. For this purpose, presentation and roleplay activities can be right examples of the effective techniques that can be applied to motivate students to speak more actively in classroom as these techniques can enable students to present and act out more real-life situations in a fun and meaningful way, where these two techniques do not only help reduce students' anxiety to speak actively, but the techniques can also increase students' participation and involvement in classroom activities, as the techniques provide a safe environment for students to develop their speaking fluency and confidence. Regarding this, Sukitkanaporn & Phoocharoensil (2014) claim that students who are exposed to more presentation activities during their learning time in classroom can gain more improved presentation capability required for their professional competence in the workplace. In addition, a study result by Indrianti (2019) reveals that giving more Business English presentations in Business English classroom is primarily leading to the students' oral communication or speaking skills, bringing benefit for the students' future, either when applying for a job or developing a career. In regard to roleplay technique, Mandasari (2017) states that roleplay is a teaching technique that promotes students' engagements toward fun learning environment as they can pretend themselves to be someone else, especially as part of learning a new skill. Besides, role-playing is an interactive method that helps students develop fluency, improves classroom interaction, and increases students' willingness to speak (Dwiyanti and Lolita, 2023). In addition, Brown (2004) emphasizes that roleplays give students opportunities to be creative and permit them to have a rehearsal time which has an effect of lowering their anxieties. Moreover, Rajindra (2022) clarifies that there are many ways of teaching communication skills in a Business English classroom. Some examples of the ways are roleplay, case study, critical thinking, and

problem-based learning techniques, where one of the techniques that can encourage students to speak English confidently in a Business English classroom is by implementing roleplay technique, as this technique can complement and promote the effectiveness of communication in the classroom. This means that this teaching and learning technique highlights the effective norm of students' learning and incorporates the students' cooperative behaviour to enhance their ability both socially and intellectually when working on their tasks together in the classroom.

The main objective of teaching Business English subject for Accounting Major students is to equip them with the necessary English communication skills in order that they are able to function and work effectively in a professional environment or workplace. This can be achieved by improving students' English communication skills (i.e., by enhancing students' ability to express ideas, ask and answer questions, and give opinions or presentations in various contexts in English) and enhancing employability (i.e., by increasing the chances of employment in accounting, business, and related fields, which can be done by improving students' English language proficiency). This main objective is crucial for accounting major students to succeed in their academic and professional pursuits, as they are increasingly required to work in globalized business environments. Therefore, students of Business English subject are necessarily expected to be able to perform effective communication in English, especially English-speaking skill, and English-speaking fluency to be more specific. With this intention, integrating presentation and roleplay activities in teaching Business English class can be fruitful and helpful for students as they can get more chance toward speaking skill improvement, especially their speaking fluency since the more they practice speaking in English, the more fluent their English will be.

Based on the framework, the study addresses only one central research question: How effective is the integration of presentation and roleplay activities in improving undergraduate students' English communication skills, especially English-speaking fluency, in teaching Business English class in a non-English study program? Therefore, the main scope of the study focuses on describing the systematic ways of integrating presentation and roleplay activities in teaching Business English subject for Accounting Major students in a non-English study program and find out its effectiveness.

2. METHOD

This study employs a qualitative case study design using observation and interview as the data collection method. The research design was selected because it could allow an observation in a single instance or event; a case or situation. It also provided a systematic way of observing events, collecting data, analyzing information, and reporting the results. The study design also helped the researcher to gain a sharpened understanding of why the instance happened as it did and to look at it more extensively in the future research. The study design could also be defined as a research strategy, an empirical inquiry that investigated a phenomenon within its real-life scenario as it could involve single and multiple case studies, relying on multiple sources of evidence and benefits from the prior development of theoretical propositions.

Research participants

The participant students of the study were thirty students of Accounting Study Program who enrolled for Business English II subject in the even semester of academic year 2024/2025. The class consisted of second semester students, with a mixed English ability or level. Business English II subject, with three credit points, is a compulsory subject in Accounting Study Program, which is one of the non-English study programs at Universitas Widya Dharma Pontianak, Indonesia. The study was conducted in four months, covering sixteen weeks, where each week consisted of two meetings and each meeting lasted for 75 minutes, and the study was carried out started from March 2025 until June 2025.

