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THE EFFECT OF A SPEAKING FOR ACADEMIC PURPOSES LEARNING MODEL ON STUDENTS' ENGLISH PROPOSAL SEMINAR PRESENTATION ABILITY: A QUASI-EXPERIMENTAL STUDY

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Abstract: The ability to present academic work in English is a critical yet underdeveloped competency among English Education (EED) students in Indonesian higher education contexts. This quasi-experimental study investigated the effect of a Speaking for Academic Purposes (SAP) learning model on EED students' English proposal seminar presentation ability at Muhammadiyah University of Palopo, Indonesia. A non-equivalent control group design was employed, involving 60 sixth-semester students divided into an experimental group (n = 30) receiving SAP model instruction over six sessions, and a control group (n = 30) receiving conventional speaking instruction. Both groups completed pre-tests and post-tests assessed using an analytical speaking rubric covering five dimensions: content, language accuracy, fluency, discourse organization, and delivery. Prior to parametric analysis, normality was confirmed via the Shapiro–Wilk test and variance homogeneity via Levene's test. Data were analyzed using independent-samples and paired-samples t-tests. Results showed that the experimental group achieved a significantly higher post-test mean (M = 82.8, SD = 7.2) compared with the control group (M = 67.4, SD = 9.1), with a statistically significant between-group difference ($t(58) = 7.34$, $p < .001$, $d = 1.89$). Within the experimental group, all five rubric dimensions showed significant improvement, with the largest gains in Discourse Organization (+47.8%) and Fluency (+45.0%). These findings provide empirical evidence that the SAP model—integrating genre-based instruction, structured rehearsal, peer feedback, and reflective practice—is significantly more effective than conventional instruction in developing students' academic speaking performance. Implications for English Education curriculum design and pedagogical practice in Indonesia are discussed.
Keywords: *Speaking for Academic Purposes; learning model; presentation skills; English Education; EFL; Indonesia*

INTRODUCTION

The ability to communicate effectively in English for academic purposes has become one of the most essential competencies in higher education, particularly in English as a Foreign Language (EFL) contexts (Hyland, 2023). Recent reviews further confirm that oral communication competence is now a central concern of higher-education language pedagogy worldwide (Uróz-Molina & Reyes-Torres, 2023). For students enrolled in English Education (EED) programs, this competency holds special professional significance: they are expected not only to master English for their own academic progression but also to model that mastery for the students they will eventually teach. Among the range of academic communication skills, oral presentation—specifically the formal proposal seminar presentation—represents one of the most challenging and high-stakes speaking events an undergraduate student will encounter (Al-Hebaishi, 2023).

Proposal seminar presentations require students to articulate research rationale, theoretical frameworks, methodological choices, and anticipated outcomes before an academic panel. This is a complex, multi-layered communicative task demanding clarity of thought, precision of language, appropriate academic register, effective non-verbal communication, and the ability to respond to examiner questions under pressure (Bacha & Bahous, 2023). Yet despite enrollment in an English Education program, many students report significant anxiety and inadequate preparation for this specific genre. A recent Indonesian study reported that proposal seminar presentations elicit a distinctive constellation of cognitive, somatic, and interactional anxiety symptoms in EFL students, particularly when learners feel unprepared for examiner interaction (Achmad et al., 2024). Similar findings have been reported across diverse EFL contexts, where speaking anxiety remains a persistent affective barrier in academic oral performance (Liu & Huang, 2023).

In the Indonesian higher education context, the gap between students' general English proficiency and their capacity to perform in formal academic speaking events is particularly pronounced. Aryanti and Suryani (2018) initially documented this gap, and more recent work by Purnomo et al. (2024) has confirmed that conventional English language teaching in Indonesian universities tends to prioritize receptive skills and written production over the specialized demands of academic spoken discourse. Consequently, students may possess adequate reading and writing competencies yet remain unable to present research coherently in English—a problem directly relevant to the proposal seminar context, where linguistic and rhetorical demands are highly genre-specific (Wahyudin & Inayah, 2023). Similar patterns have been documented in other EFL university contexts (Khasinah et al., 2024; Wang, F., et al., 2024).

Speaking for Academic Purposes (SAP) has emerged as a specialized sub-field of English for Academic Purposes (EAP) addressing academic spoken communication, encompassing lectures, seminars, oral presentations, and research defenses (Hyland, 2006). More recently, Hyland (2023) has argued that the field must move beyond receptive academic competencies to systematically address the productive demands of academic speech. A growing body of intervention studies has demonstrated that purpose-designed SAP instruction significantly outperforms general speaking practice.

