

Structuring an English Presentation E-Module: Integrating Creative Industry Concepts into Vocational Education

Ferawaty Syam¹, Abdu Rahman M², Syahrir Nawir Nur³, Arysespajayadi⁴, Lukytta Gusti
Achfira⁵, Herman Resyadi⁶
{ferawatysyam@polimedia.ac.id¹, abdurahman.m@polimedia.ac.id², syahrir nawir@polimedia.ac.id³}

Politeknik Negeri Media Kreatif, Indonesia^{1,2,3,4,5}
Institut Agama Islam Negeri Bone, Indonesia⁶

Abstract. The primary aim of this study is to develop an English presentation module tailored to the needs of vocational students within the creative industries. This module is intended to serve as a guide for improving English communication and presentation skills. The research focuses on the specific English presentation requirements of vocational students, particularly in the fields of Graphic Engineering, Design, Publishing, and Advertising. The research sample includes courses related to English for Specific Purposes, English for Business Presentation, English for Business Design, and English for Lobbying and Negotiation. The research employs a Research and Development approach, wherein data is collected through several stages: field and literature data collection; module design; validation and implementation (trial). The data analysis technique used in this study follows an Interactive Model Analysis, comprising (1) data reduction, (2) data display, and (3) drawing conclusion/verification. The findings of this research present an E-module concept that includes introduction to presentation, starting a presentation, signaling in a presentation, closing a presentation, effective presentations, presentation practice, and English vocabulary specific to the creative industry in each chapter. Additionally, the module is equipped with exercises and assignments. The high ratings for the module's visual design and organizational clarity further underscore students' positive reception. This proves to be a valuable resource for systematically guiding students in developing their English presentation abilities with positive implications for its sustained use and further refinement within educational contexts. Despite these successes, the results also indicate areas where minor improvements could be made to better cater to all learners.

Keywords: E-module, English, presentation, vocational education

1 Introduction

With the global integration of the creative industry, proficiency in English presentation skills has become essential. As a result, the ability to speak English with confidence is increasingly crucial for future professionals in the creative industry, including vocational students at the Creative State Polytechnic. These students often feel constrained by their English skills and express a need for structured, written guidance. This aligns with our previous research, which highlighted that, alongside audio-visual learning materials and training, vocational EFL students also benefit from supplementary modules aimed at enhancing their oral English

presentation skills (Syam, F., Umar, N.J., & Faiqoh, E., 2023). These findings form the basis for the development of an English presentation module designed to improve the English proficiency of vocational students and creative industry professionals, equipping them to tackle international communication challenges and capitalize on global market opportunities.

The English presentation module is a valuable tool for both aspiring and active professionals in the creative industry, enabling them to effectively communicate their ideas and products to clients, investors, and business partners across the globe. One of the primary challenges these professionals face is the lack of adequate resources for developing English language skills that are specifically relevant to the creative industry. By developing a specialized English presentation module, this barrier can be mitigated, providing access to materials that are tailored to the unique demands of the industry. Consequently, these professionals can enhance their communication skills in the global marketplace, thereby increasing their competitiveness and expanding their business reach. According to Widada (2019), proper language use and English proficiency offer significant advantages in creative industry activities. Hence, the development of an English presentation module rooted in the creative industry is a critical step in overcoming communication challenges and seizing opportunities in a globally connected world. Additionally, innovation within the creative industry not only drives the creation of new products and services but also pushes technological boundaries and inspires growth in other sectors (Muller, Rammer, & Truby, 2009). As Agung (2015) points out, the creative industry holds immense potential to strengthen cultural diversity and promote local identity through artistic expression, design, and storytelling.

The English language module serves as a written learning tool designed to assist in the acquisition and enhancement of English skills, both in spoken and written forms. According to Sukra and Handayani (2015), the use of English modules can significantly boost students' comprehension of the material and enhance their communication abilities. A well-constructed and contextually relevant English module has the potential to increase the effectiveness of language learning, making the process more focused and tailored to students' needs. This, in turn, helps learners better grasp the content, sharpen their communication skills, and increase their motivation to engage with the material. Given the unique needs and challenges faced by students in the creative industry, as outlined in the background of this study, the research aims to contribute meaningfully to the development of English language skills that are relevant and beneficial to the creative industry at large. More specifically, the primary goal of this research is to create an English presentation module (E-module) tailored to the needs of vocational students in the creative industry, with the aim of enhancing their communication and presentation skills in English.