The study, which was based on classroom environment context, was carried out during the teaching period of Business English II in the classroom in one semester study, assuming that these targeted students were capable of showing their performances ang revealing feelings as well as

attitudes toward the improvement of their English communication speaking skills through the integration of presentation and roleplay activities in teaching Business English class.

Observations and interviews

Observations and interviews were conducted with all of the participant students, and all of the students' presentation deliveries and roleplay performances during the semester in the classroom were recorded using a mobile phone as a recording tool. A journal was used to jot down the results of classroom observations. A set of questions were prepared for the interview session to obtain the students' answers, behaviours, feelings, perceptions, and reactions toward the integration of presentation and roleplay activities in teaching the Business English class.

Consents from the Chairperson of Accounting Study Program at the University and the participant students of the Business English II subject were obtained before conducting the integration of presentation and roleplay activities in teaching the Business English II class.

Observations

In the four-month period, observations were made only in the classroom during the times or sessions of implementing presentation activities and roleplay performances.

All of the class teaching-learning activities were conducted in three main different ways, i.e., the first way, the lecturer taught Business English II lessons using conventional way in giving lectures by explaining all the theoretical aspects of each topic (lesson) involved in or related to the Business English II subject, the second way was conducted by implementing presentation deliveries, and third way was conducted with the implementation of roleplay performances. The first was way was aimed to give students a clear understanding about the theoretical aspects of each topic (lesson), while the second and the third ways were done as classroom practices.

Presentation and roleplay activities in this study included the materials related to the Business English II course, supported by the guidance provided by the lecturer (such as YouTube videos, and the like), intended to help students perform their presentation and roleplay activities. The types of materials for presentation and roleplay activities consisted of various topics or case studies related to effective communication skills and the needs of professionals in various business settings and workplaces.

Interviews

The interview session of the study was conducted in week sixteen (the last week) after the completion of the final semester test. All of the participant students of the study were involved in the interview session. Each student was provided three minutes of time to conduct his/her interview process.

The interview session was aimed and intended to gather information about their students' perceptions on the integration of presentation and roleplay activities in improving their English communication skills, especially English-speaking fluency.

The systemic ways of integrating presentation and roleplay activities in this study

In carrying out the presentation and roleplay activities in this study, the students were required to follow some stages. The stages included drafting, consulting, revising, rehearsing, presentation or performance time, and evaluation & feedback, as shown in figure 1 below.
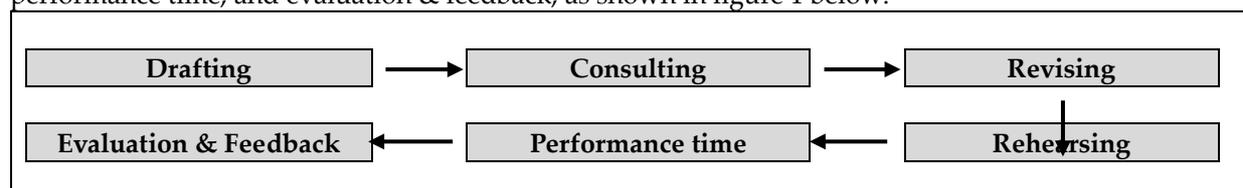

Figure 1. Stages in Integrating Presentation and Role-play Activities of the Study

1. **Drafting stage**

   At this stage, students create their presentation or roleplay drafts and do preparation as well as rehearsals for their upcoming presentation and roleplay performance time. The students' presentation or roleplay drafts are developed based on the topics or scenarios given by the lecturer to each team or group. During the time of making their presentation or roleplay drafts, students are allowed to search for any available supporting sources, such as examples from textbooks and internet sources or ask for help and suggestion form the lecturer.

2. **Consulting stage**

   At this stage, the students, working in a team or group, consult their prepared presentation or roleplay drafts with the lecturer. Matters to be consulted with the lecturer include language use, content, word choice, and sorts of things. Suggestions, from the lecturer, in the form of corrections related to mistakes or errors and improvements are noted on the students' presentation or roleplay drafts.

3. **Revising stage**

   At this stage, the students, working in a team or group, revise their presentation or roleplay drafts based on the lecturer's advices, comments, corrections, or suggestions.

4. **Rehearsing stage**

   At this stage, the students, working in a team or group, do rehearsals. The students, in each team or group, practice presenting their own parts for presentation task or practice memorizing and performing their own roles stated in the draft for roleplay task.