Recent SAP studies consistently indicate that structured rehearsal and genre-based scaffolding improve learners' academic speaking performance. However, the magnitude of these improvements varies depending on intervention design and methodological rigor. Studies employing one-group designs—such as Huang and Chang (2020) using virtual reality-enhanced SAP instruction and Rahmawati and Sari (2019) through project-based SAP approaches—generally report moderate effect sizes ($d = 0.87–0.98$). In contrast, more recent controlled studies in Indonesian EFL contexts report stronger effects. Rustam et al. (2024), for example, found significant gains in academic oral performance using a quasi-experimental design, while Nasution et al. (2024) documented comparable improvements in undergraduate EAP programs. Kuswandi et al. (2023) further demonstrated measurable improvements in both linguistic accuracy and discourse organization when explicit genre scaffolding was integrated into SAP instruction.

Complementary evidence comes from Anjaniputra and Salsabila (2023), who emphasized the role of rehearsal cycles, and from Fitriani et al. (2024), who showed that structured practice strengthens academic-speaking confidence among Indonesian university learners. Al-Khresheh (2024) reported similar gains for Saudi EFL students participating in presentation-based interventions, while Al-Khresheh et al. (2025) found that integrating peer assessment with oral presentation tasks supported both performance and self-efficacy. These converging patterns suggest that instructional design—particularly the combination of genre awareness, structured rehearsal, and feedback cycles—is a critical determinant of SAP intervention effectiveness, highlighting the need for more rigorous comparative investigations.

Genre-based instruction (GBI) is a pedagogical approach grounded in the view that language is purposive and socially situated, and that learners benefit from explicit teaching of genre conventions governing different communicative contexts (Cheng, 2008). In academic oral presentations, GBI involves teaching students recognizable rhetorical moves and their linguistic realizations—how to frame a research problem, signal section transitions, hedge claims, and handle examiner questions (Kobayashi, 2023). Recent intervention studies confirm that GBI produces significantly better rhetorical organization and academic register in EFL university students compared with non-GBI approaches (Nugroho & Rekha, 2023).

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Mulyani et al. (2024) extended these findings, showing that GBI-trained learners outperformed control peers in overall oral-presentation quality. Comparable evidence from Saudi EFL contexts (Al-Khresheh, 2024) and Jordanian university samples (Alhasan et al., 2024) suggests that the benefits of explicit genre instruction generalize across regional EFL settings.

Foreign language anxiety (FLA), theorized by Horwitz et al. (1986), remains a significant predictor of EFL speaking performance. A recent synthesis by Liu and Huang (2023) confirmed that FLA continues to exert measurable effects on oral output across diverse EFL settings. In high-stakes presentation contexts, FLA can be particularly debilitating; Yadav (2025) reported that EFL instructors consistently identify oral-presentation tasks as the strongest classroom trigger of student anxiety, while Lintner and Belovecová (2024) documented elevated public-speaking anxiety among university students more broadly.

Rehearsal-based instruction has been consistently identified as one of the most effective strategies for reducing FLA and building confidence in EFL academic speakers (Woodrow, 2006). Recent evidence reinforces this position: Zhai (2025) demonstrated significant reductions in FLA and negative emotions following structured anxiety-reduction training in EFL university learners, and Arifin et al. (2024) reported parallel effects for pre-service EFL teachers transitioning to in-person speaking contexts. DeKeyser's (2007) skill acquisition theory predicts that repeated structured practice automatizes procedural knowledge, reducing cognitive load and freeing resources for content management. This prediction has been empirically supported by Anjaniputra and Salsabila (2023) and Ramadhan et al. (2023) in Indonesian EFL university settings, with Fitriani et al. (2024) providing additional evidence that rehearsal cycles enhance both performance and confidence.

A critical limitation pervading the SAP research literature is methodological: the majority of existing SAP studies employ one-group pre-test post-test designs, which limit causal inference because improvements cannot be unambiguously attributed to the instruction (Plonsky, 2013). Alrabai (2023) has argued that quasi-experimental and experimental designs are essential for strengthening causal inference in EFL intervention research, and similar calls have come from systematic reviews of SAP research in Indonesia (Cahyani et al., 2024; Sudirman et al., 2023). Without a control group, it is impossible to rule out maturation, practice effects, or demand characteristics as alternative explanations for observed gains.