2 Methodology

This study adopts a Research and Development (R&D) approach, beginning with a needs analysis to gather data on students' requirements for delivering oral presentations in English. After analyzing the collected data, the researcher will develop an English presentation module

tailored to the creative industry. The developed module will then undergo an evaluation phase to assess its effectiveness. The research is focused on the Politeknik Negeri Media Kreatif campus, specifically addressing the English presentation needs of vocational students in departments such as Graphic Engineering, Design, Publishing, and Tourism. The sample will include courses related to English for Specific Purposes, English for Business, English for Lobbying and Negotiation, English for Tourism, and English for Advertising involving 30 students with the purposive sampling. The data collection process will involve several stages: (1) gathering field and literature data, (2) designing the module, and (3) validating and revising the design. The analysis of the data will follow the Interactive Model Analysis technique proposed by Miles, Huberman, and Saldana (2014), which comprises three key stages: (1) data reduction, (2) data display, and (3) conclusion drawing and verification.

3 Results and Discussions

This research was conducted to contribute to the improvement of English language skills relevant to the creative industry, particularly English for presentations. Therefore, based on the main objective of this research which is to develop an English presentation module tailored to the needs of vocational students in the creative industry, thus various stages were carried out with the following results:

3.1 Needs Analysis

Based on previous research by Syam, F., Umar, N. J., & Faiqoh, E. (2023), it was found that pronunciation is the most needed language aspect for students during oral presentations. The inability to pronounce words correctly can reduce students' confidence when presenting. To enhance students' skills in oral English presentations, in addition to feedback for practicing pronunciation, learning media in the form of audio-video and an English presentation module are also required as supporting tools.

Concept of Module

Introduction

A presentation is an activity in which ideas, information, and arguments are conveyed to an audience. The ability to present orally in English has become an essential skill in today's era of globalization, both in academic and professional contexts. Students and professionals across various fields often face the task of presenting projects, research findings, and ideas in English before an audience with various objectives, such as:

- a. Informative: capable of providing information on a topic, such as ideas, research findings, new policies, or educational content in English.
- b. Persuasive: Capable of convincing the audience with what has been presented in English. This may encourage the audience to take action in the form of support or application of the project presented.

- c. Instructive: Capable of guiding the audience on how to do something, such as how to apply a product, including communication steps within the English presentation itself.
- d. Interactive: Capable of engaging the audience in the English presentation process in an enjoyable and memorable way.

Presentation activities can be effective by paying attention to the following presentation structure:

- a. Introduction: This part is the most crucial when starting a presentation as it aims to capture attention, build credibility, and outline the agenda to be presented.
- b. Delivering: This section is the core of the presentation as it elaborates on the main points, arranged and developed in a detailed and logical manner with clear transitions between sections.
- c. Conclusion: This is the final session that summarizes all the main points, reinforces the main message, and concludes clearly.

Material Content

The breakdown of content material in module preparation consists of several chapters, including the following:

- a. Starting presentation

This stage is the initial phase, known as the opening. The opening of a presentation is very important because it sets the tone for the entire presentation. A strong opening that creates a positive impression will capture the audience's attention and encourage them to listen to the presentation further. For example the phrases in the module:

Good morning/afternoon/evening[addressing name]
Welcome,[addressing name]
Thank you for joining us today[addressing name]

- b. Signalling presentation

This stage involves the speaker (presenter) using verbal and non-verbal cues to guide the audience during the presentation. These signals are very helpful in maintaining the audience's attention, clarifying the structure of the presentation, and enhancing understanding. For example the phrases in the module:

Verbal Signalling	
Technique	Examples
Transition Phrases	<i>"No, let's move on to"</i> <i>"Next, we will discuss...."</i>