5. **Presentation or Performance time**

   At this stage, the students, working in a team or group and in turn, deliver their presentations or perform their roleplay performances, while at the same time the other students as well as the lecturer are watching each team's presentation or each group's performance attentively.

6. **Evaluation & Feedback time**

   At this stage, the students listen to the evaluation and feedback from the lecturer in the form of comments and suggestions based on each team's presentation or each group's roleplay performance.

The outline of Business English II course syllabus in this study

The study was conducted in a four-month period, covering sixteen weeks, where each week consisted of two meetings and each meeting lasted for 75 minutes.

The teaching and learning activities of this Business English II course were conducted using the following methods: lectures, pair work and small-group discussions, listening comprehensions, vocabulary development, and reinforcement of English grammar structures, pair work (team) presentations, small-group roleplay activities, and case studies.

All of the class teaching and learning activities of the study were conducted in a systematic way, i.e., Mass or class lectures, Presentations, and Roleplays, which were done in a consecutive way and alternately. Therefore, the outline of Business English II course syllabus of this study is summarized as follows:

1. **Week 1**
   a. **First meeting**
      - Lecturer introduces Business English II course to the students.
      - Lecturer explains the detailed description and the specific aims of the course.
      - Lecturer explains the complete course materials outline and the teaching-learning approaches to be used in Business English II course (such as pair work and group discussions, pair work presentations, group roleplay activities, and case studies).

    b. Second meeting
- Lecturer explains about Business English contexts and the related business fields.
- Lecturer explains about the types of roles and responsibilities in Business English contexts and business fields.
- Lecturer explains about the types of meetings and tasks in Business English contexts and business fields.
- Lecturer explains about the ways on how to deliver a Business English presentation in pair and the related things.
- Lecturer divides the class into fifteen pairs (teams).

2. Week 2
    a. First meeting
- Students, working in pair (team), plan a presentation topic related to Business English contexts and the related business fields, the types of roles and responsibilities in Business English contexts and business fields, the types of meetings and tasks in Business English contexts and business fields, having different topic for each pair.
- Students, working in pair, practice preparing for delivering a presentation topic, assigned by the lecturer.

    b. Second meeting
- Students, working in pair and in turn, deliver a presentation topic related to Business English contexts and the related business fields, the types of roles and responsibilities in Business English contexts and business fields, the types of meetings and tasks in Business English contexts and business fields, having different topic for each pair (team), and each team may take time for about 5 minutes.
- Asking and answering questions session after each pair's presentation and feedback giving time from the lecturer.

3. Week 3
    a. First meeting
- Lecturer introduces roleplay activities to the students by explaining what roleplay activities are and spelling out the things needed to perform roleplay activities.
- Lecturer explains the systematic ways of performing roleplay activities and the necessary needs.
- Lecturer divides the class into six small groups; each group consists of five members (students).

    b. Second meeting
- Lecturer provides the students with first roleplay topics; each group has different topic, related to business fields.
- Lecturer helps the students, in each group, alternately plan the draft of their first roleplay performance.
- Students, in each group, create and prepare their first roleplay plan by making draft, having a consultation with the lecturer, making revision, and doing rehearsal for their first roleplay performance.

4. Week 4
    a. First meeting
- Fifteen students (first half group), working in group of five students and in turn, perform their first roleplay performance for 15-20 minutes per group; each group has different topic, assigned by the lecturer.
- Lecturer evaluates and gives feedback on each group's first roleplay performance in the form of comments, advices, and suggestions.

b. **Second meeting**
- Other fifteen students (second half group), working in group of five students and in turn, perform their first roleplay performance for 15-20 minutes per group; each group has different topic, assigned by the lecturer.
- Lecturer evaluates and gives feedback on each group's first roleplay performance in the form of comments, advices, and suggestions.

5. **Week 5**
    a. **First meeting**
    - Lecturer explains the meaning of 'Banking', 'Referencing', and the related issues.
    - Lecturer explains the meaning of 'Stocks and Bonds' and the related issues.
    - Lecturer explains the meaning of 'Business Correspondence', 'Register and Style', and Business-specific language expressions and phrases.
    b. **Second meeting**
    - Students, working in pair, plan a presentation topic related to Banking, Referencing, Stocks and Bonds, Business Correspondence, Register and Style, and Business-specific language expressions and phrases, having different topic for each pair.
    - Students, working in pair, practice preparing for delivering a presentation topic, assigned by the lecturer.