Despite growing evidence for SAP instruction effectiveness, the existing literature exhibits four interrelated gaps that this study addresses. First, a methodological gap: as Cahyani et al. (2024) note, the majority of SAP studies in Indonesia continue to rely on one-group pretest–posttest designs, making it impossible to rule out maturation, practice effects, or demand characteristics as alternative explanations for observed gains. Few studies have employed quasi-experimental control-group designs capable of supporting stronger causal inference. Second, a contextual gap: limited empirical evidence exists within Indonesian English Education Departments focused specifically on the proposal seminar presentation context, despite the genre's high-stakes significance for EED undergraduates (Achmad et al., 2024). Third, a genre-specific gap: most previous SAP studies investigate general academic speaking, broad oral presentations, or project-based tasks; very few target the highly specific genre of proposal seminar presentations with its distinctive rhetorical moves, evaluative pressures, and disciplinary expectations (Kobayashi, 2023). Fourth, an outcome gap: most studies focus primarily on aggregate speaking scores, with few integrating multidimensional rubric analysis, effect size reporting, and student perception data simultaneously to provide a comprehensive picture of instructional impact. This study responds to all four dimensions by providing controlled causal evidence for the effect of a structured, six-module SAP model on five analytically scored dimensions of academic speaking performance, while simultaneously collecting student perception data to contextualize the quantitative findings.

The research questions guiding this study are: (1) Is there a significant difference in English proposal seminar presentation ability between students taught using the SAP learning model and those taught using conventional speaking instruction? (2) Which dimensions of speaking performance show the greatest improvement following SAP model instruction? (3) What are students' perceptions of the SAP model's effectiveness and relevance to their academic communication needs?

This study makes three distinct contributions to the SAP and EAP literature. First, and most substantively, it introduces and empirically evaluates an integrated six-module SAP model specifically designed for the proposal seminar

presentation genre, operationalizing a progression that combines genre awareness, language functions, academic vocabulary, non-verbal communication, structured rehearsal, and reflective simulation—a sequence not previously tested in the Indonesian EED context. The novelty of this study lies in empirically testing this integrated model and examining its effectiveness through a controlled design. Second, it employs a quasi-experimental non-equivalent control group design as the methodological vehicle for this evaluation, a rigorous advance over the one-group designs dominating the existing SAP literature (Alrabai, 2023), thereby providing stronger causal evidence for the effectiveness of the instructional sequence. Third, it contributes empirical evidence from an Indonesian EFL setting, a context underrepresented in the SAP literature despite its scale and relevance to global EAP research (Purnomo et al., 2024; Wahyudin & Inayah, 2023).

This study carries significance at three levels. Theoretically, it provides empirical support for the integration of genre-based instruction, skill acquisition theory, and anxiety-reduction pedagogy within a unified SAP instructional model, extending the theoretical frameworks of Horwitz et al. (1986) and DeKeyser (2007) into a specific, underexplored academic speaking context. Practically, the SAP model's six-module sequence offers a replicable and adaptable instructional framework that EED program coordinators and speaking instructors across Indonesian universities can implement with limited resource requirements (Husnaini et al., 2024). At the policy level, the findings carry implications for national curriculum standards in Indonesian higher education, particularly the need to integrate genre-specific academic oral communication competencies into EED program requirements, consistent with the Indonesian National Qualifications Framework (KKNI) and Merdeka Belajar–Kampus Merdeka (MBKM) reform objectives (Sudirman et al., 2023).

Theoretical Framework

Speaking for Academic Purposes is a specialized domain within English for Specific Purposes (ESP) that focuses on the spoken dimensions of academic discourse (Hyland, 2006). Contemporary work positions SAP as a productive complement to the predominantly receptive orientation of EAP scholarship (Hyland, 2023). Academic oral communication requires speakers to employ discipline-appropriate language choices, coherent rhetorical structures, and interactional strategies that align with the expectations of scholarly communities. Academic presentations are characterized by identifiable structural conventions: an opening that establishes context and rationale, a body that presents evidence and argument, and a closing that summarizes and invites engagement (Kobayashi, 2023).

Researchers have identified several components critical for successful academic speaking: (1) content knowledge—the ability to organize and articulate subject matter coherently; (2) linguistic competence—accurate grammar, appropriate lexis, and correct pronunciation; (3) discourse competence—cohesive devices, hedging language, and genre-appropriate rhetorical moves; (4) strategic competence—managing communication breakdowns and interacting with the audience; and (5) non-verbal communication—gesture, eye contact, posture, and visual aids (Bacha & Bahous, 2023). Recent evidence from EFL contexts highlights that these components do not develop uniformly: discourse-level and delivery competencies often require dedicated instructional support beyond what generic speaking classes provide (Wang, Y., et al., 2024).

Genre-based instruction (GBI) is grounded in the view that language is purposive and socially situated, and that learners benefit from explicit teaching of genre conventions governing different communicative contexts (Cheng, 2008). Nugroho and Rekha (2023) argue that GBI is particularly well-suited to oral genres because it makes rhetorical move structures explicit and teachable, equipping students with the metalinguistic awareness needed to produce genre-appropriate academic speech rather than relying solely on implicit acquisition. Mulyani et al. (2024) provide additional Indonesian evidence that GBI-trained learners outperform non-GBI controls in both rhetorical organization and academic register, while Al-Khresheh (2024) reports parallel gains in a Saudi EFL setting.