	<i>"This brings us to"</i>
Summarizing Statements	<i>"To summarize....."</i> <i>"In brief....."</i> <i>"So far, we've covered....."</i>
Signpost Phrases	<i>"First, we will look at....."</i> <i>"Secondly,"</i> <i>"Finally,"</i>
Clarifying Statement	<i>"In other words....."</i> <i>"To put it another way....."</i> <i>"What this means is....."</i>

c. Closing presentation

This final stage, commonly known as the closing, can have a similar effect to the opening in terms of setting the power of the presentation stage if done by leaving a deep impression on the audience. This impression can be created by summarizing the key points of the entire presentation content. End the presentation with a concise and clear conclusion. In addition to the conclusion, it's advisable to include a CTA (Call to Action) and conclude with an impact. A CTA is an invitation to prompt the audience to take specific actions or consider the implications of the presentation. Concluding with an impact means ensuring that the audience remembers the presenter's message after the presentation is over. This can be achieved by using a memorable quote, a thought-provoking question, or by thanking the audience for their time and attention. For example, the phrases in the module

Closing Technique	Phrases
Summarizing Key Points	- In summary..... - To recap what we've discussed..... - To sum up
Concluding Remarks	- In conclusion, - To wrap things up - As we conclude.....
Call to Action	- I encourage you to - Let's take action by - Moving forward, let's

d. Effective Presentation

This material provides several tips for ensuring an effective presentation. There are a few things to consider, including: (a) handling questions; (b) managing nervousness; (c) using visual aids; (d) engaging the audience; and (e) practicing and seeking feedback.

Handling Questions	Phrase
Clarifying Questions	- Could you please clarify your questions?

	- I'm not sure I understand. Could you explain a bit more?
	- Can you give me an example to help clarify your question?
Answering Questions	- Here is how I see it
	- In my experience.....
	- Based on the information we have
	- What we know is....
	- Let me explain in this way
Acknowledging Questions	- That is a great question
	- Thank you for bringing that up
	- I am glad you asked that

e. Presentation Practice

The material in this chapter teaches how to practice presentations in order to become accustomed to delivering material verbally with confidence. Several techniques that can be applied during English presentation practice include: practicing independently to improve delivery and time management; practicing with friends accompanied by feedback; recording oneself in video form to detect mistakes; and group practice to simulate the presentation process, including the Q&A session.

Material Closing

After presenting the core material of the module, a vocabulary list related to the creative industry is provided along with its definitions. The vocabulary included in this module revolves around the fields of advertising, publishing, graphic design, and printing techniques. The availability of this vocabulary can assist the learning process of English oral presentations both in and outside the classroom.

Validation Results

The validation process involved two experts evaluating the English presentation module from multiple aspects, including design, visual elements, content, technical aspects, and relevance to the target learners.

- 1) Design and Visual Aspects: Validator 1 noted that the overall design of the module is good, but suggested some improvements in the arrangement of images. The visual presentation was praised as excellent, though both the content and imagery were recommended for further refinement to ensure clarity and alignment with the module's purpose.
- 2) Technical Aspects: Regarding technical elements, Validator 1 confirmed that the file format aligns well with the images and module layout, though some minor improvements were recommended for page navigation to make the user experience smoother.
- 3) Content and Language: Validator 2 emphasized that the material presented in the module is appropriate and relevant for vocational students. The language used in the module was found to be clear and easy to understand, facilitating ease of use by students.
- 4) Relevance and Practicality: Additionally, Validator 2 highlighted that the module aligns

well with student learning needs and that the exercises provided are practical and beneficial, contributing to students' skill development in English presentations.

The result of the validation process showed that while the module is strong in design, content, and usability, there are areas for minor improvements, particularly in the arrangement of images and technical navigation.

Implementation Results

- 1) Question 1: What is the level of difficulty of the material presented in the English presentation module?

The data shows that the majority of students (63.27%) found the material to be moderately easy, while 32.65% considered it to be somewhat difficult. Only a small percentage (4.8%) reported the material as very easy, and none of the students found it to be very difficult (0%). This indicates that the E-Module for English presentations is generally perceived as accessible and manageable by most students, with only a minority experiencing some difficulty. The absence of responses indicating extreme difficulty suggests that the module's content is well-aligned with the students' proficiency levels.

- 2) Question 2: Do the exercises in the English presentation module help you practice presentation skills in English?

The results reveal that a significant majority of students found the exercises beneficial. Specifically, 46.94% of the students reported that the exercises were very helpful, and 48.98% stated they were moderately helpful. Only 4.8% felt the exercises were somewhat unhelpful, and none of the students indicated that the exercises were not helpful at all. These findings suggest that the exercises in the E-Module are effective in helping students practice their English presentation skills, with nearly all students expressing positive feedback about their usefulness. The minimal percentage of students who found them less helpful might indicate a need for slight adjustments to accommodate different learning styles or needs.