6. **Week 6**
    a. **First meeting**
    - Fourteen students (first half group), working in pair and in turn, deliver a presentation topic related to Banking, Referencing, Stocks and Bonds, Business Correspondence, Register and Style, and Business-specific language expressions and phrases, having different topic for each pair, and each team may take time for 5-10 minutes.
    - Asking and answering questions session after each pair's presentation and feedback giving time from the lecturer.
    b. **Second meeting**
    - Other sixteen students (second half group), working in pair and in turn, deliver a presentation topic related to Banking, Referencing, Stocks and Bonds, Business Correspondence, Register and Style, and Business-specific language expressions and phrases, having different topic for each pair, and each team may take time for 5-10 minutes.
    - Asking and answering questions session after each pair's presentation and feedback giving time from the lecturer.

7. **Week 7**
    a. **First meeting**
    - Lecturer provides students with second roleplay topics; each group has different topic, related to business fields.
    - Lecturer helps the students, in each group, alternately plan the drafts of their second roleplay performance.
    b. **Second meeting**
    - Students, in each group, create and prepare their second roleplay plan by making draft, having a consultation with the lecturer, making revision, doing rehearsal for their second roleplay performance.
    - Students, in each group, practice performing their own roles as requested by the draft created by them, without bringing or having any script with them.

8. **Week 8**
    a. **First meeting**

- Fifteen students (first half group), working in group of five students and in turn, perform their second roleplay performance for 15-20 minutes per group; each group has different topic, assigned by the lecturer.
- Lecturer evaluates and gives feedback on each group's second roleplay performance in the form of comments, advices, and suggestions.

b. Second meeting

- Other fifteen students (second half group), working in group of five students and in turn, perform their second roleplay performance for 15-20 minutes per group; each group has different topic, assigned by the lecturer.
- Lecturer evaluates and gives feedback on each group's second roleplay performance in the form of comments, advices, and suggestions.

9. **Week 9**

a. First meeting

Students joined mid-semester examination in the form of written test, aimed to test the students' comprehension and understanding on the materials discussed in the previous meetings (i.e., Business English contexts and the related business fields, the types of roles and responsibilities in Business English contexts and business fields, the types of meetings and tasks in Business English contexts and business fields, Banking, Referencing, Stocks and Bonds, Business Correspondence, Register and Style, and Business-specific language expressions and phrases).

b. Second meeting

Lecturer gives the students their mid-semester examination results and provides them with the feedback about their mid-semester examination results.

10. **Week 10**

a. First meeting

- Lecturer explains the meaning of 'Accounting and Financial Statements' and the related issues.
- Lecturer explains the meaning of 'Market structure', 'Market competition', 'Takeovers', and the related issues.
- Lecturer explains the meaning and use of 'Prepositions' and 'Linkers', and doing exercises related to them.

b. Second meeting

- Students, working in pair, plan a presentation topic related to Accounting and Financial Statements, Market structure, Market competition, Takeovers, Prepositions, and Linkers, having different topic for each pair.
- Students, working in pair, practice preparing for delivering a presentation topic, assigned by the lecturer.

11. **Week 11**

a. First meeting

- Fourteen students (first half group), working in pair and in turn, deliver a presentation topic related to Accounting and Financial Statements, Market structure, Market competition, Takeovers, Prepositions, and Linkers, having different topic for each pair, and each team (pair) may take time for 5-10 minutes.
- Asking and answering questions session after each pair's presentation and feedback giving time from the lecturer.

b. Second meeting

- Other sixteen students (second half group), working in pair and in turn, deliver a presentation topic related to Accounting and Financial Statements, Market structure,

Market competition, Takeovers, Prepositions, and Linkers, having different topic for each pair, and each team (pair) may take time for 5-10 minutes.
- Asking and answering questions session after each pair's presentation and feedback giving time from the lecturer.

12. Week 12
a. First meeting
- Lecturer provides students with third roleplay topics; each group has different topic, related to business fields.
- Lecturer helps the students, in each group, alternately plan the drafts of their third roleplay performance.

b. Second meeting
- Students, in each group, create and prepare the third roleplay plan by making draft, having a consultation with the lecturer, making revision, doing rehearsal for their third roleplay performance.
- Students, in each group, practice performing their own roles as requested by the draft created by them, without having or bringing any script with them.