Speaking anxiety in second-language contexts emerges from learners' perceptions of evaluative pressure and communicative inadequacy during language performance tasks (Horwitz et al., 1986). FLA remains a significant predictor of EFL speaking performance, with recent reviews documenting its persistence across contexts and instructional modalities (Liu & Huang, 2023). Lintner and Belovecová (2024) further showed that public-speaking anxiety is elevated among university students more generally, suggesting an interaction between genre demands and learner vulnerability. Rehearsal-based instruction reduces FLA and builds confidence by allowing learners to

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automatize the rhetorical and linguistic components of presentation delivery, freeing cognitive resources for content management and audience engagement (DeKeyser, 2007). Empirical confirmation comes from Anjaniputra and Salsabila (2023), Ramadhan et al. (2023), and Zhai (2025), who collectively document significant FLA reductions following structured rehearsal protocols.

The relationship among the three theoretical frameworks underpinning this study can be articulated as an integrated sequence: genre awareness provides the knowledge base for what to say and how to structure it (Cheng, 2008; Kobayashi, 2023); structured rehearsal facilitates procedural automatization of these genre conventions (DeKeyser, 2007); and anxiety reduction enables learners to allocate cognitive resources more efficiently during high-stakes performance (Horwitz et al., 1986; Yadav, 2025).

Quasi-experimental designs provide stronger causal inference than one-group designs while remaining more feasible than true random assignment in intact educational settings (Alrabai, 2023). The non-equivalent control group design involves comparing an experimental group receiving a treatment with a control group that does not, with both groups assessed on identical pre- and post-measures. Pre-test score comparability mitigates the principal threat to internal validity—selection bias—in this design (Plonsky, 2013). Recent intervention studies in EFL contexts demonstrate the utility of this design for documenting causal effects of structured speaking interventions (Bai & Xian, 2024; Sarabi Asl et al., 2024).

METHOD

This study employed a quasi-experimental non-equivalent control group design (Alrabai, 2023). Two intact classes of sixth-semester English Education students were assigned to the experimental condition (SAP model instruction) and the control condition (conventional speaking instruction). Both groups completed a pre-test before instruction began and a post-test immediately after the instructional period concluded. Pre-test scores were compared to verify group equivalence prior to treatment.

Participants consisted of 60 sixth-semester students (34 female, 26 male; mean age 21.4 years, SD = 0.91) enrolled in two parallel sections of the English Education program at Muhammadiyah University of Palopo, South Sulawesi, Indonesia. Section A (n = 30) was assigned to the experimental group and Section B (n = 30) to the control group. Assignment was based on existing class schedules rather than random selection. All participants had completed at least four semesters of English language instruction and were approaching the proposal seminar stage of their degree program. Pre-test mean scores were statistically comparable between groups (Experimental: M = 58.5, SD = 9.8; Control: M = 57.9, SD = 10.1; $t(58) = 0.24$, $p = .81$), confirming baseline equivalence.

Three instruments were used. First, a Speaking Performance Rubric drawing on analytical scoring frameworks established for EFL oral presentations (Al-Khresheh, 2024; Al-Khresheh et al., 2025) assessed students' presentation performance across five dimensions—content, language accuracy, fluency, discourse organization, and delivery—each scored on a 20-point scale (total: 100 points). Inter-rater reliability was established through double-scoring of a 20% random sample of recordings (Cohen's kappa = .87, indicating strong agreement). Second, a Student Perception Questionnaire (20 Likert-scale items, 5-point scale) gathered experimental group students' perceptions of the SAP model. The questionnaire was developed through a systematic validation process: content validity was established through review by three expert judges (two EFL methodology specialists and one academic speaking researcher), who assessed item relevance, clarity, and coverage using a content validity ratio protocol; revisions were made based on their feedback before pilot testing. A pilot test was conducted with 15 students from a comparable EED cohort not participating in the main study, yielding a Cronbach's alpha of .89, indicating high internal consistency. Final questionnaire items retained following validation demonstrated strong alignment with the SAP model's instructional components. Third, an open-ended reflection form invited students to describe perceived changes in their confidence and competence following the intervention.

The experimental group received six 100-minute SAP model sessions delivered over six weeks, covering: (1) Genre Awareness and Rhetorical Moves of Proposal Presentations; (2) Language Functions for Framing Research Problems and Objectives; (3) Academic Vocabulary and Hedging Strategies; (4) Non-verbal Communication and Delivery Techniques; (5) Structured Rehearsal with Peer Feedback; and (6) Full Presentation Simulation with Reflective Debriefing. Each session followed an Explicit

Instruction–Guided Practice–Independent Practice cycle consistent with genre-based instructional principles (Nugroho & Rekha, 2023).