- 3) Question 3: How do you rate the visual design and presentation of the material in this English presentation module?

The data shows that the majority of students have a positive perception of the visual design and material presentation. Specifically, 44.9% of students rated it as very good, and 51.2% as moderately good. Only 4.8% felt that the design and presentation were less than satisfactory, while no students rated it as poor (0%). This indicates that the visual design and overall presentation of the E-Module are generally well-received by students, with the vast majority finding it visually appealing and effectively organized. The small percentage of students with less favorable views could suggest room for minor improvements in layout or design elements.

- 4) Question 4: How clear is the structure and organization of this English presentation module?

The majority of students found the structure and organization of the module to be clear. A total of 61.22% rated it as moderately clear, while 34.69% found it to be very clear. Only

a small percentage (4.8%) felt that the structure was somewhat unclear, and no students (0%) indicated that it was not clear at all. These results suggest that the E-Module is well-structured and organized for most students, making it easy to follow and understand. The small percentage of students who found it less clear might highlight areas where additional clarification or more straightforward organization could be beneficial.

- 5) Question 5: How would you rate your ability to convey ideas clearly and systematically during an English presentation before using this module?

The results indicate that students felt their ability to present ideas clearly and systematically was generally limited prior to using the module. Specifically, 51.2% of students rated their ability as poor, and 14.29% as very poor. In contrast, 32.65% considered their ability to be moderately good, and only 2.4% felt it was very good. These findings suggest that before using the E-Module, many students struggled with organizing and presenting their ideas effectively in English. The module appears to address this issue by improving their presentation skills, as evidenced by the positive feedback on its exercises and design in the previous questions.

- 6) Question 6: How would you rate your ability to convey ideas clearly and systematically during an English presentation after using this module?

The data shows a notable improvement in students' self-assessment of their presentation skills after using the module. Specifically, 71.43% of students felt their ability to present ideas clearly and systematically was moderately good, and 12.24% rated it as very good. Only 12.24% considered their ability to be somewhat poor, and 4.8% rated it as very poor. These results suggest that the E-Module has had a positive impact on students' presentation skills, with the majority reporting an improvement in their ability to organize and deliver ideas effectively. The small percentage of students who still feel their skills are lacking might indicate areas where further enhancement or additional support could be beneficial.

The results of the questionnaire provide insightful feedback on the effectiveness and reception of the E-Module for English presentations. The data reveals a generally positive perception of the module among students, with some areas indicating room for improvement.

Regarding the difficulty level of the material (Question 1), the majority of students (63.27%) found the content to be moderately easy, suggesting that the module is well-calibrated for its intended audience. This is consistent with research by Brown and Abeywickrama (2019), which highlights the importance of aligning educational materials with learners' proficiency levels to ensure accessibility and engagement. The relatively small percentage of students who found the material difficult indicates that the module successfully accommodates a range of skill levels but may need slight adjustments to cater to those who find it challenging.

In terms of the effectiveness of the exercises (Question 2), the overwhelming majority of students perceived them as beneficial for practicing presentation skills, with 95.92% rating them as either very helpful or moderately helpful. This aligns with findings from educational research by Mayer (2014), which emphasizes the effectiveness of interactive and practical exercises in enhancing skill acquisition. The minimal percentage of students who found the exercises unhelpful suggests that while the module is largely effective, there may be specific

elements that could be refined to better support all learners.

The visual design and presentation of the module (Question 3) received high praise, with 96.1% of students rating it as good or very good. This finding supports the importance of well-designed educational materials in facilitating learning, as discussed by Plass et al. (2010), who argue that effective visual design enhances cognitive processing and engagement. The very low percentage of students who rated the design negatively implies that the module's visual appeal and organization are generally successful, although minor improvements could be considered to address the few critical perspectives.

The clarity of the module's structure and organization (Question 4) was also rated positively, with 95.91% of students finding it clear or very clear. This finding is consistent with research by Mayer and Moreno (2003), which underscores the significance of a well-organized structure in aiding comprehension and retention. The negligible percentage of students who found the structure unclear suggests that the module's organization is effective, though continued assessment and refinement could further enhance clarity.