13. Week 13
a. First meeting
- Fifteen students (first half group), working in group of five students and in turn, perform their third roleplay performance for 15-20 minutes per group; each group has different topic, assigned by the lecturer.
- Lecturer evaluates and gives feedback on each group's third roleplay performance in the form of comments, advices, and suggestions.

b. Second meeting
- Other fifteen students (second half group), working in group of five students and in turn, perform their third roleplay performance for 15-20 minutes per group; each group has different topic, assigned by the lecturer.
- Lecturer evaluates and gives feedback on each group's second roleplay performance in the form of comments, advices, and suggestions.

14. Week 14
a. First meeting
- Lecturer explains the meaning of 'Business Trends and Cycles', 'Graph descriptions', and the related issues.
- Lecturer explains the meaning of 'Taxation', 'Exchange rates', 'International Trade', and the related issues.
- Lecturer explains the meaning of 'Business proposals', 'Business reports', and the related issues.
- Lecturer explains the meaning and use of 'Gerund and Infinitive' and 'Phrasal verbs', and doing exercises related to them.

b. Second meeting
- Students, working in pair, plan a presentation topic related to Business Trends and Cycles, Graph descriptions, Taxation, Exchange rates, International Trade, Business proposals, Business reports, Gerund and Infinitive, and Phrasal verbs, having different topic for each pair.
- Students, working in pair, practice preparing for delivering a presentation topic, assigned by the lecturer.

15. **Week 15**
    a. **First meeting**
       ▪ Fourteen students (first half group), working in pair and in turn, deliver a presentation topic related to Business Trends and Cycles, Graph descriptions, Taxation, Exchange rates, International Trade, Business proposals, Business reports, Gerund and Infinitive, and Phrasal verbs, having different topic for each pair, and each team (pair) may take time for 5-10 minutes.
       ▪ Asking and answering questions session after each pair's presentation and feedback giving time from the lecturer.
    b. **Second meeting**
       ▪ Other sixteen students (second half group), working in pair and in turn, deliver a presentation topic related to Business Trends and Cycles, Graph descriptions, Taxation, Exchange rates, International Trade, Business proposals, Business reports, Gerund and Infinitive, and Phrasal verbs, having different topic for each pair, and each team (pair) may take time for 5-10 minutes.
       ▪ Asking and answering questions session after each pair's presentation and feedback giving time from the lecturer.

16. **Week 16**
    a. **First meeting**
       Students joined final semester examination in the form of written test, intended to test the students' comprehension and understanding on the materials discussed in the meetings after the mid-semester examination (i.e., Accounting and Financial Statements, Market structure, Market competition, Takeovers, Prepositions, Linkers, Business Trends and Cycles, Graph descriptions, Taxation, Exchange rates, International Trade, Business proposals, Business reports, Gerund and Infinitive, and Phrasal verbs).
    b. **Second meeting**
       This meeting was conducted and intended for an interview session. All of the participant students of the study were compulsorily required to join the interview session. The interview session was conducted individually and alternately, where each student was given three minutes to perform an interview with the lecturer. Each student's interview session with the lecturer was recorded. The interview session was specifically aimed to gather any information from the students regarding their perceptions on the integration of presentation and roleplay activities in improving their English communication skills, especially English-speaking fluency.

3. FINDINGS AND DISCUSSION

Study findings

The findings of the study revealed that integrating presentation and roleplay activities in teaching Business English class in a non-English study program could significantly enhance and boost students' English communication skills, particularly in terms of English-speaking fluency. In addition, presentation and roleplay activities could also improve students' comprehension, contextual understanding, interactive skills, confidence in speaking in English, and encourage more frequent use of English in the classroom.

In order to have clearer description of the study findings, the findings of study are reported and presented in the "Discussion of findings" section below in a more detailed way.

Discussion of findings

The primary purpose of this study was to find out the effectiveness of integrating presentation and roleplay activities in improving undergraduate students' English communication skills, particularly English-speaking fluency, in a Business English class in a non-English study program.

In regard to the main purpose of the study, findings of the study revealed that presentation and roleplay activities significantly enhance students' English communication skills, particularly in terms of fluency, increased comprehension and contextual understanding, and improved interactive skills. Additionally, presentation and roleplay activities increase students' confidence in speaking in English and encourage more frequent use of English in the classroom.