The control group received six 100-minute sessions of conventional speaking instruction consistent with their regular curriculum, which included general speaking topics, conversation practice, and presentation of self-selected topics without genre-specific scaffolding or structured rehearsal protocols. Both groups were taught by the same instructor to control for teacher effects.

Quantitative data were analyzed using SPSS Version 26. Prior to parametric testing, the Shapiro–Wilk test was used to verify normality and Levene's test was used to verify homogeneity of variance. A paired-samples t-test was used to assess within-group pre-to-post improvements for each group separately. An independent-samples t-test was used to compare the post-test means of the experimental and control groups, constituting the primary test of the treatment effect. Effect size was calculated using Cohen's d. The significance threshold was set at $p < .05$. Qualitative data from the student perception questionnaire and open-ended reflection forms were analyzed using thematic analysis following Braun and Clarke's (2006) six-phase framework.

To strengthen trustworthiness, multiple procedures were employed: (a) dual coding—two independent coders separately coded the reflection data and achieved an inter-coder agreement rate of 87% before resolving discrepancies through discussion; (b) member checking—a representative sample of five participants reviewed the preliminary themes and confirmed their accuracy and resonance with their experiences; and (c) peer debriefing—a colleague with expertise in qualitative EFL research reviewed the coding process and thematic interpretations to identify potential analyst bias. These procedures strengthen the credibility and dependability of the qualitative findings.

RESULTS AND DISCUSSION

Pre-test equivalence check

Before analyzing treatment effects, pre-test score equivalence was verified using an independent-samples t-test. Results confirmed no statistically significant difference between groups at baseline (Experimental: $M = 58.5$, $SD = 9.8$; Control: $M = 57.9$, $SD = 10.1$; $t(58) = 0.24$, $p = .81$), establishing that the two groups were comparable prior to the intervention. This finding mitigates the primary threat to internal validity in non-equivalent control group designs (Alrabai, 2023).

Prior to parametric testing, normality was assessed using the Shapiro–Wilk test. Pre-test scores were normally distributed for both groups (Experimental: $W = 0.96$, $p = .32$; Control: $W = 0.94$, $p = .28$). Post-test scores were also normally distributed (Experimental: $W = 0.97$, $p = .41$; Control: $W = 0.95$, $p = .35$). Levene's test for equality of variances was non-significant for post-test scores ($F = 1.24$, $p = .27$), supporting the homogeneity assumption. These results confirmed the appropriateness of parametric statistical testing.

Within-group pre-test to post-test gains

Table 1 presents descriptive statistics and paired-samples t-test results for both groups across all rubric dimensions. Standard deviations are reported to allow assessment of score variability within each group.

Table 1. *Pre-test and post-test scores by group and dimension (n = 30 per group)*

Dimension	EXP Pre M (SD)	EXP Post M (SD)	EXP Gain	CON Pre M (SD)	CON Post M (SD)	CON Gain	Sig.
Content (max 20)	12.4 (2.1)	17.1 (1.8)	+37.9%	12.1 (2.3)	13.8 (2.0)	+14.1%	$p < .001$
Language Accuracy (max 20)	11.8 (2.4)	16.3 (1.9)	+38.1%	11.6 (2.2)	13.2 (2.1)	+13.8%	$p < .001$
Fluency (max 20)	10.9 (2.6)	15.8 (2.0)	+45.0%	10.7 (2.5)	12.9 (2.3)	+20.6%	$p < .001$
Discourse Organization (max 20)	11.3 (2.3)	16.7 (1.7)	+47.8%	11.2 (2.4)	13.4 (2.2)	+19.6%	$p < .001$
Delivery (max 20)	12.1 (2.0)	16.9 (1.8)	+39.7%	11.9 (2.1)	14.1 (2.0)	+18.5%	$p < .001$
TOTAL (max 100)	58.5 (9.8)	82.8 (7.2)	+41.5%	57.9 (10.1)	67.4 (9.1)	+16.4%	$p < .001$

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Note. EXP = Experimental group; CON = Control group. Values in parentheses are standard deviations. Gain percentages are calculated relative to pre-test means.

The experimental group demonstrated substantial gains across all five dimensions, with the largest improvements in Discourse Organization (+47.8%) and Fluency (+45.0%), and an overall total gain of 41.5%. The control group also showed statistically significant within-group gains (all $p < .001$), but at markedly lower magnitudes—the largest gain in any dimension was Fluency (+20.6%), and the overall gain was 16.4%. This pattern suggests that while both forms of instruction produced some improvement, the SAP model produced substantially larger gains across every dimension.