The self-assessment of students' presentation skills before using the module (Question 5) revealed a general sense of inadequacy, with 65.49% rating their skills as poor or very poor. This underscores the module's role in addressing existing gaps in presentation abilities, as evidenced by the positive shift in self-assessment after using the module (Question 6). Post-module assessments showed that 83.67% of students rated their skills as good or very good, indicating a significant improvement. This improvement reflects the module's effectiveness in enhancing students' presentation skills, supporting theories by Hattie and Timperley (2007) on the impact of targeted instructional interventions on skill development.

In summary, the findings suggest that the E-Module for English presentations is effective in improving students' presentation skills, with positive feedback on its design, clarity, and practicality. While the module is generally well-received, the results also highlight areas for potential enhancement, such as addressing the needs of students who found certain aspects challenging. These insights are valuable for ongoing development and refinement of educational materials to ensure they meet diverse learner needs effectively.

4 Conclusion and Recommendation

As the aim of this research is to develop an English presentation module tailored to the needs of vocational students in the creative industry, with the hope of improving communication and presentation skills in English, the conclusions drawn based on the findings and discussions in this study is the E-Module for English presentations has been largely successful in enhancing students' presentation skills. The majority of students found the module's content to be accessible and its exercises beneficial for practicing presentation skills, reflecting its effectiveness in meeting educational goals. The high ratings for the module's visual design and organizational clarity further underscore its overall positive reception. Notably, the significant improvement in students' self-assessed presentation abilities after using the module highlights its impact on addressing prior English presentation skill deficiencies. Despite these successes,

the results also indicate areas where minor improvements could be made to better cater to all learners. Overall, the E-Module represents a valuable tool for providing a structured guide in developing students' English presentation capabilities, with positive implications for its continued use and refinement in educational settings.

To assess the long-term effectiveness of the English presentation module, longitudinal studies could be conducted. These studies would track the progress of students over an extended period to evaluate the sustained impact of the module on their presentation skills and professional success.

Acknowledgement. This work was supported by The Center for Research and Community Service of Politeknik Negeri Media Kreatif.

References

- [1] Agung, A. A. G. (2015). Pengembangan model wisata edukasi-ekonomi berbasis industri kreatif berwawasan kearifan lokal untuk meningkatkan ekonomi masyarakat. *Jurnal Ilmu Sosial dan Humaniora*, 4 (2).
- [2] Brown, H. D., & Abeywickrama, P. (2019). *Language Assessment: Principles and Classroom Practices*. Pearson.
- [3] Hattie, J., & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research*, 77(1), 81-112.
- [4] Mayer, R. E., & Moreno, R. (2003). Nine Ways to Reduce Cognitive Load in Multimedia Learning. *Educational Psychologist*, 38(1), 43-52.
- [5] Mayer, R. E. (2014). *The Cambridge Handbook of Multimedia Learning*. Cambridge University Press.
- [6] Miles, M.B., Huberman, A.M., & Saldana, J. (2014). *Qualitative Data Analysis, A.Method Sourcebook*, Edition 3. USA:Sage Publications
- [7] Muller, K., Rammer, C., & Truby, J. (2009). The role of creative industries in industrial innovation. *Innovation*, 11 (2)
- [8] Plass, J. L., Homer, B. D., & Hayward, E. O. (2010). *Designing Effective Multimedia for Learning: Insights from Cognitive Science. In *Handbook of Research on Educational Communications and Technology* (pp. 655-663). Springer.
- [9] Sukra, I N., & Handayani, L. N. (2015). Pengaruh Penggunaan Modul Ajar (Modul) terhadap Hasil Belajar Bahasa Inggris untuk Akuntansi. *Jurnal Teknodik*, 19 (1)
- [10] Syam, F., Umar, N.J. and Faiqoh, E., 2023. EKSPLORASI KEBUTUHAN MAHASISWA EFL VOKASI DALAM MENINGKATKAN KETERAMPILAN PRESENTASI LISAN BAHASA INGGRIS. In *Prosiding Seminar Nasional Terapan Riset Inovatif (SENTRINOV)* (Vol. 9, No. 2, pp. 211-218).
- [11] Widada. D. M. (2019) Language Creativity in the Era of Creative Industries: Cognitive Process of Language. *Proceeding of International Conference on Islamic Education (ICIED)*. 4 (1)