In order to have more complete understanding on the study results, which are based on the 'Class observation results' and 'Interview results', especially during the times or sessions of integrating presentation and roleplay activities in the classroom, the qualitative findings of the study are presented in a consecutive and systematic way below under the heading of 'The effectiveness and advantages of integrating presentation and roleplay activities in teaching Business English class'.

The effectiveness and advantages of integrating presentation and roleplay activities in teaching Business English class

In refence to the 'Class observation results' and 'Interview results' of the study, it can be concluded that presentation and roleplay activities can become powerful tools for improving students' English communication skills in teaching Business English class, particularly English-speaking fluency. These activities offer helpful ways for students to practise the everyday business situations in which they might find themselves, and to make these activities as effective as possible, it is essential to set them up thoughtfully.

To be more detailed, the impactful advantages of integrating presentation and roleplay activities in teaching a Business English class in the study are provided in order as follows.

1) **Effectiveness and advantages of integrating presentation activities**

Integrating presentation activities in teaching a Business English class offers several advantages, they are: Bridging the gap between language study and language use, as presentations provide a practical way to apply language skills in real-world contexts, Helping students to use the four language skills in a naturally integrated-way, as presentations can be used to practice speaking, listening, reading, and writing skills, Helping students to collect, inquire, organize, and construct information, as presentations encourage students to gather and present information effectively, Enhancing teamwork, as presentations can be organized in pairs, groups, or individually, promoting collaboration and teamwork, Encouraging student involvement and active learning, as presentations provide opportunities for students to engage actively and take ownership of their learning.

As a conclusion, all of the types of advantages mentioned above highlight the importance of incorporating presentation activities into business English classes to enhance students' communication skills and prepare them for the demands of the business world.

2) **Effectiveness and advantages integrating roleplay activities or scenarios**

Integrating roleplay activities or scenarios in teaching a Business English class can become a powerful tool for improving students' English communication skills, particularly in boosting confidence, speaking fluency, and real-life communication skills.

A simple roleplay activity can transform a hesitant class into a room buzzing with conversation, where students start experimenting with new words, phrases, correcting each other naturally, and even laughing when mistakes happen. Students are learning without feeling like they are learning, and that is when real progress happens.

Performing an English roleplay activity is not about memorizing scripts, but it is about using English naturally in context. As it is performed in a safe practice space, it allows students get to

try out new words and phrases without the fear of making mistakes when they are speaking, listening, and thinking in English, all of which are done at the same time.

The beauty of roleplay activity lies in its flexibility as it can be structured with clear scripts for beginners, or free-flowing for advanced learners who can improvise. Besides, roleplay activity can become a bridge between textbook exercises and real-world conversations. In other words, roleplay activities can turn a classroom into a mini real-world environment, giving students the chance to speak, experiment, and learn in a meaningful way.

Roleplays are not just common or ordinary classroom activities, they are a proven method for improving communication skills, fluency, and confidence. Research shows that students who participate in roleplay activities speak more freely, make fewer errors over time, and develop a better understanding of conversational routines.

One key reason why roleplay works is fluency development. Unlike repetitive drills, roleplay encourages students to think on their feet and use language spontaneously. This type of practice strengthens real-life conversational skills.

Another major benefit is student motivation and engagement. Roleplay activities can turn learning into a dynamic, interactive experience, where students often enjoy acting out scenarios, laughing at mistakes, and experimenting with language without fear. This playful learning environment has been shown to increase participation, especially among shy learners.

Finally, roleplay activities support contextual and cultural learning. When students practice scenarios like booking a hotel room abroad or negotiating in a workplace, they gain insight into social norms, polite expressions, and culturally appropriate communication. These experiences help learners apply English language confidently outside the classroom.

In addition, to make roleplay activities engaging and impactful, it is important to pay attention to implementing roleplay activities in the right ways. For this purpose, a guide to creating a systematic, well-organized, and impactful roleplay activities is presented below.

- Choosing relevant roleplay scenarios

  This is important because the teacher or lecturer should know his/her students' abilities well and understand the kind of business situations in which they are likely to interact. Hence, choosing relevant roleplay scenarios, reflecting common business situations that the students might face, such as various types of meetings, negotiations, and so forth, is crucial. The more specific and relevant the roleplay scenarios the students practise, the more useful and engaging the roleplay activities will be for the students.