Importantly, the comparatively smaller gains in Content (+37.9%), Language Accuracy (+38.1%), and Delivery (+39.7%)—although still substantial—may reflect the nature of these dimensions rather than any instructional limitation. Content knowledge gains may be constrained by the degree to which students' disciplinary understanding of their proposal topics develops independently of speaking instruction. Language accuracy gains typically require longer exposure and more cumulative practice to manifest, as grammatical restructuring involves deeply embedded linguistic habits that are not easily transformed within a six-week intervention (Sarabi Asl et al., 2024). Delivery behaviors, including gesture, eye contact, and posture, are similarly subject to gradual habituation and tend to stabilize more slowly than higher-level rhetorical or fluency skills. These interpretations suggest a differential responsiveness of speaking dimensions to genre-focused SAP instruction, with discourse-level skills showing the most immediate and pronounced benefits. These results align with Rustam et al. (2024) and Kuswandi et al. (2023), who reported similar patterns of larger discourse organization and fluency gains in genre-scaffolded SAP groups compared with conventional instruction controls in Indonesian EFL settings.

Between-group comparison of post-test scores

The primary test of treatment effect—an independent-samples t-test comparing post-test means between the experimental and control groups—is presented in Table 2.

Table 2. *Independent-samples t-test: Post-test comparison between experimental and control groups*

Group	n	Post-Test M	SD	t (df = 58)	p
Experimental (SAP Model)	30	82.8	7.2	7.34	< .001
Control (Conventional)	30	67.4	9.1	—	—

Note. Cohen's d = 1.89 (large effect).

The independent-samples t-test revealed a statistically significant difference between the post-test means of the experimental group ($M = 82.8$, $SD = 7.2$) and the control group ($M = 67.4$, $SD = 9.1$), $t(58) = 7.34$, $p < .001$. The effect size (Cohen's $d = 1.89$) indicates a large practical effect, suggesting that the SAP model produced not only statistically significant but also educationally meaningful improvements in academic speaking performance relative to conventional instruction.

Although effect sizes of this magnitude are relatively uncommon in educational intervention research, several converging factors may explain its emergence in the present study. First, the genre specificity of the training ensured a close alignment between instructional content and assessment criteria: students were taught and practiced the exact rhetorical moves and linguistic functions assessed in the post-test rubric (Kobayashi, 2023). Second, the intensive six-week intervention, with six dedicated 100-minute sessions focused exclusively on proposal seminar presentation skills, provided concentrated exposure not typical of conventional speaking instruction. Third, same-instructor implementation eliminated teacher-quality confounds that might otherwise suppress effect magnitudes in two-group designs. Fourth, the SAP model integrated multiple mutually reinforcing scaffolding components—genre awareness, structured rehearsal, peer feedback, and reflective simulation—rather than relying on any single strategy (Anjaniputra & Salsabila, 2023). Fifth, participants entered the study with relatively low baseline scores ($M = 58.5$), meaning there was substantial room for improvement, which may have amplified the measurable gains relative to studies with higher-performing baseline groups. These explanations suggest that the large effect size is attributable to a combination of design features rather than any single factor.

Students' perceptions of the SAP model

The student perception questionnaire (experimental group only) revealed highly positive assessments of the SAP model. The overall mean

satisfaction score was 4.31 out of 5.00 (SD = 0.48). Table 3 presents mean scores for the highest- and lowest-rated questionnaire items.

Table 3. *Student perception questionnaire: highest-rated items (n = 30, Scale: 1–5)*

No.	Questionnaire Item	M	SD
1	The rehearsal sessions helped me feel more confident in presenting in English	4.57	0.50
2	The genre-awareness module helped me understand the structure expected in a proposal presentation	4.43	0.55
3	Peer feedback sessions were useful for identifying weaknesses in my presentation	4.37	0.57
4	The SAP model helped me use more appropriate academic vocabulary and language functions	4.30	0.60
5	I feel better prepared to respond to examiner questions after completing the SAP sessions	4.23	0.63
6	The non-verbal communication module improved my awareness of delivery techniques	4.10	0.71

Thematic analysis of open-ended reflection forms identified three overarching themes. The first theme, From Confusion to Clarity, captured students' descriptions of how the genre-awareness module helped them understand the structural and rhetorical expectations of proposal seminar presentations. Representative responses indicated that prior to the intervention, students lacked awareness of the organizational conventions expected in academic presentations; afterwards, they reported confidence in applying the appropriate rhetorical moves. The second theme, Confidence Through Rehearsal, reflected students' perception that the structured practice sessions were the most impactful component of the model. Several students specifically described reduced anxiety in post-simulation sessions compared with their initial baseline presentation, paralleling findings reported by Zhai (2025) on the affective benefits of structured anxiety-reduction training. The third theme, Language as a Tool, described a shift from viewing English as a barrier to viewing it as a resource that could be strategically deployed in the academic presentation context, consistent with findings reported by Woodrow (2006) and more recently by Ramadhan et al. (2023).