- Building-up things step by step

  This important because roleplay activities may fall flat or have the unexpected impact if they are not built-up step by step beforehand. So, instructors should start with simpler roleplays and gradually increase the complexity as students become more comfortable. This step-by-step approach helps students build confidence and skills incrementally.

- Setting the scene

  Once a relevant scenario is chosen, the instructor should set the scene clearly for the students by explaining the context of the roleplay, the roles each student will play, and the objectives of the activity. Providing background information helps students understand their roles and what is expected from them, allowing them to immerse themselves fully during the exercise or preparation time.

- Introducing relevant vocabularies, phrases, and expressions

  Before diving into the roleplay activity, the instructor should introduce the specific vocabularies, phrases, and expressions that will be used in the roleplay by creating a list of key terms related to the scenario and discuss their meanings and uses. This preparation ensures that students are comfortable with the language they will need later on, making it easier for them to participate effectively in the role-play activity.

- ▪ Providing practice and rehearsal time beforehand
  Regarding this, the instructor should avoid putting students on the spot directly without having practice and rehearsal first. To avoid this, the instructor should give students some time and space to understand the situation and practise with the relevant language and scenarios before starting the roleplay activity. This could involve vocabulary drills, simple dialogues, or discussions about the roleplay topic. This preliminary practice helps students feel more prepared and confident when it is time to take on their roles.
- ▪ Encouraging realism and creativity
  During the preparation time and roleplay performance, the instructor should encourage students to fully embrace their roles and bring some creativity to their performances. The instructor should be flexible and allow students to add personal touches and improvisation that can make the activity more engaging and realistic. This approach helps them practise both language and the subtleties of real-world interactions.
- ▪ Debriefing and reflecting
  After each group of students has finished performing a roleplay activity, the instructor should take time to debrief with the students. The instructor should discuss what went well and what could be improved. The instructor should encourage students to reflect on their performance and share their thoughts in an objective and constructive way. This reflection helps reinforce learning and provides valuable insights for future role-play activities.

To sum up, well-planned roleplay activities are powerful ways to boost Business English communication skills. By choosing relevant scenarios, setting the scene clearly, introducing key vocabulary, providing practice, building up complexity, encouraging creativity, and reflecting afterward, roleplay activities can create an effective learning environment. These steps help students develop the confidence and skills needed to handle real-world business interactions with more confidence.

As a conclusion, roleplay activity works because it combines communication practice, motivation, and real-world context, all of which are essential for effective language learning. By understanding these pedagogical foundations, English teachers or instructors can design activities that are both engaging and impactful.

4. CONCLUSION

Based on the findings of the study, it can be concluded that the integration of presentation and roleplay activities in teaching a Business English class is highly effective in improving undergraduate students' English communication skills, especially English-speaking skill and English-speaking fluency to be more specific. The types of activities can provide a safe environment for practice, encourage active participation, and foster a supportive classroom atmosphere.

Presentation and roleplay activities can create opportunities for authentic communication, allowing students to practice speaking in English in various contexts that resemble everyday interactions. This experiential learning approach can help students internalize language patterns and use them more naturally. Additionally, presentation and roleplay activities address the affective domain of learning by making language practice enjoyable, fun, and motivating, which can lead to increased engagement and persistence in language studies.

Integrating presentation and roleplay activities in teaching Business English classes can bring a real situation exposure to the students, where they may have more language exposure, more confidence, more experience, more vocabulary, and be more actively involved in learning process. Hence, presentation and roleplay activities are effective strategy to improve students' speaking skills in Business English classes as these activities allow students to practice everyday business situations they might encounter, such as meetings, negotiations, or other types of social interactions. By choosing the right scenarios that reflect common business situations, educators can create engaging and relevant

presentation and roleplay activities that help students build confidence and communication skills incrementally.

To create impactful presentation and roleplay activities, educators should know their students well and understand the kind of business situations they are likely to interact with. They should start with simpler presentation topics and roleplay scenarios and gradually increase the complexity as students become more comfortable. Providing background information and introducing specific vocabulary and phrases helps students immerse themselves fully in delivering presentation topics and performing roleplay activities, enhancing their English-speaking fluency.

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