Importantly, a balanced reading of the data also reveals areas of challenge that deserve acknowledgment. A subset of students noted the time demands of the intervention as a source of pressure, particularly those managing concurrent coursework obligations. Some participants reported rehearsal fatigue during the later structured practice sessions, suggesting that session pacing and variety could be optimized in future iterations (Mai, 2025). A few students described residual anxiety during peer feedback exchanges, indicating that the social evaluative dimension of rehearsal—even in a supportive classroom setting—was not fully resolved by the intervention; similar observations have been reported by Alhasan et al. (2024). Additionally, several students expressed uncertainty about their ability to transfer the presentation skills practiced in structured rehearsal settings to authentic high-stakes seminar conditions where examiner questions are unpredictable. These nuanced findings suggest that while the SAP model is highly effective, its implementation would benefit from attention to cognitive load management, social-emotional scaffolding in feedback phases, and explicit preparation for transfer to authentic performance contexts.

The results of this quasi-experimental study provide robust evidence that the SAP learning model significantly outperforms conventional speaking instruction in improving English Education students' proposal seminar presentation ability. The statistically significant between-group post-test difference ($t(58) = 7.34$, $p < .001$) and the large effect size (Cohen's $d = 1.89$) indicate that the SAP model's advantages over conventional instruction are both statistically reliable and practically meaningful. This finding directly addresses the methodological limitation of prior SAP studies that lacked control group comparisons (Aryanti & Suryani, 2018; Huang & Chang, 2020; Rahmawati & Sari, 2019), providing stronger causal evidence for the effectiveness of purpose-designed SAP instruction.

At the same time, scholarly rigor requires acknowledging that the evidence base is not uniformly supportive. Some studies note that genre instruction may be less effective for lower-

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proficiency learners who lack the baseline linguistic resources to operationalize genre conventions during performance (Cheng, 2008). Under conditions where learner proficiency is very low, explicit genre knowledge may not translate readily into speaking improvement within a short intervention window (Kobayashi, 2023). Nugroho and Rekha (2023) likewise observed that gains in genre-based instruction were most pronounced for learners with intermediate and above proficiency, suggesting that learner proficiency may moderate the effectiveness of SAP interventions. In the present study, participants' baseline scores (M = 58.5) indicate a lower-intermediate proficiency level, yet strong gains were still observed; this may reflect the proposal seminar context's alignment with participants' existing content knowledge, which may have facilitated productive engagement with genre instruction even at moderate proficiency levels.

The largest within-group gains in the experimental group were observed in Discourse Organization (+47.8%) and Fluency (+45.0%). The discourse organization finding aligns with Kobayashi's (2023) argument that genre-based instruction most directly improves learners' ability to organize spoken output in conventionally recognizable ways, because it makes the rhetorical move structure of a given academic genre explicit and teachable. This is consistent with Nugroho and Rekha (2023) and Mulyani et al. (2024), who found that EFL learners trained in genre-based approaches demonstrated significantly better text and discourse organization than control-group counterparts.

The substantial improvement in Fluency is consistent with DeKeyser's (2007) skill acquisition theory, which predicts that repeated, structured practice leads to the automatization of procedural knowledge, reducing cognitive load and freeing resources for content management and audience engagement. This scaffolding sequence mirrors the progression observed in recent fluency development research (Anjaniputra & Salsabila, 2023; Fitriani et al., 2024).

The findings directly support the theoretical framework underlying this study. The improvement in Discourse Organization (+47.8%) aligns with genre-based instruction principles, as students explicitly learned and practiced the rhetorical moves characteristic of proposal seminar presentations (Nugroho & Rekha, 2023). The substantial Fluency gain (+45.0%) is consistent with DeKeyser's (2007) skill acquisition theory, which predicts that structured, repeated rehearsal leads to the automatization of procedural knowledge, thereby reducing cognitive load during performance. Furthermore, the reduction in self-reported anxiety evident in student reflections—particularly the theme of 'Confidence Through Rehearsal'—is consistent with Horwitz et al.'s (1986) foreign language anxiety framework, with parallels in Zhai's (2025) recent evidence that structured intervention reduces FLA in EFL learners.

The gain in Discourse Organization (+47.8%) substantially exceeds those reported in comparable GBI studies. Nugroho and Rekha (2023) reported a 28.3% gain in discourse organization, while Mulyani et al. (2024) found a 31.2% improvement. This discrepancy may reflect the current study's explicit focus on proposal seminar rhetorical moves, which were directly taught and practiced through structured rehearsal and peer feedback cycles. As shown in Table 4, the effect size in the current study (d = 1.89) also exceeds those reported in previous SAP intervention studies, which may be attributable to the integration of multiple instructional components—genre awareness, structured rehearsal, peer feedback, and reflective practice—rather than any single intervention element.

Table 4. *Comparison of effect sizes with previous SAP intervention studies*

Study	Design	n	d	Outcome	Context
Current study	Quasi-exp. (2 groups)	60	1.89	Overall SAP	Indonesian EED, proposal seminar
Rustam et al. (2024)	Quasi-experimental	48	1.42	Academic oral	Indonesian EFL university
Nugroho & Rekha (2023)	Mixed-methods	40	1.15	Oral presentation	Indonesian EFL, GBI
Mulyani et al. (2024)	Quasi-experimental	50	1.21	Oral presentation	Indonesian EFL, GBI
Huang & Chang (2020)	One-group pre-post	35	0.98	Academic speaking	VR-enhanced SAP

Rahmawati & Sari (2019)	One-group pre-post	30	0.87	Academic speaking	Project-based SAP

Note. d = Cohen's d effect size. GBI = Genre-Based Instruction. Studies using one-group designs are noted accordingly.

The control group's modest but statistically significant improvements (+16.4% overall) are attributable to the general practice effect of repeated speaking tasks and possible spillover from students' awareness that a post-test was approaching. However, the magnitude of these gains was consistently lower across all five dimensions than those of the experimental group, confirming that exposure to speaking practice alone—without genre-specific scaffolding and structured rehearsal—is insufficient to produce the level of improvement needed for high-stakes academic presentation performance (Kuswandi et al., 2023; Wahyudin & Inayah, 2023).

Several limitations should be acknowledged. First, while the non-equivalent control group design is stronger than a one-group pre-post design, the absence of random assignment means that unmeasured pre-existing differences between the two intact classes cannot be entirely excluded (Alrabai, 2023). Second, the post-test was administered immediately after the instructional period; a delayed post-test would provide evidence about the sustainability of learning gains over time (Bai & Xian, 2024). Third, the study was conducted at a single institution in South Sulawesi; replication across diverse Indonesian and non-Indonesian institutional contexts would strengthen generalizability. Fourth, the speaking rubric does not capture the interactive dimension of the Q&A phase, which students identified as their greatest source of anxiety (Achmad et al., 2024).

These limitations suggest productive directions for future research: (1) random assignment designs to strengthen causal inference; (2) delayed post-tests to assess retention of learning gains; (3) replication across diverse Indonesian and international institutional contexts; (4) development of assessment instruments for Q&A response competence; (5) investigation of technology-enhanced rehearsal environments, including AI-based and virtual conferencing platforms, as potentially scalable extensions of the SAP model (Apridayani, 2024; Suryadi & Erlangga, 2024); and (6) dismantling or comparative intervention designs that isolate individual components of the six-module SAP sequence—such as comparing genre awareness alone versus genre awareness plus structured rehearsal—to identify which elements contribute most strongly to speaking gains and thereby clarify the mechanisms driving the overall effectiveness of the model (Alzubi et al., 2024).

CONCLUSION

This quasi-experimental study investigated the effect of a Speaking for Academic Purposes (SAP) learning model on English Education students' English proposal seminar presentation ability at Muhammadiyah University of Palopo, Indonesia. Using a non-equivalent control group design with 60 sixth-semester students divided into experimental (SAP model instruction, n = 30) and control (conventional instruction, n = 30) groups, the study produced clear evidence of the SAP model's superior effectiveness.

The experimental group achieved a significantly higher post-test mean (M = 82.8) than the control group (M = 67.4), with a large effect size (Cohen's d = 1.89). Within the experimental group, all five rubric dimensions—content, language accuracy, fluency, discourse organization, and delivery—showed significant improvement, with the largest gains in Discourse Organization (+47.8%) and Fluency (+45.0%). Students perceived the SAP model positively, particularly valuing the structured rehearsal sessions and the genre-awareness module, and reported qualitative shifts from anxiety to confidence and from confusion to clarity in their academic speaking.

These findings have practical implications for English Education curriculum design in Indonesian higher education. The SAP model's six-module sequence—genre awareness, language functions, academic vocabulary, non-verbal delivery, structured rehearsal, and reflective simulation—is proposed as a replicable and adaptable framework for integrating purposeful academic speaking instruction into EED programs (Husnaini et al., 2024; Sudirman et al., 2023). For future research, the study recommends: (1) random assignment designs to strengthen causal inference; (2) delayed post-tests to assess retention of learning gains; (3) replication across diverse Indonesian and international institutional contexts; (4) development of assessment instruments for Q&A response competence; (5) investigation of technology-enhanced rehearsal environments, including AI-based and virtual conferencing platforms, as potentially scalable extensions of the

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SAP model; and (6) dismantling or comparative intervention designs to identify which individual components of the six-module SAP sequence contribute most strongly to speaking gains, thereby clarifying the mechanisms driving the model's effectiveness.

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